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A NEEDS ANALYSIS IN THE CONTEXT OF A METALLURGICAL
INDUSTRY IN JOINVILLE - SC — A PILOT PROJECT

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LUCINDA CLARITA BOEHM

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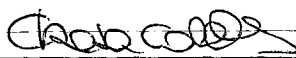
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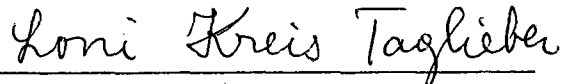
Arturo Ugalde
Orientador


Carmen Rosa Caldas
Coordenadora de Pós-Graduação
em Letras - Opção Inglês e Literatura Correspondente.

Apresentada perante a Comissão Examinadora composta dos professores:



Michael Scott



Loni Taglieber

Arturo Ugalde

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RESUMO

Esta dissertação propõe: a) um processo de análise de necessidades para detectar a espécie de inglês para um grupo de profissionais que trabalham numa indústria metalúrgica em Joinville, SC; b) uma investigação de suas atitudes e motivação com relação ao estudo dessa língua estrangeira.

O trabalho apresenta duas abordagens: uma teórica e a outra prática. A abordagem teórica enfatiza a importância de um modelo apropriado para a análise de necessidades e a importância que atitudes e motivação têm no processo de aprendizagem. O aspecto prático está centrado na identificação através de instrumentos próprios: a) das necessidades da língua inglesa para os profissionais da Fundação Tupy S.A. (51 questionários); b) da motivação e atitudes com relação à aprendizagem da língua estrangeira (52 questionários). Os dois questionários foram aplicados um em 1981 e outro em 1983.

Os resultados apontaram que a leitura de textos técnicos é a habilidade mais requerida em inglês e que a motivação dos profissionais para estudar a língua é principalmente de ordem instrumental, mas os técnicos têm, de um modo geral, uma atitude positiva com relação à cultura estrangeira.

Depois de avaliar os resultados da pesquisa pudemos concluir que uma análise de necessidades é da maior importância quando se trata de ensino de inglês para um grupo específico de profissionais e que uma pesquisa a respeito das atitudes e motivação dos interessados pode ajudar a resolver os problemas que naturalmente surgem para manter o interesse dos estudantes

durante o longo período requerido para a aprendizagem da língua estrangeira.

ABSTRACT

This dissertation proposes: a) a needs analysis process to find out the kind of English for a group of professionals working in a metallurgical industry in Joinville, SC; b) an investigation of their attitudes and motivation towards the learning of this foreign language.

The work presents two approaches: one theoretical and an other practical. The theoretical approach emphasizes the importance of a needs analysis model to detect the communicative needs in the foreign language and the place of attitudes and motivation in the learning process. The practical aspect is centred around the identification by means of proper instruments of: a) the professionals' needs of English taken from a sample of 51 technicians from Fundação Tupy S.A. b) the attitudes and motivation towards the process of learning a foreign language (sample of 52 people). The questionnaires were applied during 1981 and 1983.

The analysis of the data obtained pointed out that the most frequent need of English is for reading technological material, and that the professionals are mainly instrumentally motivated; nevertheless they have, in general, a positive attitude towards the foreign culture.

After evaluating the results of this research we can conclude that needs analysis is of utmost importance in the teaching of English for a specific kind of professionals and that a research about the learners' attitudes and motivation may help to overcome natural problems in keeping the students

interest during the long term studying time to master a foreign language.

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INTRODUCTION

This paper is about a survey carried out in 1981-83 at Fundição Tupy S.A., in Joinville, one of the largest metallurgical factories in Santa Catarina (with a working population of about 5.000 people), the purpose of which was to find out how great or small the need of English for the people who work in that factory is.

Although the number of those who need English in this factory is relatively small (approximately 1,8% according to information of the Human Resources Manager) it includes a variety of professionals such as engineers, computer experts, marketing experts, highly skilled technicians, among others.

The data for analysis were collected through interviews and questionnaires.

We first interviewed a sample of 33 technicians and 18 managers and heads of departments. We followed a written questionnaire and asked them to express their opinion about 14

questions. The fundamental questions were to find out if a knowledge of English (reading, writing, listening, speaking) was essential in their jobs and the kind of literature they have to manage.

The first part of this study, therefore, concentrated on ESP needs analysis.

Because of the growing realization that needs, however carefully analysed and specified, cannot provide a full picture for a course design, a further study was carried out to survey attitudes and motivation among the Tupy workforce.

This time 52 people were selected and given written questionnaires to answer. They were not interviewed. The questionnaires were sent to their workplaces and they give the answers. After that they sent them back to the central office of the factory.

The population of both samples was the same: technicians, engineers, managers and heads of departments of Fundação Tupy. However, as the second study was carried out some time after the first, and as both questionnaires were anonymous, it is not possible to draw close correlations between the two studies.

The second study was designed to elicit information about attitudes and motivation towards learning a foreign language. These aspects have been relatively little studied until now but the researches already done allow the affirmation that they more than less affect language learning achievement.

Both studies provided results which are suggestive rather than conclusive because very few studies of this type have been

carried out, and, to my knowledge, none similar in Brazil and the results, therefore, await confirmation in similar settings.

CHAPTER 1

The objective of this chapter is to examine the importance of needs analysis in the elaboration of a syllabus design.

When adults are learning a foreign language they may be doing it a) for pleasure, as a cultural experience; b) because they are highly conscious of the use to which they intend to put the language. (Mackay, 1979:2)

In the second case the need to know a foreign language is frequently an occupational or professional requirement. People must know a foreign language in order to improve in their professional field.

In any case of language study, but particularly for occupational purposes, an identification of the linguistic needs in the target language situation is of utmost importance. Clear and specific needs analysis helps to define more efficiently a learning syllabus in terms of the specific purposes to which the language will be put.

The identification of the learner's needs has also a high value when taking into consideration that it is a strong motivating factor. ESP learners have most frequently a very clear idea of why they are learning the language and have little tolerance for anything they consider irrelevant to this purpose. So, specially designed materials, relevant to the needs of particular students or stereotypes, can push them towards learning and produce impressive results. (Mackay, 1979:3)

Where language courses merely emphasize the teaching of grammatical structures and lexical items in exercises that do little more than manipulate linguistic forms, results are likely to be less effective. Moreover, students become disillusioned with such instruction since they neither learn to read, write or speak, nor do they learn to understand the foreign language. They learn about it but do not learn how to communicate in it. (Mackay, 1979:3)

First of all a careful examination of the meaning of the term needs in the expression needs analysis is required. Needs, for example, may imply a variety of things varying from necessity to desire and from communicative needs to administrative factors, motivation, aims of the course, etc., all contained in the single term.

By examining various linguists' approaches it will be possible to come to a clearer and single interpretation of the meaning of the term. Although there is more than one understanding, some of the approaches follow rather similar lines.

After defining the term, it is recommended to select a

model to analyse the needs. Munby's model (1978), which we selected for this study, is based on the theories of Halliday (1971), Hymes (1971) and Widdowson (1975) and develops the analysis of needs from a communicative language teaching perspective.

NEEDS ANALYSIS

Needs analysis is a method of processing data that was developed concurrently with the upsurge of interest in the ESP methodology (about ten or fifteen years ago). Its purpose is to identify the student's communicative needs of the target language. In this sense it can be seen as a natural and expected consequence of the new trend in teaching a foreign language.

To organize a specific syllabus it was not sufficient to be student task oriented; it was not sufficient to change attention from a grammatical approach of language teaching to an approach focused on notional, functional, or communicative purposes. It urged to define clearly what the learners need to know in the target language considering their linguistic purposes.

The needs analysis process specifies those needs collecting sociolinguistic data, that is, data related to the learner as a member of a group or a society, as well as psychological and pedagogical referentials.

IMPLICATIONS OF THE TERM

For various reasons the term "needs" became too broad in meaning - a plethora of terminology came to be included under the expression. C.V. James (in Chambers, 1980:25) comments upon this and notes that needs analysis came to involve real and imaginary needs, demands, desires, requirements, goals, etc.

Unfortunately, dictionaries have proved to be of little help here, because in a dictionary explanations are abundant and cover a wide range of meanings varying from "necessities" as in "Man needs water to live" to "desires" as in "What I need is a long holiday somewhere in the sun". The procedure only helped to widen the array of meanings. The ambiguity and imprecision of the term remained, promoting even greater confusion.

The uncertainty about "needs" affected also the meaning of the term "analysis" causing a degeneration in its use. By its proper nature analysis implies a certain degree of exactness in relation to the elements that make up the whole that is going to be identified. If the elements that form the whole, in this case, the needs, are not accurately established, they cannot be properly analysed.

It is necessary to establish a criteria of interpretation or any needs analysis procedure will be useless. What is meant by needs and whose needs are to be analysed has to be established to guarantee a reasonable systematic and reliable scientific procedure.

Various linguistics view the term in different ways.

Let us first take Mackay (1979:21). He is very objective when he argues that "In order to design and teach effective courses, the teacher and planner must investigate the uses to which the language will be put." To Mackay the ultimate aim of needs analysis is the identification of the communicative skills the learner will need in order to use the target language for his purpose. Completing his argument he suggests that investigations should be done by experts since informal approaches lead to vague results:

"Informal approaches to learners or their instructors in whatever professional field of study or vocational field they belong to will invariably lead to vague, confused and even erroneous results. One of the reasons for this is that few non linguistically trained people use language terminology rigorously or even in the same way to mean the same things. The linguistically unsophisticated confuse and conflate skills or simply do not distinguish between them at all." (Mackay, 1979:21)

Robinson (1980:29) says that the chief value of needs analysis is "Its ability to demonstrate the teacher's interest in the students and lead to some useful discussion." This does not clarify much but suggests that for Robinson needs analysis is a purely motivational exercise.

Broughton (1979:3) lists three components which constitute the framework of an ESP course at PUC-SP: the learning goal, the learning component and the teaching component. The learning goal, he says, is directly related to the identification of the learner's needs:

"In the analysis of the linguistic corpus we consider the problem of collecting a representative corpus. If the learning goal is

reading text books in English in the area of biochemistry this is not a particular problem; if it is understanding lectures in English in the area of atomic physics, it would be a bit more of a problem. A learning that involves a different kind of problem is, for example, the English needed by waiters or hotel receptionists and for it we look at various approaches to need analysis as a means of predicting a corpus of linguistic materials from which to work."

Analysing the quotation above, it becomes clear that the meaning of needs is intimately related to the linguistic material the learner has to have at his disposal in order to be able to communicate in a given circumstance.

First of all it is necessary to collect a representative corpus of linguistic material for analysis. It should be restricted to the area of interest of the learner so as to permit a sociolinguistic study, i.e., taking into consideration sociological factors, such as the kind of learner, and where and when he will use the language.

Holmes (1981:10) understands that the analysis of needs should have a sociopsychological basis together with the linguistic one:

"What I mean by the term Needs Analysis is a process which will not only examine the students' needs but also compare them with the reality of the situation, and begin to define the aims of the course and the way in which this can be achieved. Needs analysis is the departure point where E.S.P. leaves the method of the standard and general English and adopts a student centred approach."

In other words, Holmes recommends a process that examines the real needs of a learner and unveils the language skills he has to use in his daily communicative moments. It is here that ESP and EFL take different directions.

According to Holmes:

"As we design our course we want to know the specific purpose for which our students need English; in terms of subject specialism, type of language, level of difficulty and types of functions for which the language is used."

He also wishes to identify the ways in which communication can be learned. This implies a selection and definition of the methodology to be adopted for the assimilation of the communicative factors. In our opinion, this is going beyond the aim of needs analysis, whose only preoccupation should be with the target language situation.

To him, the process should also continue with an analysis of other factors involved such as constraints upon the student's learning in terms of administrative factors (time, teacher, resources), the entry level of the students, their motivation, the aims of the course, the structure of the units, the system of assessment to be adopted.

Holmes is correct in mentioning all these factors because they, in one way or another, interfere in the process of attaining the target language goal. But they do not help to clarify the communicative skills the learner has to manage in order to communicate in the target language and so should not be included as needs but as constraints.

Chambers (1980:28) suggests the following for the problem of defining what needs are and whose needs are to be identified:

"If needs analysis does not mean the analysis of needs it must refer to analysing in order to establish needs, i.e., what one needs to know. The sequitur to these must be: analysing what to establish needs? It would be simple to suggest

that the analysis should be of the student, the course writer, the sponsor, etc., or more precisely their needs; but this is entirely circular and therefore must be avoided. The one thing that is outside the circularity is the language of the target situation. Thus, needs analysis should be concerned primarily with the establishment of communicative needs and their realisations, resulting from an analysis of the communication in the target situation."

To do what Chambers suggests one has to go into the target situation, collect the existing data and analyse them in order to identify what communication really occurs - the functions, forms and frequencies, that is, do a linguistic study and then select from these data the most urgent needs on some pragmatic pedagogical basis.

The other needs referred by Holmes, such as the needs of the employer, of the syllabus writer, the financial and administrative needs are not, according to Chambers, included in the analysis.

Chamber does not imply that these needs have to be eliminated as unnecessary. They still have to be considered because they are parts involved in the process and they deserve a place in the overall planning. But they must be taken for what they really are: constraints and not needs. We must not ignore them but we should recognize their specific functions in the process. Needs, according to Chamber, are only those which are expected to be learnt and taught, in short, linguistic needs.

Munby (1978:218) in his "Communicative Syllabus Design" has made an attempt to describe the language needs of foreign language learners:

"This books (is) concerned with language syllabus

design. More specifically, the contention has been that, where the purpose for which the target language is required can be identified, the syllabus specification is directly derivable from the prior identification of the communicative needs of that particular participant or participant stereotype."

Munby gives a detailed description of how the learner's communicative needs can be obtained but makes no mention of any specification of the actual language forms that will realize those needs; he does not tell us how to construct a syllabus. He is also concerned with a detailed description of situational constraints which are certainly a part of the overall needs analysis.

Excepting Robinson's affirmation, the other linguists have a fairly uniform opinion about the meaning of the term "needs" - needs are derivable from the linguistic corpus of the target situation and are related to the participant's communicative purposes and setting.

Although we distinguish between needs and constraints, it is worth stressing that analysis of these constraints is relevant in the process, as is shown in the next section. In this way, most of the conflict between the authors cited above disappears.

RELEVANT FACTORS IN PROPOSING A NEEDS ANALYSIS

So far our concern has been to find out what is meant by the term "needs" to clarify what is and is not included under the term. This information is essential as a background to more

directly linguistic considerations.

Besides needs, there are constraining factors that should be taken in consideration as the sociological, the linguistic, the pedagogical and the psychological ones. What has to be made clear is that although these factors are not part of the process of identifying the learner's needs they are an essential part in the process of building up a consistent syllabus.

SOCIOLOGICAL FACTORS

The planning of any ESP or EFL course should always be initiated by an identification of the kind of learners that constitute the student group and by a clear picture of the uses to which they are required to put the target language.

In the process of identifying the learner it is important to know his age or his profession, to have elements to judge his level of maturity. It is useful to select texts appropriate to his development. It is also helpful to be aware of his attitudes towards the other linguistic group, and his motivation towards learning the foreign language. A knowledge of the present command of the language creates conditions to determine a starting point all these elements delineate a truthful profile of the learner.

LINGUISTIC FACTORS

Mackay (1979:8) discussing the linguistic factors comments:

"The selection of the linguistic content of the language to be used for particular purposes depends on an adequate and appropriate description of the language characteristics of that which the learner is required to handle."

This description should consider not only the code system of the language or its usage but also the communicative features, or functions, or uses the language is proper for. Knowing a language means more than learning it as a formal system; having a command of a language means understanding its code and its function, the forms the language takes in interaction or communication, and its formal shape. (Mackay, 1979:58)

Consequently, the description of a language consists not only in making an inventory of grammar items found in selected texts or in listing specialized vocabulary. These lists may be of utility in checking which of the code features have been focused on, in the elaboration of the syllabus material but can not form the content of a syllabus.

As Mackay says (1979:10):

"The possession of accurate, objective information about the learner, his specialism and his needs, enables the course planner to narrow down the area of language use and usage - and of course the mode, spoken or written - from which the linguistic items in communicative patterns of language use should be drawn. For example, a doctor working with patients in foreign language might be required to interview and understand patients, give instructions to nurses, converse with colleagues about particular cases, write up case studies, read highly technical descriptions of systems and treatments in manuals published by firms."

A good description of the target language characteristics is essential to obtain real communication in a social context. Irrelevant or unsuitable units of description will have low

motivational value for the learners.

We suggest that "Inglês Instrumental" course designs follow features as those specified by Scott (1980:2) which take coping strategies (techniques or devices used to acquire knowledge) into consideration.

PSYCHOLOGICAL FACTORS

A syllabus design that is based on structural linguistics would tend to apply the principle of the behaviourist theory of language learning which recommends that a programme should rely on the how rather than on the what to teach - this would suggest that the goal of teachers and material producers is to select the best methodology to activate the language learning process and the most important structures of the language code, neglecting the question of what the students really need to do with the target language. (Mackay, 1979:8)

The structural or situational approach emphasize the formation of correct habits.

But language is not only usage; it is intimately entangled with use. As Halliday (1976) says, "Language is as it is because of the uses that are made of it." Language is the product of the social environment.

The use of language implies the use of functions; using a language requires participation, interpretation and composition of discourse. The process of learning a language implies

internalizing these aspects of a language - aspects that are often similar in different languages.

As Halliday (1971) says "The study of language as a social behaviour is in the last resort an account of semantic options deriving from the social structure". (Munby, 1980:13)

Consequently, in teaching a foreign language the teacher should take advantage of what the learner already knows in his native language. He should use this knowledge to point out how the target language has similar points and how the learner can transfer particularities of the native tongue to the new code he is learning. (Mackay, 1979:9)

He reinforces this understanding:

"This implies, firstly, a shift in emphasis away from assessment of a learner's linguistic knowledge in terms of what he has failed to learn earlier, towards the effective communicative use he can make of what he has learned." (1979:9)

The conclusion is simple: language should not be dissociated from its social context of use.

PEDAGOGICAL FACTORS

Besides language skills, course design implies selecting the pedagogical procedures which will be useful to develop those skills. This means consideration of size, frequency and duration of classes, selection of texts, books and materials, and strategies to give the student directions about what can be

done to improve learning.

Frequency and duration are entirely dependent on the urgency of learning and of what is actually needed in a particular course design. In the case of instrumental ESP programmes, the company and the employee are in no position to determine what is needed to achieve their objectives. The company wants a more efficient employee; the employee normally wants "to speak English" but is mostly unaware that speaking (as opposed to reading) may not be the language ability which will be the most needed to perform better or get promotion. It is the task of the teacher or course designer to determine a satisfying learning programme and the necessary class duration to achieve this goal.

Selection of text books and material should also be entirely based on an analysis of the learner's need and maturity, and the teacher should put himself in the position of persuading employers and employees that his course is the most efficient remedy for their necessities.

Strategies or techniques give the learner possibilities to improve knowledge. If the focus is to help students to increase their abilities then these strategies should be looked at in great detail. But it cannot be assumed that the learners manage these strategies or will automatically acquire them without help.

Scott (1980:3) argues that strategies for coping or managing have not had the attention they deserve:

"... there has been no systematic attempt to teach the learner useful strategies for coping;

indeed, the effect of many common procedures can be argued to hinder the learner's development of coping strategies... The work of Laurie Thomas and Sheila Harri-Augstein at Brunel University shows that students can benefit immensely from conscious analysis of how they each learn to learn."

To Scott, in the real world, strategies for coping are more relevant and urgent than knowledge about the language. In no way, however, is the author discarding the importance of language:

"Some knowledge of the language, and of the language in use, and perhaps some knowledge about the language will also be required." (1980:5)

And Scott follows:

"Strategies for coping seem to be more useful than any given individual, lexical, syntactic, phonological, or morphological items. What this implies is that a learner with good coping strategies but poor knowledge of TL will a) cope better with real problems, and b) have more successful further learning of TL than the learner who starts out (like all too many of our students) with a good knowledge of (classroom) TL and poor coping strategies."

What Scott seems to be saying is that language is not automatically taught as communication by the simple expedient of eliminating the teaching of isolated units of vocabulary or grammar or, in other words, of isolated sentences. A shift from sentence pattern learning to concentration on isolated notions or functions would not communicate more than the teaching of abstract isolates.

Widdowson argues,

"If we are seriously interested in an approach to language teaching which will develop the

ability to communicate, then we must accept the commitment to investigate the whole complex business of communication and the practical consequences of adopting it as a teaching aim." (Widdowson, 1978:IX)

A knowledge of the nature of discourse and of strategies to create it must be part of any course design. It is the teacher's duty to think out the possible pedagogical procedures which will lead the learner to manage discourse. Students should not be merely walking grammars. They have to know not only how to compose correct sentences as isolated units; they have to know also how to use them appropriately to achieve a communicative purpose.

What has also to be taken into consideration is that the classroom methodology should be coherent with the motivation and the intellectual maturity of the kind of learner subject of training. The adult learner has to see the relevance of the content and of the techniques in relation to his objectives. He often has a specific reason for learning a foreign language, such as to get qualification for his job. The teacher cannot expect to maintain his motivation if his aims are not going to be satisfied by the course content, by the material used, or by the teaching.

After the structural/behavioural approach which is based on the idea

"that language learning consists primarily in establishing a set of habits, that is, a set of responses conditioned to occur with certain stimuli which may be either situations or words in a syntactic frame." (Mackay, 1979:57),

various theorists presented new methods. Among others, Hymes

(1971), Halliday (1971) and Widdowson (1975) have proposed a communicative approach in language learning. As their theories underlie Munby's sociopsycholinguistic model of needs analysis, which was elected in this study as the model to be used to identify the needs of the sample of professionals selected as subjects for this research, it seems useful to make a more detailed examination of the ideas of each of them to gain a better understanding of Munby's proposal.

Halliday bases his approach on the understanding that: "Language is as it is because of what it has to do." (1976:17) The nature of a language is closely related to the demands that are made of it, that is, the functions that it serves, which can be specific (as is the language to organize fishing expeditions in the Trobian Islands described by Malinowski, which has no parallel in our society) or common to all cultures.

Functions, are then, "the content substance" of the use of the language. An utterance must be about something, but it must also express the speaker's interest in the matter, and must be operational, at the same time. In other words, language serves for the expression of content; it serves for the expression of the speaker's experience of the real world. This is classified by Halliday as the "ideational function".

But language also serves to express and maintain social interactions or relation between speaker and hearer. It is the communicative role created by language itself, as the role of questioner and respondent. This Halliday categorizes as the "interpersonal functions".

Finally, language has to provide for the link with itself and with the features of the situation in which it is used. This is the "textual function". This is the function that enables the speaker or writer to construct passages of discourse that are situationally relevant and permits the listener or reader to distinguish a text from a random set of loose sentences. The textual function is responsible for a cohesive relationship from one sentence to another.

The speech act is in fact a simultaneous selection from among a large number of options. These options constitute the "meaning potentials" of the language.

The system of available options or "meaning potentials" constitute the grammar of the language and the speaker or writer selects within this system, not in a vacuum but in the context of a situation.

The particular form taken by the grammatical system of a language is, thus, closely related to the social and personal needs that the language is required to serve.

Halliday's ideas are there in Munby's model when he links linguistic needs and use in context, emphasizing the social function of language.

Munby's approach is, in fact, an application of Halliday's principle of language learning, which is described as being

"The acquisition of the social functions of language and of a meaning potential associated with them." (Halliday, 1976:17)

Hymes (1971), like Halliday (1971), criticizes Chomsky's (1965) distinction between competence and performance because

it ignores everything of social interaction. Chomsky, of course purposely, restricts his concept of competence to an ideal speaker/hearer in a homogeneous speech community, unaffected by any sociocultural or psychological constraints.

Although Chomsky's (1965) structural theory is generally recognized as having been of utmost importance in linguistics, his best contribution has been to revitalize theoretical linguistics; without having done this, it would perhaps not have been possible to see the communicative problems so clearly.

To Hymes (1971), effective communication requires more than linguistic competence. To communicate effectively a speaker must know not only how to produce any and all grammatical utterances of a language but also to use them appropriately. The speaker must know what to say, to whom, when and where because "there are rules of use without which the rules of grammar would be useless."

Hymes' theory (1971) appears clearly in Munby's model in the selection of the characterization of the participant's needs in terms of microfunctions marked by toni-attitudes.

Widdowson's approach (1971 and 1975) is marked by his understanding of communicative competence: it includes not only usage but the rhetorical rules of use which are different from the rules of grammar.

A communicative approach to language, as we can now see, requires a theoretical framework that originates in a socio-cultural view of communicative competence. Hymes' sociolinguistic view emphasizes the interactional aspect of a person's competence; Halliday brings out the sociosemantic basis of linguistic knowledge; Widdowson is concerned with the aspects of discourse.

Summing up their ideas we can say that communicative competence is the ability to use linguistic forms to perform communicative acts, or functions and linking them appropriately to fabric a coherent and cohesive discourse.

MUNBY'S MODEL OF NEEDS ANALYSIS

Munby's model of needs analysis is built on three pillars:

- sociocultural orientation
- sociosemantic basis of linguistic knowledge
- discourse level of operation.

The sociocultural orientation (Munby, 1978:23) towards communication draws attention to the fact that one is not dealing with a homogeneous speech community but with a heterogeneous one and with different levels of competence. This has to be considered when goals in the target language are to be established.

Munby also draws attention to a series of items about the learner such as age, nationality, knowledge of the native language and of the foreign language that are of relevance when drawing a framework for teaching.

The sociosemantic basis of linguistic knowledge is against the organization of materials according to grammatical structures and indicates instead, available notional or sociosemantic options, which can be taken from a framework elaborated by Wilkins (1972), for the learner to handle.

At the discourse level of operation Munby (1978:26) calls attention to the fact that communicative competence must be understood as the ability to use linguistic forms and the ability to understand the communicative functions of utterances. Utterances can not be considered as isolated units-they are linked by appropriacy to each other. Only when these requisites are satisfied communication will be effective. Knowledge of sentences in isolation does not contribute to communication.

The theoretical framework of Munby's model is composed of seven elements:

1. the participant
2. the communication needs processor
3. the profile of needs
4. the language skills selector
5. the meaning processor
6. the linguistic encoder
7. the communicative competence signification.

MODEL FOR SPECIFYING COMMUNICATIVE COMPETENCE

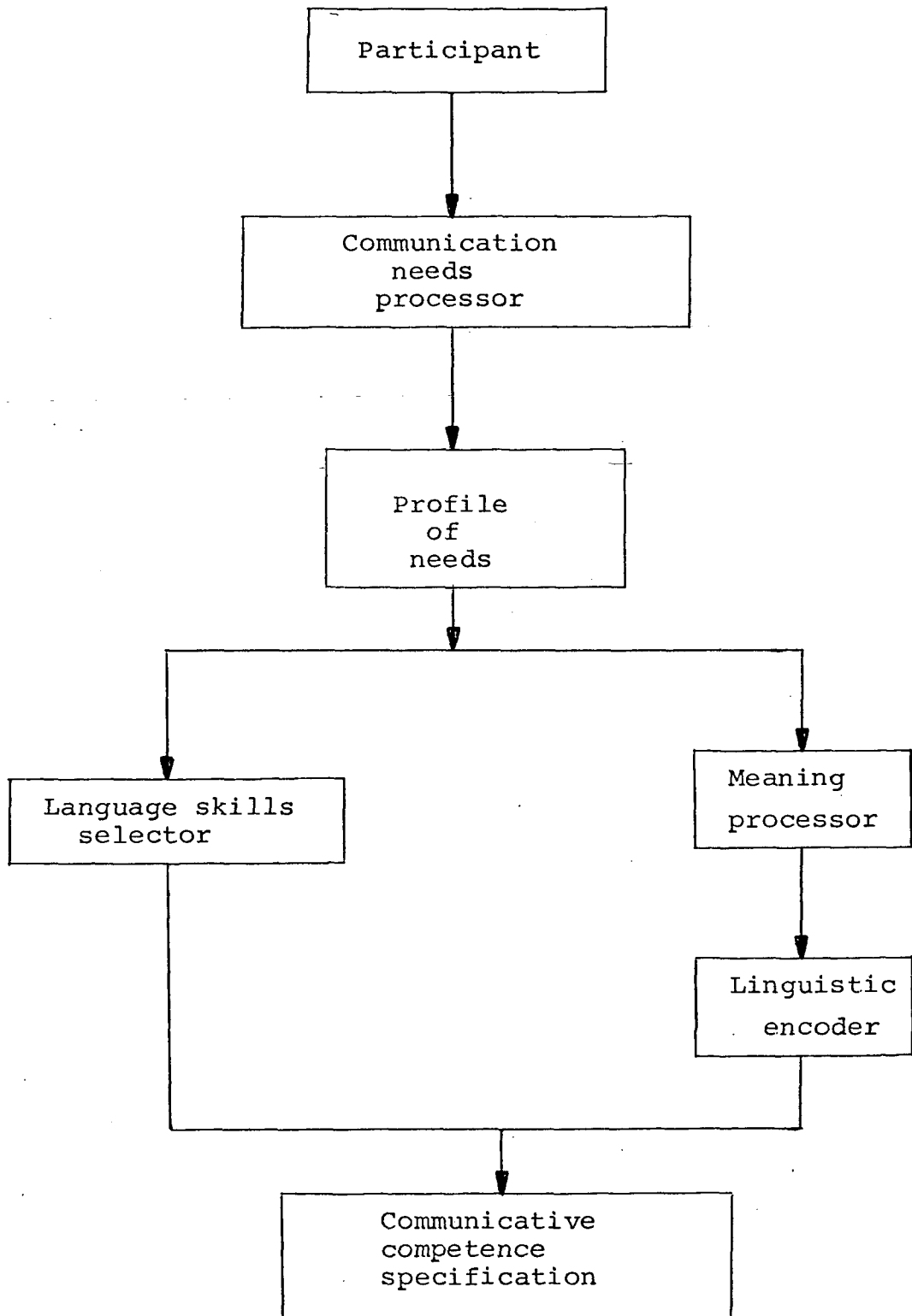


Figure 1

(Munby, 1978:31)

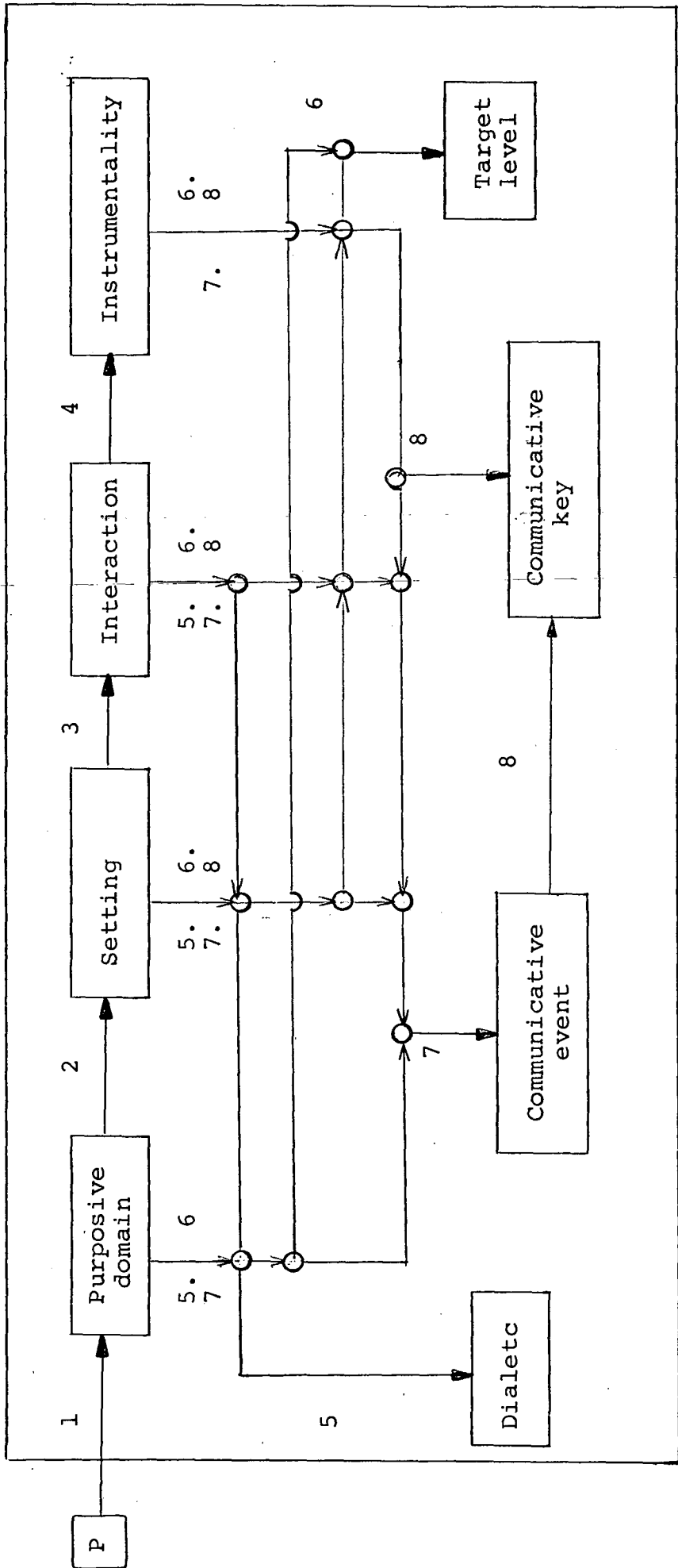
Figure 1 shows the relationship of the elements that comprise the model to specify the communicative competence of the participant.

The model starts with the participant and investigates items that identify him with a situation. Next, it identifies his specific communication needs according to sociocultural variables which interact to determine the profile of such needs.

This profile is eventually translated into functions, options in meaning and linguistic forms and result into the ESP specification which indicates the target communicative competence of the participant.

The communication needs processor is closely related to the participant. To get a better understanding Munby created a submodel constituted of eight parameters which are also interrelated. By processing these elements according to the model given below, the Profile of Needs will be established.

COMMUNICATION NEEDS PROCESSOR



(Munby, 1978:33)

Figure 2

As can be seen in figure 2, the participant is not part of the Communication Needs Processor although he unchains the whole process.

A participant, according to Munby is:

"Someone who takes part in the act of communication involving a foreign language."
(Munby, 1978:52)

The needs analysis process starts with the collection of relevant data about this participant as his identify and the language he has a command of. Identity becomes important when one considers the other people involved in the communication.

The information about language should identify the participant's command of the target language, his mother tongue or any other language he knows. One has to remember that language is a psychosocial phenomenon: what has been learnt in the native tongue may have its use in the foreign language.

The purposive domain establishes the final ends to be obtained ~~purpose~~ in the target language or the type of ESP involved, which can be occupational or educational.

Setting refers to time and place where the language will be used. It may refer to the physical or psychological setting. The psychological environment includes features linked to considerations such as intellect, culture, intensity of demand, accuracy.

Interaction identifies with whom the learner has to communicate in the target language and the relationship that can be predicted: teachers, parents, heads of departments, etc.

These are important factors to establish the communicative key or the tone attitude the learner has to adopt in his speech acts.

Instrumentality identifies the medium (spoken or written or both), mode (monologue, dialogue), the channel of communication (face to face or print).

Given these constraints it is possible to process the further "a posteriori" constraints.

The dialect detects whether a regional variety of English is required, for example, British or American English.

Target level depends on the information got in the purposive domain parameter and on the social environment.

Communicative event is concerned with what the participant has to do, receptively or productively, such as "student participating in seminar discussion at university".

Communicative key is concerned with how the participant does his activities or how he does the communicative events. For example, in the event of a customs officer checking for illegal export of goods, one of the communicative activities the participant has to perform is to know that the passenger understands regulations on illegal exports. For this the participant should have two basic attitudes: productive and receptive. In the first he should be courteous, formal and persuasive. In the second he must understand if the passenger is uncertain, certain or indifferent. Munby recurs to an attitudinal tone index to specify the keys the participant needs to be able to understand or produce.

After specifying the profile of needs, illustrated in figure 2, it is necessary to return to the global model to interpret the communication needs in terms of language skills, functions and forms, which are required for the realization of the communication activity.

In the language skill selector a taxonomy of 54 language skills was selected on the basis of the events or activities identified in the communicative needs processor. Munby adopts the micro functions selected by Wilkins, called rhetorical acts by Widdowson and illocutionary acts by Searle. They are units of meaning which operate as an interlevel between the communicative events and the fully formal realisation as linguistic units.

After the micro functions or language skills, which are rules governing the relationship of thought in terms of textual cohesion and discourse coherence, are selected, the next task is to find out the appropriate linguistic forms to realise them by means of the meaning processor (semantic control) and the linguistic encoder (which is the selection of appropriate forms to realize the attitudinally marked micro-functions).

Munby is careful in search of the detail about the participant and his needs. Following his model one is able to predict with reasonable accuracy the competence the learner will need in the target language.

The model is restricted towards an end which is followed step by step but Munby is not concerned with the how to teach what the participant needs.

Widdowson, otherwise, proposes a model oriented to the process of learning. The content of a course should be selected not on the basis of what the learner will need to handle but because it will develop learning strategies which will help to go on even when he has finished the course: a process view.

Munby's model concentrates on the product to be learnt. It seems that one should not consider the models as exclusive or eliminating the other, they rather complement each other. It is possible to define the content of a course on the basis of the learner's needs and at the same time select strategies which will help to reach his goals.

POSITION ADOPTED IN THIS STUDY

Our position in this study is parallel to that of Chambers. The term "needs" in "Needs Analysis" refers to the communication needs of the participant. Anything else that interferes in the learning process has to be taken as constraints and analysed in its proper terms. Consequently, the needs that result from a needs analysis will reflect the participant's necessities of the target language.

If we accept Halliday and Hymes' proposal of language features deriving from social environment, the analysis of a learner's needs has obviously to follow a model based on a communicative principle. Munby presents such a model. He is concerned with details that lead to the specific aim: the

participant's needs of the target language or his communication needs, considering all factors that contribute to create a picture of the social environment in which the language is needed.

But an analysis of the linguistic needs is not enough. Needs are the mainspring of action but they are not sufficient for the surging up of action. They are supported by attitudes and motivation. The latter determines the student's interest in mastering a foreign language. The former is the result of an affective response of reception or avoidance towards the other linguistic community. Both reinforce the needs of a learner and are constraints to be considered in any analysis involved in the process of teaching a foreign language.

THE PROCESS OF COLLECTING NEEDS ANALYSIS INFORMATION

There are basically two formal ways of gathering the necessary information for a needs analysis process: by means of a questionnaire or by means of a structural interview.

Both methods were used in this study.

Structured interviews are quite similar to questionnaires in format or construction and in purpose, presenting only a few special characteristics. The main difference between them lies in the way they are completed. Although in the interview system a written form is displayed it is not the person who is providing the information that fills in the information sheet. The

questions are asked by an interviewer or the gatherer of the information and written down on the information card for later analysis.

In the elaboration of a questionnaire or of a structural interview it is important to observe that the specific points upon which the information is required be determined before the questionnaire or interview is made up. This will ensure that all the areas upon which the information is required will be covered. Those and no more.

Asking as many questions as possible and then extracting relevant information from the results is uneconomic and time wasting. Moreover, it frequently results in gaps in the resulting information. Re-runs are costly and tedious to carry out and sometimes impossible because of changes in the situation.

The structured interview has many advantages over the questionnaire: no question will be left unanswered or answered incompletely because the interviewer is there to elucidate doubts or misunderstandings. Another reason is the fact that the interviewer can follow up any new interesting topic which may arise during a session, not foreseen during the elaboration of the written form.

CHAPTER 2

In this chapter we are going to analyse the place of attitude and motivation in the learning process.

Linguists are now accepting that these factors have an important place in the acquisition of a second or foreign language (Girard, 1977:97). They are also accepting that people with positive tendencies or attitudes towards the other linguistic community are psychologically more predisposed to assimilate and adjust to the target culture. (Gardner and Lambert, 1971:191) Since their original attitudes do not require drastic modification, the natural difficulties in adapting to the new culture are avoided. (Anisfeld and Lamkert in Gardner and Lambert, 1971:217) The usual pain and discomfort in learning a new language may thus be lessened by the integratively oriented learner's willingness to adapt to new customs and ways of thinking. (Cook, 1978:78)

Some linguists, as Jakobovits (1970) enlarge on this

concept affirming that attitudes and motivation are more important factors in the foreign language learning process than are aptitude and intelligence.

Denis Girard (1977:97) says that he cannot see how any teacher could avoid being concerned with his pupils motivation.

The next sections give more details about the intelligence/ aptitude and motivational/attitudinal variables and how they interfere in and reinforce the learning process.

RESEARCH ON THE FACTORS THAT AFFECT LANGUAGE LEARNING

Comments on factors that affect the learning of a foreign language are abundant but reliable evidence is hard to find because there have been few careful long term studies on this subject.

Carroll (Burstall, 1975:5) comments on the scarcity of research in this area and concludes:

"... we have as yet no respectable longitudinal studies of persons who have learned a foreign language in the primary school and continued their study through adolescent and adult years."

She emphasizes the need to have a complete picture of how these learners behave and react towards social and psychological pressures. Up to the present time the majority of studies about foreign language learning have tend to concentrate on the measurement of language proficiency, neglecting the possible influences of the motivationa and

attitudinal factors. This is because aptitude and intelligence were traditionally accepted as the major variables acting on the learning process. This understanding is in part due to the fact that they are quite stable factors. They are part of a person's socio-genetic constitution, can hardly be improved and can be empirically demonstrated by means of special tests such as J.B. Carrol's (1956) "Modern Language Aptitude Tests". The fact that aptitude and intelligence are part of a person's constitution signifies that they are not subject to changes by means of special strategies or techniques. What a teacher can do is to activate a learner's ability to use his aptitude or intelligence but there is no opportunity to improve either factor. (Rubin, 1979:17)

There is no doubt that aptitude and intelligence influence any learning process, but many researchers (Carrol, in Gardner & Lambert, 1972) agree now that attitude and motivation are factors that also influence the second language learning process. Yet, these factors are still subject to questioning because there has not been, at least until now, a theory to account satisfactorily for human motivation. Miggelstone's approach to motivation, (1977:111) for example, seems to involve "a continuum from basic physiological needs, which we share with other animals, to conscious goal directed behaviour influenced by learned motives."

Motives are dependent on the individual's reaction or perception towards a situation and may change from individual to individual according to what affects his personality. Identifying how motives are present in an individual requires investigations designed specially for that particular person.

The lack of deeper studies and research about motivation and the causes of motivation makes it all too easy for teachers to talk about students' interest or lack of interest to learn in very loose terms. Although there are studies and theories, no one can, alone, explain all the different ways of manifestation of motivation in language learning.

There can be no doubt that there is an urgent need for more research on attitude and motivation and the place these factors play in the foreign language learning process. The studies may confirm the hypothesis that positive or negative attitudes towards foreign people and their culture may produce beneficial or detrimental effects on the acquisition of the language in question.

In this connection it is interesting to note that the few findings so far displayed by Gardner and Lambert (1972), Burstall (1975), Hermann (1978), among others, show doubtful results. No final conclusions can be drawn from these studies because they were carried out with a somehow limited number of subjects.

For example, the report on the St. Laurent Project (Lambert, Tucker and D'Anglijan, 1973 as cited in Burstall, 1975: 5) examined the attitudes and attainments of 50 English speaking Canadian children. Similarly, an investigation carried out within the University of Illinois (Riestra and Johnson, 1964, in Burstall, 1975:5) on children's attitudes towards foreign people was based on an experimental sample of 63 children.

However, when results are retested in different places with similar or equal conditions, they may reach statistically

greater significance. This was done by Gardner and Lambert (1972). They selected bicultural places in the U.S.A., Canada and the Philippines and applied their instruments. They obtained results which they believed satisfactory to allow them to develop their attitude/motivational theory of learning a foreign language.

Otherwise, long term studies, those lasting, for example, from primary school to adolescent or adult years, offer more respectable results in terms of the social and emotional factors that are thought to be involved in learning a foreign language and help to reduce doubts caused by studies with small samples.

Gardner and Lambert (1972) in a review of their research, advocate a shift to large scale longitudinal studies. Information about intellectual and attitudinal values and motivational factors were gathered before the beginning of a foreign language programme and after its completion. This change is required if a disentanglement of attitudes and motivation and proficiency is desired in order to study the causal sequence of development more clearly.

The important aspect in the process is retesting to get consistency in results. Studies, short or long term, using small or large samples, will only be reliable if they show similar trends or similar results. Only then an hypothesis can be accepted as confident.

Our study is based on a small sample and consequently it must be taken with reservations. Being small it may present mistakes. Further research is needed and replications and long term studies are required. Although weaknesses can be found in

it, it is characterized by a sense of originality since, until now, it appears that no one has interviewed Brazilian technicians and engineers in their working places about their attitudes and motivation in the foreign language learning process.

Our questionnaires lack statistical reliability but we believe that it does not invalidate the work since the opportunity to retake it remains open. The initial steps were taken; others should follow.

ATTITUDES

Attitudes are the result of mental drives or of forces or pressures of the environment which influence the individual's evaluative response system, controlling his reactions or perceptions to the surrounding circumstances. As stated by Heriot (1976:66): "Attitudes are the schemata which regulate evaluative behaviour by means of approval or disapproval towards things, or events, or actions, or people." This statement sustains the understanding that it is characteristic of human beings to react emotionally towards the impacts of life, to make choices and take decisions. These reactions are expressed in attitudes, which are thus the result of evaluation, judgement, learning, which, in turn, vary according to a person's present state of mind.

The fact that attitudes are subject to changes favours the

work of teachers. They can sensitize their students to adopt new procedures by combining learning units according to the goals the learners want to attain and by making use of strategies or techniques which arouse the students' interest and thus modify their attitudes. (Heriot, 1976:66).

MOTIVATION

Behavioural science distinguishes between goals and motivations. —The goal is the objective, which can only be reached if there is motivation. (Hersey and Blanchard, 1977:17)

Motivation is related to movement. Starting with the name, its etymology is linked with dynamism; the term has its origin in the Latin verb "movere". Thus, it can be said that when someone is motivated to reach a goal his activities consist in a metaphorical movement towards this objective.

Motivation is, in fact, supported by attitudes, which are the reasons of motivation. That is why motivation may be defined as a sociopsychological force that pulls an individual towards a goal or a strength developed to satisfy a need, as stated by Hersey and Blanchard (1977:15): "It is a state resultant from a desire to attain some goal and is expressed in behaviour." As a sociopsychological force in language learning it is best explained by Mowrer's (1950) "autistic" theory of acquisition of the mother tongue where the social factor consists of a desire of identification. A child needs to satisfy his basic needs of

food, attention and affection. To have these needs satisfied he has to identify with the people who surround him, and in so doing, learn the sounds they produce to communicate. The interest the child has in satisfying these needs is called motivation, whose strength is closely dependent on his needs for food, attention and affection.

In most adult learning situations, more interpersonal or social motives are brought into play. According to Gardner and Lambert (1972), in learning a foreign language the adults subject to the process may manifest two different ways of orientation: they may be integratively motivated or instrumentally oriented.

When the adult is integratively motivated he reflects an inquisitive and genuine interest in the people comprising the other cultural group. The instrumentally oriented adult is characterized by a desire to gain social recognition or economic advantages through knowledge of a foreign language; he is preparing himself to learn a new code in order to derive benefits of a noninterpersonal sort.

OPINIONS OF LINGUISTS ABOUT ATTITUDES/MOTIVATION

The way a learner learns a second language is strongly affected by his attitudes and motivation. This is, at least, the opinion of a good number of linguists as can be seen from their testimony.

Cook (1978:84) argues that:

"Obviously any teaching syllabus or materials will be more effective if they pay attention to what is known about the developmental sequences the learner goes through, the comprehension and production strategies he uses, his attitudes and motivations, the interactions he wants to take part in, and so on."

And he goes on reinforcing the link existent between attitudes and motivation:

"The causes of motivation are attitudes; success in second-language learning depends on the attitudes towards the foreign culture, towards learning a foreign language, and towards the classroom situation." (1978:78)

McDonald and Sager (1975:24) speaking about personal qualities that naturally attract a learner towards the study of a language such as intelligence and aptitude refer to them as essential in the process but not sufficient for success:

"To incline him towards a foreign language the student will need reasons additional to his recognition of his potential for language study. These are generally called motivation."

Chaplen, in his article of 1980, page 179, states:

"Motivation is probably the most important single factor in successful foreign-language learning. Provided that the learner feels that the course he is following is helping him to obtain knowledge and to develop skills that are or will be useful to him, his motivation will probably remain high enough to enable him to sustain the considerable effort necessary to achieve most of the objectives of that course."

For some linguists motivation is such an important factor that they cannot imagine how teachers avoid being concerned with the pupil's motivation.

Girard (1977:97) argues that the main difference between

acquiring a first language and learning a second one lies in motivation. Learning a foreign or second language will only be successful if the learners have an intense desire to master it:

"We should not be surprised, however, by the importance granted to the motivation factor if we consider that one of the main differences between first-language acquisition in a natural setting and the learning of a foreign language in a school situation probably lies there."

Leon Jakobovitz (1970) (in Girard 1977:97) analysing the "learners factors" distinguishes a set of basic factors in the process of language learning, which more than anything else account for the various degrees of success or failure: aptitude, intelligence, perserverance or motivation, and other factors which he does not enumerate because of minor importance. His analysis is based on the findings of American and Canadian psychologists and results of objetive tests. He distributed these results in categories and in an order of importance which produced the following table:

aptitude	33%
intelligence	20%
perserverance or motivation	33%
other factors	14%

We can see that he places motivation on the same level as aptitude and more important than the intelligence factor.

Looking at Girard's approach, quoted above, Jakobovitz's approach should not arouse surprise. And if one judges his understanding from the standpoint of teaching experience, there must be some truth in the information. Teachers know that

motivation is a force that pushes the learner forwards, that awakes his attention and desire to learn.

It is common knowledge that some students learn less than they are really capable of according to their level of intelligence. It even happens that instead of being a model or a prototype for their colleagues, they figure as lazy and not at all interested in the subject or in making any effort to master the discipline. It is almost always the result of a low level of motivation.

This motivational effect reduces performance. Motivation may not be essential to short term learning but it is certainly essential to long term learning because in this case attention, persistence, tolerance to frustration, among other factors, have to sustain the learning process. This will only be possible if the learners are motivated, if they are pushed towards the goals by a desire to attain the established aims.

Gardner and Lambert (1972) were the first to investigate empirically the influence of motivational and attitudinal variables in the second language acquisition process. They started from the question: "How is it that some people can learn a foreign language quickly while others given the same opportunities to learn, are utter failures?" (1972:1). A common answer to this question was that it all depends on the methodology adopted or on how the subject is presented and taught by the teacher. Although there is some truth in these answers it should not be forgotten that there are innumerable cases where the students become fluent in a language despite the teacher or even without a teacher. This leads to the conclusion that something else, which

is different from teacher and methods, activates these successful learners.

Another answer to Gardner and Lambert's question was that it is only a problem of having or not an "ear" for languages. If everyone, with very rare exceptions, generally due to physical or psychological deficiencies, is able to learn his native language, it is obvious that everyone is able to learn a second one.

Why, then, does the innate ability to learn languages seem to decline for some when learning a second language? It is certainly true that differences in aptitude justify much of the success or failure of learning but it is also true that they do not explain everything. As Gardner and Lambert say:

"Individual differences in such an aptitude might very well account for the individual to individual variability in achievement in language study. Still we were not convinced that aptitude was the complete answer." (1972:2)

And they continue with their argumentation turning back into history and summing up how the people conquered by invaders learned the language of the conquerors when they were pressed to. It happened with the Britons who learned Latin, or the Anglo-Saxons who spoke their mother tongue at home and learned French at school with no difficulties. In the same way, when Latin became the language for all educated people all over Europe it was learned as a second language without handicap by all well situated persons or writers of literature such as Seneca, Virgil and almost all the European writers of the Middle Ages and early modern times.

To Gardner and Lambert the initial question they had formulated remained open. They then approached the problem no longer as linguists but as behavioural scientists interested in the matter of learning. Seen from this point of view they came to the notion that an adequate command of a foreign language does not depend only on the learner's intellectual capacity and language aptitude but also on his perception of the other ethnolinguistic group and on his interest in language study. In other words, on his attitude and motivation.

Gardner and Lambert's initial speculation grew out of Mowrer's "autistic" theory of first language learning (1950).

Mowrer suggests that:

"The tendency of the child to immitate the parents (may be called) "identification". Such a scheme may not explain the whole of the first-language acquisition, since much of language learning takes place through subtle forms of perceptual learning where the role of reinforcement is much less obvious or through direct forms of reinforcement, as when the parent witholds a reward until the child makes the appropriate language response. However, a good deal of instrumental learning of various forms - including perceptual learning itself - is based on an emotionally tone dependence between the infant and parent." (cited in Gardner and Lambert, 1972:12)

Gardner and Lambert, based on the reasoning of Mowrer, understand that identification must underlie the long term motivation needed to master a second language.

As in second language learning the term "identification" cannot operate in the way explained by Mowrer, Gardner and Lambert introduced the term "integrative motivation".

In first language learning identification derives from

basic biological needs; in second language learning "integrative motivation" derives from social motives, but in both, language is a means to an end. That is, in both, the goal is to become a member of a group.

Integrative motivation is synonym to positive attitudes towards the other ethnolinguistic group. If the learner has negative attitudes they should be changed into positive ones.

A suitable teaching approach is, for example, to relate the content of the syllabus with the learner's interest. This interest can be interpreted in terms of what he needs and of what he should know and does not, or in terms of the way of life of the foreign community in order to challenge his emotions and lead him to know more about the people whose language he is studying. Widdowson suggests that the areas of use for teaching language should be those of the subjects of the school curriculum. This, he says, "helpts to ensure the link with reality and the pupil's own experience." (1978:16)

This should provide the student with immediate motivation. If the learner notices that the foreign language can be used to deal with topics he is concerned with, then he is likely to be aware of its practical relevance as a means of communication. Conversely, it may help him to change a negative attitude into a positive one. Becoming able to use the language of the other linguistic community identifies him with the culture of that group and integrates him with these people and reinforces his motivation to go on learning.

The instrumentally motivated student only wishes social recognition or economic advantages, do not asking for integration

with the members of the other linguistic community. If the teacher is able to make him inquisitive and genuinely interested in the other group he can have surprising results in terms of efficiency.

Learning a new language, we see, involves much more than learning a new set of sounds or a new set of verbal habits.

* * *

There are proper variables to measure if a student is or is not integratively oriented:

- If the learner shows great interest in learning more about the members of another linguistic community, this is a reflection of an integrative orientation.
- If he shows a desire to gain social recognition or economic advantages, this is referred to as an instrumental orientation, because it is a reflection of the individual's wish to equip himself with a tool which is useful to some future occupation, with little or no interest in the people or culture of the other group.

Integrative orientation is seen by behavioural scientists as the major motivational goal in a language learning situation. With an integrative attitude towards the other linguistic group the learner will show more persistence in the process of striving for the final goal.

This is Gardner and Lambert's position:

"The integratively oriented learner might be better motivated because the nature of his goals is more likely to sustain the long term effort needed to master a second language." (1972:16)

According to this view, foreign language learning is less likely to be successful if the student is instrumentally motivated, that is, if he wants to study the language because it represents for him an utilitarian value. Proficiency in the foreign language will be a guarantee for better jobs or possibility of promotion - he is not seeking active contact with the speaker of the other language or further knowledge of his culture.

To test their assertions Gardner and Lambert carried out 12 years of research with adolescents in Canada and in the United States of America learning English and French. The first studies were carried out with English speaking high school students in Montreal who were studying French (Gardner and Lambert, 1959, and Gardner, 1960). A factor analysis of the variables indicated that aptitude and intelligence form a single factor which is independent or differently influences language-learning as do motivation and attitudes. Achievement in French, in this particular case, was dependent on these three factors. The study also indicated that students with an integrative motivation were more successful than the instrumentally motivated ones.

A follow up study using a larger sample of English Canadian students (Gardner, 1960) confirmed and extended those findings adding that the students' orientation towards the other group is developed within the family - it is dependent on the family's attitudinal disposition and encouragement.

Another study carried out by Anisfeld and Lambert (1961) with a sample of Jewish high school students studying Hebrew in

Montreal indicated that success is also related to social conditions. They stated that:

"... When Jews... lived in relatively poor circumstances, the measure of desire for Jewish acculturation did not correlate with achievement in Hebrew, whereas measures of pro-semitic attitudes or pride in being Jewish did." (Gardner and Lambert, 1972:6)

The results presented by different language tests applied by Gardner and Lambert seem to be consistent and reliable enough to be of general interest and to permit the following conclusion: "Methods of language training could perhaps be strengthened by giving major consideration to the social and psychological implications of language learning." (Gardner and Lambert, 1972: 7)

Gardner and Lambert (1972) retested the generalizability of the results in the United States, in Louisiana, Connecticut and Maine, which are bicultural cities, and finally in the Philippines, where the results presented slightly different responses, favouring the instrumental kind of orientation. In the Philippines English is a second language with national recognition, adopted as the language of economic life and the medium of instruction. In this case it was observed that the students who approached the study of the language with an instrumental outlook were clearly more successful in developing proficiency in the language than were those who failed to adopt this orientation.

Apparently, where there is a vital need to master a second language the instrumental approach is very effective, perhaps more than the student's willingness to share certain

attributes of the members of the other ethnolinguistic community.

The Philippine investigation changed Gardner and Lambert's perspective on the instrumental-integrative contrast.

As they say:

"For members of ethnic minority groups in North America as for those living in nations that have imported prestigious world languages and made them important national languages, the picture changes. Learning a second language of national or worldwide significance is then indispensable, and both instrumental and integrative orientations towards the learning task must be developed. The challenge for these minority groups or those who import languages is to keep their own linguistic and cultural identity while mastering the second language, and in this regard various findings indicate that becoming bilingual does not mean losing identity. In fact, we are now convinced that striving for a comfortable place in two cultural systems may be the best motivational basis for becoming bilingual which in turn is one's best guarantee for really belonging to both cultures." (Gardner and Lambert, 1972:142)

The results of Louisiana, Connecticut, Maine and the Philippines provided reassuring replication of the general notions but at the same time each setting presented distinctive and unique patterns, each community proving to have its own complex network of influences.

These studies of Gardner and Lambert permitted them to construct their sociopsychological theory of second language which maintains that:

"The successful learner of a second language must be psychologically prepared to adopt various aspects of behaviour which characterize members of another linguistic cultural group." (Gardner and Lambert, 1972:3)

In the battery of tests they organized to analyse an

individual's attitude and motivation some of the effective factors that were included are:

1. ethnocentrism

which measures suspicion of the foreign people and ideas

2. attitudes towards the other group

to measure agreement or disagreement towards some selected sample items

3. motivational intensity

measures work done for assignment, future intentions to study and make use of the language, amount of practice of the language outside school and the importance attributed to a knowledge of the language

4. desire to learn the other language

the item deals with the students' preferences for the foreign language over other school courses, the learner's eagerness to do assignments and his degree of attention in class, his interest in the language course and in using the language. These items, in contrast to those of the motivational intensity scale, focus more on the student's attitude towards learning the foreign language than on the amount of effort spent in acquiring the language

5. students' orientation

students rate advantages and personal satisfaction associated with the mastery of the foreign language and were classified as integratively or instrumentally oriented and had to supply reasons for each.

In doing their research or carrying out their studies Gardner and Lambert established some rules: adequacy of presentation and opportunity for learning should be the same for all students.

They also assumed that students differ in language aptitude, intelligence and motivation.

The technique they used consisted of testing or measuring a reasonably large sample of students and examining the relationship among a large number of variables. The correlations have to be analysed statistically in order to discover the underlying factors that account for the correlations.

OPINIONS OF LINGUISTS CONTRARY TO THE ABOVE

REFERENCES AND QUOTATIONS

Hermann (1980:249) reinforces the claim that attitudes and motivation determine the way a foreign language is acquired but she defends a reverse relationship:

"The mere satisfaction (the learner) derives from his achievement of the learning task may influence his attitudes to the ethnolinguistic group in question and even result in change of such attitudes."

In her opinion it is achievement that promotes changes in attitudes. A pupil who had a favourable experience in second language learning may project these favourable experience onto the other language. It is the new language that becomes

rewarding to the learner and not his integration into another cultural group or the achievement of a particular aim.

In fact, what she says is that a pupil can start to learn a foreign language with certain attitudes and during the course, achievement can influence on his attitudinal system, which is a special view, different from those expressed above by also well known linguists.

Hermann's opinion is reinforced by Burstall's approach (1975:17):

"... the acquisition of foreign language skills and the development of attitudes towards foreign-language learning during later years may be powerfully influenced by the learner's initial and formative experience of success or failure in the language-learning situation."

Burstall's findings suggest that achievement in the study of a foreign language affects attitudes and to a significantly greater extent than early positive attitudes affect subsequent achievement.

The opinions of Hermann and Burstall do not invalidate but rather reinforce the existence of a positive association between pupil's attitudes and achievement in foreign language learning and suggest a complete interaction process.

At this point it seems clear that the way a learner learns a foreign language is affected by his attitudes and psychological motivation although there are controverse opinions.

Among the theories of affective factors influencing second language learning, the idea that an integrative motivation will tend to produce a faster rate of learning and a higher level of

attainment is getting accepted since Gardner and Lambert published their first papers on factors affecting second language learning acquisition, in 1959.

Gardner, Glikzman and Smythe (1978), approaching the integrative factor in language learning say that:

"... since language is an integrative part of culture, the acquisition of a second language is dependent upon the individual's willingness or desire to make aspects of another culture part of his own behavioral repertoire." (cited in Oller, 1981:226)

In particular, the integrative learner is one who wishes to be like esteemed members of the target language community, to become one of them, so to speak. For anyone who has ever attempted or possibly succeeded to some degree in second language acquisition, the idea of the integrative learner has a natural appeal; it is an idea that is inherently attractive - there is no reason that such a learner should not be more effective than other.

However, for members of ethnic minority groups or citizens in developing nations where imported foreign languages become the lingua "franca", the learning of a language with worldwide recognition is of utmost importance. Both instrumental and integrative approaches to the learning task must be developed in this cases.

This understanding was developed by Gardner and Lambert after their research in the Philippines, as explained before in this chapter.

* * *

The present chapter has shown that attitudes and motivation

are important factors in the foreign language learning process. It should not be forgotten however, that both elements have to be present in the learning process. The presence of one factor alone is not sufficient to assure success since both are closely related. They form a single unit.

A practical example of how these factors work together are adult people, technicians and engineers, for example, who have definite and practical reasons to improve their knowledge of a foreign language. Being self-motivated, progress in learning should be expected. This, however, is not always the case; results are sometimes slow and disappointing and the reason must be elsewhere, perhaps in the lack of analysis of the learners' needs.

Attitudes and motivation are not alone responsible for success in language learning, but they are psychological factors that deserve attention and careful studies by teachers and material writers. Armed with specific information about their learners, they are technically enriched to prepare oriented programmes and use appropriate teaching techniques.

Not only students who have had bad experiences or who have failed in a foreign language learning course or who have negative attitudes towards the other cultural group may have learning problems. Even those who have been successful may show resistance to programmes that do not follow their interests.

Teachers should thus, stimulate, enthuse, and encourage the students to respond positively to the content of their syllabuses. In case of adult learners, materials should be specially designed for them observing and respecting their individuality. Adult learners are very sensitive about their

status in society. They should not be presented with textbooks below their level of maturity because this would aggravate the problem of motivation. Adult learners want real things and the content for their material should derive from needs analysis. In the case of technicians and engineers, they often study to get qualification for their jobs. Teachers cannot expect to maintain their motivation if their aims are not going to be satisfied by the content, the materials used or the teaching techniques. It is essential to appeal to the students' motivation.

CHAPTER 3

METHODOLOGY

Naturally and before anything else, we wanted to know for what purposes a particular group of engineers and technicians, managers and heads of departments need their English.

The first step was to select an enterprise in the area which was willing to collaborate with us for the purpose.

The board of directors of Fundação Tupy S.A. had fortunately agreed to help us. The company is a metallurgical and melted iron foundry with a staff of about 5.000 people, located in the city of Joinville, in the north of Santa Catarina state. This industrial complex is also involved in the export of goods that are manufactured.

The board of directors of this company put us in touch with the manager of the Human Resources Department, with whom we discussed the validity of the research for developing useful programmes of English language, the sample of people to be involved, the place for the interviews and the most appropriate

period of time to carry out the questionnaires.

The administration has always had difficulties with the teaching of English to the technical staff. A knowledge of technical English is required from the technicians and engineers. Unfortunately, the existing courses have not given, so far, the necessary attention to the problem. Besides this, employer and employee have divergent opinion about the skills to be developed. The employee is normally interested in speaking although it is not as important as reading, as far as his profession is concerned. The employer wants his professionals able to read. A research into their real needs seems to be the right step.

In 1981 we carried out personally 51 questionnaires (divided into two parts) to identify the needs for English of engineers and technicians, managers and heads of departments. This sample of people was selected by the Human Resources manager. The selection was based on statistical data of the Department which contained a description of the employee's profile.

In 1983 we carried out a second questionnaire, now to identify the participants' attitudes and motivation towards the English language. This time 39 questions were asked to 52 engineers and technicians. The criteria for the sample was again given by the manager of the Human Resources Department.

Unfortunately, this sample was not the same as the one interviewed in 1981. The country was subject to a phase of unemployment and some of the previously interviewed people were no longer working at the plant. Besides this, in the first research people were not identified by their names, to allow

enough freedom for the answers.

THE QUESTIONNAIRES

The 1981 questionnaire was divided into two parts with questions formulated in a slightly different way. The first part was directed to 18 managers and heads of departments and the second one to 33 engineers and technicians. This division was suggested because there were basically two categories of subjects: managers and heads of departments as one group and engineers and technicians forming a second group. The purpose was to check possible different opinions.

The purpose of part one of the questionnaire was to delineate a profile of the subordinates. This questionnaire had 14 questions and the intention of finding out what kind of professionals need English, why they need it, which skill is most needed, what kind of literature has to be read, how frequently people have to read, in what proportion this literature is presented only in English and what aspects of the English language present difficulties.

In this same questionnaire we also formulated questions to detect how the administration was preparing the professionals who need English and what should be the content of a satisfactory programme. The attempt was to obtain basic information as to the training experience given to the technicians and to suggest changes.

We also asked the managers' opinion about the validity of

ESP courses and their opinion and about courses inside the factory or in language institutes. The intention here was to make them feel the difference between general and specific oriented courses.

We also wanted to know the actual ability of the professionals to read English, their professionalization and situation in the administrative field to detect their degree of maturity and responsibility.

The questionnaires presented yes/no questions, multiple choice questions and open questions.

~~The second part of questionnaire number one was applied~~ to 33 engineers and technicians with the same objective in mind. It presented slightly different questions in relation to part one but within the same methodological lines. The fourteen questions included the following aspects: a) validity of the content of the courses in which the participants were/are registered in relation to the satisfaction of his needs; b) type of required ability (reading, speaking, writing, translating); c) kind of literature they have to cope with and the frequency of ^{reading} reording; d) proficiency and fluency in English; e) time dedicated to study. This should provide us with a profile of their linguistic needs of the target language and their ability for communication.

We also asked about learner centred programmes to get an idea about their attitudes towards changing methods and techniques in learning.

There was one question that aimed to detect the strategies they use to understand the foreign language, with a specific

mention to dictionaries and the effectiveness of this use.

Questions about profession, job activities and need of English in the professional area were also included.

A question about location for language courses was also raised (preference for internal or external courses, that is, in the industry or in language institutes).

The last question was about aspects of language learning that cause major difficulties.

The questionnaire about attitudes and motivation was made up of 39 questions (yes/no, open questions, and multiple choice questions) and was applied to 52 people.

In this questionnaire we wanted to obtain a profile of the subjects' attitudes and motivation. The questions referred to duration, continuity and location (in the country or abroad) of the studies, to personal reasons why people were studying English in order to determine the cause of their motivation and to the participants' attitude towards the English speaking people and culture.

Questions 14 to 30 of the questionnaire deal with the participants' interest in the foreign language, interest in acquiring linguistic abilities, present knowledge of the English language and present ability to read English, and effect of good knowledge of English for job promotion or financial improvement.

The questionnaires were applied with no verification of validity or reliability mainly due to difficulties to test engineers in their professional places without interfering with the policy of the industry.

DESCRIPTION OF THE POPULATION

As previously stated, the scope of the population for this research concerned engineers, technicians, managers and heads of departments. In addition to the primary attempt at finding out their needs of English we added some variables that could affect their individual achievement. Items such as profession and degree of responsibility within the industrial organization were considered. There were no women workers included in the sample.

QUESTIONNAIRE APPLICATION

Parts one and two of questionnaire number one were applied by means of individual interviews. The participants expressed their opinions on the basis of the set of structured written questions. Each interview was transcribed and took from 15 to 20 minutes.

Questionnaire number two was carried out in a different way because the form previously adopted had caused much disturbances in the industry. These questionnaires were therefore sent to the participants by means of an internal post office service and collected by the same means within a week period.

DESCRIPTION OF DATA

The results of the questionnaire were tabulated and stated in percentages.

CHAPTER 4

DESCRIPTION AND INTERPRETATION OF RESULTS

In this chapter we will basically deal with the description of the results of the questionnaires applied to managers and heads of departments, engineers and technicians.

We ordered the items of the first questionnaire according to three sets of considerations:

1. Reasons that justify English courses
2. Linguistic needs of the professionals
3. Solutions to the problem of mastering English

1. REASONS THAT JUSTIFY ENGLISH COURSES

Under this heading we are going to present the data related to the need for English, the materials to be read, ability to read, strategies in solving reading problems, and time of scheduling.

- 1.1. The managers and heads of departments are unanimous in affirming that they, as well as the technicians, need to know English in their jobs. They have a different opinion about this need for engineers (only 55% considered reading skills in the English language as essential for engineers). Other professionals as mechanics, operators, metallurgical specialists and librarians were rated even lower; only 5% of the executive team considered English important for these workers. Engineers and technicians were also asked a question about their need of the foreign language; 87% said that it is a necessity in contrast to the 55% pointed out by managers and heads of departments; 12% said that knowing English is convenient. If we accept "necessity" and "convenience" as synonymous we have the totality (99%) of engineers and technicians agreeing that English is a need for them.
- 1.2. Continuing with the interpretation of the results the small but professionally selected group of managers and heads of departments (18 in total) indicated the following reading material as the most needed in their everyday activities:

TABLE N. 1
MATERIAL TO BE READ

MATERIAL	MANAGERS AND HEADS OF DEP	NUMBER
technical magazines (publications)	61%	11
manuals, instructions, designs	27%	5
technical books	16%	3
dictionaries, technical instructions	11%	2
software	5%	1

The results are understandable. Managers and heads of departments have to make decisions based on the latest findings in technology; they have to read the most up-dated information to produce programmes or determine new research lines. They see books as sources of information no longer subject to discussion but sometimes outdated while publications present the newest trends in science.

A similar question was made to 33 engineers and technicians: the results are presented in the table below:

TABLE N. 2

MATERIAL TO BE READ

MATERIAL	ENGINEERS AND TECHNICIANS	NUMBER
technical magazines (publications)	36%	12
technical books	30%	10
designs	15%	5
export documents	12%	4
technical instructions, correspondence	9%	4
manuals, dictionaries, processes	3%	1

For both groups, technical magazines have an important place, but while managers and heads of departments emphasize that manuals, instructions and designs are second in importance, engineers and technicians have the understanding that technical books follow magazines.

Following the most representative percentages of the two tables we can organize a third one, which represents the opinion of the leading manpower of the industry surveyed:

TABLE N. 3
MATERIAL TO BE READ

MATERIAL	MANAGERS/HEADS ENGINEERS/TECH	NUMBER
technical magazines (publications)	61%	11
technical books	30%	10
manuals, instructions, designs	27%	5
export documents	12%	4
dictionaries, technical instructions	11%	2

Thus, technical magazines (publications) rate as the most frequent reading material for managers, heads of departments, engineers and technicians in this industry.

1.3. The next item analysed in the questionnaire is related to the percentage and frequency of reading in English in contrast to the native language:

TABLE N. 4
MATERIAL WRITTEN IN ENGLISH: PERCENTAGES/FREQUENCY

PROFESSIONALS	PERCENTAGES			FREQUENCY			
	up to 30%	from 30 to 60%	more than 60%	daily	weekly	monthly	now and then
managers and heads of departments	38%	38%	22%	55%	33%	5%	5%
engineers and technicians	36%	36%	24%	51%	18%	-	30%

Regarding the percentage of material written only in English, 38% of the managers and heads of departments and 36% of the engineers and technicians say that it varies from 30 to 60%, while 22% of the managers and heads of departments and 24% of the engineers and technicians say that it is more than 60%. Although varying a little, both percentages are high enough to justify the study of English.

In terms of frequency in reading English publications, the two groups almost coincide: 55% of the managers and heads of departments together with 51% of the engineers and technicians say that they have a daily need of reading.

The results show that both groups not only read frequently but also quantitatively.

- 1.4. The next question is about reading ability. Although the professionals have to read daily in English, the competence of the managers and heads of departments is only fair (50%); only 16% have a good knowledge of English. Among the engineers and technicians, 24% are fluent and 39% have great difficulties in reading. Considering only those who have difficulties we have 75% that do not read well. (see table n. 5)

TABLE N. 5

READING CAPACITY OF THE PROFESSIONALS

PROFESSIONALS	POOR	REASONABLE	GOOD
Managers Heads of Departments	-	50%	16%
Engineers Technicians	36%	39%	24%

- 1.5. A poor strategy for poor readers is to make use of dictionaries. Of the interviewed people, 69% make use of dictionaries to solve their reading problems. Only 18% are satisfied with this reading procedure: it is understandable if we consider that making use of dictionaries is boring and time consuming.
- 1.6. Interpreting the previous language training of engineers and technicians we conclude that in spite of having had at least 8 years of study of the language, their learning has been unsatisfactory for their needs. They did not develop the ability to read: instead, the four basic skills were developed in school (opinion of 75%). This situation, considering that reading is the ability most needed, reveals lack of objectivity in the syllabuses and consequent waste of energy on the part of the students. Otherwise, the results show the need to restrict the learning to the purposes or goals really desired by the learners.

2. LINGUISTIC NEEDS OF THE PROFESSIONALS

The second set of our consideration aimed at finding out the linguistic needs of the group.

- 2.1. We asked professionals what they needed the language for. The item more emphasized was reading. This corresponds to 44% of the answers of the managers and heads of departments.

The engineers and technicians had a stronger opinion: 90% answered that reading is the most important ability they need.

2.2. Another question asked the professionals to point out the most difficult aspects of learning the language. (see table n. 6 below)

TABLE N. 6
LANGUAGE ASPECTS IN TERMS OF DIFFICULTIES

CATEGORY	MANAGERS HEADS OF DEP	ENGINEERS TECHNICIANS
structure	33%	18%
vocabulary	27%	3%
idiomatic expressions	11%	-
out of range (no answers)	-	78%

3. SOLUTIONS TO THE PROBLEM

The third set of considerations is related to solutions presented by the administrative staff to solve the problem of teaching English and the best way to prepare the professionals for their roles as English readers. Managers and heads of departments (100%) said that they sent them to language institutes another 16% added that there had been a tentative to train the professionals in courses organized by the company. Three other answers were given and they appear in table n. 7 on page 71.

TABLE N. 7

PROFESSIONALS AND THE LEARNING OF THE ENGLISH LANGUAGE

TYPE OF ENGLISH TRAINING RECEIVED	PERCENTAGES
Language institutes	100%
Courses organized by the company	16%
Inclusion of English in the profile of the professional as a required ability (forcing to improve the learning before applying for the job)	11%
Reinforcing the registration in English courses	11%
Group work to do translation activities	5%

The answers to questions about the efficiency of the courses offered by the language institutes prove that they do not satisfy the expectations of the company and the professionals.

Fifteen managers and heads of departments, corresponding to 83%, say that language institutes only prepare for a general knowledge of English do not teaching special techniques to improve reading, which is the most needed skill. The same 83% of managers and heads of departments say that the teaching in schools is also inadequate for their purposes.

Engineers and technicians have a similar opinion; 45% answered that the teaching in schools and language institutes does not satisfy the needs of the company: is not technical and it does not help to solve their professional reading problems.

Thw interviewed professionals are not satisfied with the present English teaching situation; 55% of the managers and

heads of departments agree that ESP courses are necessary and 100% of engineers and technicians consider them good.

This understanding is reinforced by another question asking about group work; 44% of the managers and heads of departments and 51% of the engineers and technicians say that this kind of courses would be good.

Regarding preference for internal or external courses, 61% of the managers and heads of departments and 45% of the engineers and technicians state that internal courses are better than external ones. It is an important pedagogical opinion and it should be taken in consideration as a factor to increase motivation.

The questionnaires applied had a twofold objective: first, to survey the needs of the professionals in order to propose alternative solutions; second, to find out about the professionals' attitudes and motivation to learn a foreign language.

The questions about attitudes and motivation were divided into four groups:

1. Motivation to learn English
2. Time and effort spent studying English
3. Self-image and other factors
4. Community and individual attitudes towards the English language and other subjects.

1. The first topic aims at determining the students interest in learning the language. There were students who learned the language by themselves (17%); those who learned it at school (60%), and those who additionally continued their studies in language institutes (39%). For all of them learning English

was a need required for a better job performance. They were instrumentally motivated, what, according to Gardner and Lambert (1972) is a variable in learning that should be highly considered:

"The learner's motivation for language study... would be determined by his attitudes and readiness to identify and by his orientation to the whole process of learning a foreign language. We saw many possible forms the student's orientation could take, two of which we looked at in some detail: an "instrumental" outlook, reflecting the practical value and advantages of learning a new language, and an "integrative" outlook, reflecting a sincere and personal interest in the people and culture represented by the other group."
(p.132)

2. The second set of questions was related to time available to foreign language studies to determine the degree of interest in the subject. A good number of employees, 43%, spent 3 to 5 hours a week studying the language during school years. This means that they have already been exposed to systematic learning. The questionnaire also indicated that they considered the foreign language as important as other subjects, what reflected on the grades obtained. In this fashion we can rank these professionals as having had a strong desire to learn the foreign language, at least as strong as the desire to learn other subjects. To reinforce this argumentation is the fact that they spent a reasonable time in acquiring the new code (3 to 5 hours weekly).

Referring to time they are willing to spend in the future, in learning the language, 52% said that 3 hours a week is a good average. It is interesting to observe that a great number, 41%, said that they would spend more time learning English. It is an encouraging fact to any teacher or syllabus

designer to notice that learners are willing to spent a significant period of time learning the foreign language. Up to 39% admitted that they were still studying English. This information is important because it reveals perserverance in achieving aims. This factor is placed by Jakobovitz (1970, in Girard 1977:97) as important as aptitude, which, we agree, cannot be alone, responsible for success. With regard to the foreign language they would choose to learn if they were given the opportunity, 86% said that they would study English; 23% showed preference for German.

3. The third topic is related to self-image and the image the professionals have of the English speaking countries and cultures. Attitudes are the result of mental drives which regulate the behaviour of an individual towards goals or activities. A positive or negative self-image or attitude towards oneself can interfere in the learning process. If the learner has a negative image of himself he will probably transfer this negative feeling to his learning activity. If he has a good self-image, he is certainly liberated from tensions towards himself and consequently towards other people and psychologically more prepared to accept and adopt various aspects which characterize a different linguistic/ cultural group. The learner's attitudes towards the members of the other group are believed to influence how successful he will, relatively, be, in learning the new language. This is strictly related to Gardner and Lambert's views on instrumental and integrative motivation, as described in Chapter 2. In our sample people have a reasonably good image of themselves. In table 8, below, we can see what the employees think of

themselves and how they would like to be:

TABLE N. 8
WHAT PEOPLE THINK OF THEMSELVES AND HOW THEY WOULD LIKE TO BE IN
TERMS OF PERCENTAGES

HOW THEY SEE THEMSEVES		HOW THEY WOULD LIKE TO BE	
QUALITY	%	QUALITY	%
Popular	54	Popular	66
Well-educated	78	Well-educated	84
Sincere	92	Sincere	84
More or less successful	49	Successful	84
Secure	51	Secure	84
More or less leader	45	More leader	72
Happy	70	Happier	86
Honest	88	More honest	84
Open-minded	49	More open-minded	82
Courageous	52	Courageous	54
Friendly	84	-	
Work disposition	82	More work disposition	82
		More ambitious	58
		Less indiferent	80

Examining the two tables we can conclude that people are rather satisfied with themselves although they wish to develop or change certain aspects of their personalities.

It is also interesting to note that there are some categories in which the professionals do not have higher expectations.

We can conclude that this is because they are entirely

satisfied with themselves or because they understand that they have reached a satisfactory degree of sincerity, honesty and work disposition. On the other hand, they want to be more well-educated, more successful, more secure, more open-minded.

The image the learners have of the target community is of utmost importance as it is a variable considered as directly interfering in the learning process. The more identified the learner feels with the other community and culture the better and faster he will learn the foreign language. We are speaking here about integrative motivation. If the learners are predisposed to accept the customs that generate a special kind of language, in our case, English, many of the natural difficulties may come to an end. The disposition to integrate with the new cultural community or the "integrative orientation", according to the behavioural scientists' understanding, is, a strong motivation to learn the foreign language and will influence the learners' progress and efficiency in adopting novel and strange linguistic habits into their own repertoire.

We selected some social facts which could interfere with attitudes and motivation.

One question is related to the American way of life in general. We selected this question because demonstrating admiration towards another group's way of life may have a positive connotation. Only 15% of the sample said that the Brazilian way of life is better than the American; thus, 84% admire the foreign way of life.

Two questions inquired about culture; 50% said that American culture is bigger than the Brazilian

culture and 31% are willing to adopt the foreign culture. These results are interesting since they reflect a desire to be like members of the other linguistic community, identifying with an integrative outlook for foreign language study, which, according to Gardner and Lambert is one of the factors that strongly influences the demanding task of second-language learning.

Accepting the influence of sociological factors in attitudes and motivation, we wanted to know how many of the interviewed people would like to live abroad. It is very motivating to know that a great number of the sample (74%) are willing to come in contact with a foreign culture in the own country for a short period of time.

In the question about technological magazines in English, 13% said that the situation creates dependencies; 56% said that it forces to study the foreign language.

Summarizing this set of questions about self-image, American way of life, American culture, and language dependency, we can say that the group has a good image of themselves. On the other hand, they see Americans as superior in some subjects; a good percentage is even willing to adopt their culture and live abroad.

There is no reason to believe that an English course offered to such disposed subjects would be rejected or considered as an interference in their national feelings and beliefs, and thus present no success. If the learners' attitudes were hostile, then, still according to Gardner and Lambert,

"no progress to speak of will be made in acquiring any aspects of the language. Such a student not only is perceptually insensitive to the language, but apparently also unwilling to modify or adjust his own response system to approximate the new pronuntiational responses required in the other language." (Gardner and Lambert, 1972:134)

4. The last group of questions is about attitudes and the relation to factors such as interest in learning the language, competence, success, out of school learning, language use, difficulty and easiness in learning, ability, usefulness and advantages of the English language.

We chose these topics because they delineate the learners tendencies, in the past and in the present, towards the study of English.

In the topic attitudes and interest, we discovered that 84% had been active in classes, 62% studied hard and 90% studied the foreign language because they need it in their jobs.

In the same group of questions, 60% agree that English is easy to learn and that their marks in English were equal to those obtained in other subjects. Even if these marks were low, they followed a pattern similar to other subjects. This shows that, at least, the interest in English was equivalent to the other subjects; 86% said that they would choose English if they could study a foreign language; 72% stated that after having studied the English language for a while they were motivated to follow on.

The high percentages presented by the interviewed sample are significant in terms of future training.

Asked about competence in English in a general way, we got

the following percentages:

TABLE N. 9
COMPETENCE IN ENGLISH

ABILITY	PERCENTAGE
weak	29%
regular	52%
good	15%
very good	2%

Although the subjects seem well disposed to learn, something hinders them from success.

Based on all what we have been discussing we could say that it may be because the language programmes they attended did not take into consideration the interests and needs of the students, making them waste time and efforts. What they need are learner centred programmes developed considering their special purposes. Looking at table n. 10 and remembering that reading is the most needed skill, one can evaluate how faulty are their present learning conditions.

TABLE N. 10
COMPETENCE IN READING ENGLISH

ABILITY	PERCENTAGE
read very well	19%
read with some difficulties	52%
read with great difficulties	25%

Asked about rewards for knowing English, the answers were the following:

- 2% would have a higher salary
- 3% would be promoted
- 2% would have to travel more
- 33% would develop more competence in the job but there would be no change in salary
- 54% would have no change in wages.

In spite of all their positive attitudes, 54% of the workers say that they will not be rewarded for their ability in reading English, if it was developed after they were engaged. Only when applying for a job the mentioned ability to read English would be appreciated and adequately rewarded. The next question was related to out of school learning and 49% answered that if no English had been taught in school they would have taken private classes; 31% said that they would have studied alone. In terms of English use, 60% said that they use English in their jobs whenever possible. The professional's interest in starting or continuing the study of the language and the spontaneous attempts to improve the skills outside class requirements permit to classify them as having an intense motivation to learn English. When behavioral scientists talk about motivation they usually make a distinction between the goal toward which an activity is directed and the effort or persistence demonstrated in the process of striving for the goal. This dichotomy is useful in the case of second-language learning, where attention should be given both to the objectives or purposes of second-language learning and to the intensity of motivation shown by the

language learner.

We repeated a question we had already asked in the first questionnaire (about needs analysis). It is related to the ability the professionals wanted to develop in the foreign language. Reading gained, once more, the highest percentage:

TABLE N. 11
ABILITY MOST NEEDED BY THE PROFESSIONALS

ABILITY	PERCENTAGE
reading	37%
writing	25%
speaking	7%

Although knowing English is not adequately rewarded by the executive staff, as we have seen above, 47% said that it is useful for getting a good job. The system considers the foreign language as a useful attribute but only rewards this knowledge at the moment the individual is accepted as a member of the staff; 74% said that English is useful for professional development, even if they are not paid for it, showing a very personal purpose in studying English, which results neither from an integrative orientation nor from an instrumental one. They study the language because they want to grow as technicians and be recognized as one of the best in their jobs. This social recognition becomes thus a motive like construct of major significance in the second-language learning process of the sample of people of Fundação Tupy.

These professionals are also very conscious of their responsibilities. They must know English to be up - to date with the most recent researches and discoveries in their special realm.

We had questions about students attitudes in relation to topics like interest in learning, competence, success, out of school learning, language use, ability most needed, usefulness and advantages of knowing English. The conclusions we arrived at after having analysed the answers is that the group of people whom we have interviewed have always been good students, either due to self-motivation or because it was a requirement for a better performance in their jobs. A great percentage even affirmed that they would choose English in the secondary school if they were free to do it.

The fact that the foreign language ability of this group is, in general, only modest although they are strongly motivated, makes us suppose that their teachers did not observe certain prerequisites when organizing their syllabuses, as preparing needs analysis to detect the learners' real purposes. Being adults and having lots of experience in their professional fields and also having a very clear perception of their purposes for learning a foreign language, they should not be submitted to the four language skills process of learning English. This kind of courses are enriched by lots of irrelevances for the professionals' purposes. They need to read special magazines and books; thus, the syllabus should deal with these aspects, and only these.

CHAPTER 5

CONCLUSIONS

The final projection of the data obtained from the analysis of the questionnaires, which were shaped within the framework of Needs Analysis and attitudes and motivation, is basically expressed in the following set of considerations:

- 1.1. When a language course is designed for an industrial or any other specialized purpose, the first step of the teacher or material developer should be to identify and make an analysis of the needs of the learners. Professionals, as the sample interviewed, are busy people. Besides, they have a logical reasoning, what makes them avoid to waste time. Needing to learn English to grown in their career, they just want to develop the skills they are required to manage, which in this case is reading. The ESP methodology came to solve similar problems in the second-language learning process. But it is not enough to change from grammar translation or oral-aural techniques to a communicative approach. The main point of the discussion

lies in an identification of the learners' needs in terms of what they have to know in order to provide a successful performance.

- 1.2. The collection of data to proceed a needs analysis should be done by means of special instruments (questionnaires and interviews) and the analysis should follow a socio-psycholinguistic model (such as Munby's). This model, we have seen, is based on the theories of Halliday, Hymes and Widdowson. According to them, language is the result of the social needs of communication of a community. To learn a language successfully it is then necessary to know its functions (what one wants to do with the language), how it is used in real communicative situations and the cohesive relationship of the grammar or system of available options (meaning potentials).
- 1.3. The results of the present needs analysis show that managers, heads of departments, engineers and technicians at an industrial plant, as defined in this study, need to know English in their daily work; they have to read quantitatively and qualitatively; 30 to 60% of the readings are in this foreign language. The materials most needed to be read are technical magazines followed by technical books, manuals, instructions and designs. Professionals of the kind we have interviewed are familiar with the content of the papers they have to read in the foreign language; and they also know some of the specific vocabulary since it sometimes is of Latin and Greek origin what facilitates the understanding for Brazilians. The language course they need should deal with topics taken from the literature they

have to read and teach the language as communication. The language items identified in the Needs Analysis process should be taught by reference to use, that is, the order in which they are arranged in the syllabus should reflect their value in the particular kind of communication with which the course is concerned.

If the teacher concentrates on usage it may have the effect of putting the language being learned removed from the learner's own experience of the native language. Normal communication operates at the level of use and one is generally not aware of the usage aspects. By focussing on usage the teacher directs attention to features which the normal use of language ignores. Thus, the language presented does not correspond with the learner's experience of his own language, and this necessarily hinders any transference, which might otherwise take place.

In our particular experience reading should be central to all the desires of a teacher or adviser. They have to penetrate and analyse the material the professionals have to read and then select techniques to reach the learners' aims. Materials and course design should seek adequacy in terms of the real world. The learners' own motivation can be a powerful ally to the language learning process. Our argument is, therefore, that the content and methods of a language course, chiefly for adults, should not be determined without first examining why they are learning and in which situations they will need the new language.

- 1.4. The analysis also indicated that the majority of the interviewed people are poor readers in English. They have

to make frequent use of a dictionary and this leads to waste of time besides being boring: with the use of a dictionary they are able to identify words but this is very different from reading for comprehension or reading for identification of meaning. As was seen before, a high percentage (30 to 60%) of the technological bibliography is available in English only and is represented mainly by magazines and books. The professionals have to be trained in the use of reading strategies since the content and some of the terminology is at least familiar to them. Here the pedagogical factors have an important place in the search of success and so have the psycholinguistic ones: the teacher has to take in consideration the knowledge the technicians have accumulated throughout their professional experiences and in learning their native language.

1.5. The professionals are not satisfied with their experience in learning the foreign language because the schools and language institutes where they learned did not take into account the learners' own immediate situation; the inadequacy emerged in terms of frustrating learners. Lambert's work, as mentioned before, is very important for teachers to obtain success: the intention of this comment is to emphasize the principle that the learners' needs should be central to all choices a teacher makes; it is a way to sustain their motivation.

1.6. Structure and vocabulary were pointed out as the main difficulties for the Tupy people (33% and 27%). Since the ability to read English was unquestionably the first priority for all informants, teachers or material writers

should examine authentic texts, specify a linguistic component and select the language skills and meaning potentials and the linguistic forms to realize them.

- 1.7. In a foreign language course there are two main aspects that must be respected: the definition of the needs and the teaching of the language as communication. Most courses have a general aim and teach the four skills besides concentrating on language as an abstraction and not as a social behaviour, a view particularly emphasized by Hymes as already referred to. The strongest argument for taking account of the specific needs of the learners is that they seem a more important element in success than course structure or methodology; an aspect we have already discussed. It may be that language institutes are not prepared to apply ESP courses as are not a lot of teachers; they have to leave the security of the subject-based approach and become an isolate specialist; there can be a natural reluctance to accept this position. This is a characteristic of the ESP situation which deserves attention.
- 1.8. The population of managers and heads of departments, of engineers and technicians agreed that in-service training programmes are better than external courses as, for example, in language institutes. In the case of professionals working in a factory the fulfilment of this requirement can be considered a good motivating point, influencing possible activities in learning.
- 1.9. In a more general way we could conclude from this first topic that for the majority of professionals reading is the ability required to grow as technicians and written English

will be the language for international communication.

Through it they will be kept up-to-date as to the newest developments in science, philosophy, technology, economics. On a lower but not least important level, a large number of technicians will need the ability to read English so as to be able to operate their equipment efficiently. Only a relatively small proportion of the subjects will in fact seriously need the ability to communicate orally in English or even to write English.

2. From the questionnaire about attitudes and motivation we can draw the following conclusions:

2.1. The results show that the majority of the professionals surveyed in the research were and are strongly motivated to study a foreign language; they are either involved in private studies or are willing to join a foreign language course. Their motivation is much more based on a personal satisfaction or job improvement than in a genuine interest in the other ethnic group although they have a good image of Americans.

2.2. Motivation also becomes apparent when considering that the interviewed people spent 3 to 5 hours weekly studying English, which is also the time they spent studying other subjects. And they got marks in the foreign language similar to those in other school subjects. This evidences that both subjects are equally important and that the professionals have no prejudice against English. A prejudiced attitude toward foreign people is, according to Gardner and Lambert (1972:16) unlikely to have an integrative outlook.

- 2.3. The professionals have a good self-image do not wishing to change aspects of their personality. They classify themselves as happy (70%), well-educated (78%), honest (88%), friendly (84%), sincere (92%) and with a good work disposition (82%). Gardner and Lambert's results (1972:51) of the Connecticut study, where they researched 142 students of French, indicated that "students whose ideal self-image is inordinately attractive are likely to read French fluently". Based on this piece of evidence we may suppose that our learners are well predisposed to become good readers in English.
- 2.4. The sample has also a good image of the other ethnic community. The professionals show understanding and admiration to the American way of life (84%). They also feel comfortable in relation to the American people's honesty and sincerity (94%); 31% are willing to adopt the foreign culture. The data fits in Gardner and Lambert's theory of second-language learning (1972:3), according to which the learner's motivation to learn is in part determined by his attitudes toward the other group. The professionals may not be fond of American people and costumes but they have an understanding of their culture to the point to show willingness in adopting it. This is a disposition which characterizes the integrative motivated learner.
- 2.5. A high percentage of the professionals (74%) are willing to live abroad for a short period of time and come in contact with a new culture. This disposition shows a decision to adopt certain behaviour patterns which are characteristic of the other cultural group. This is an attitude which

will at least partly determine success in learning the new language, according to the theory formerly explained.

2.6. The fact that a large number of technological magazines are accessible only in English is seen by 56% of the professionals as a motivating factor to learn the foreign language and as a consequence, becoming bilingual and growing in terms of efficiency. They show a practical desire to read the language so as to be able to communicate, that is, to a level of comprehension of a text in the technological area. This "practical motivation" consists of "the mastery of a foreign language for specific purpose in a specific area" (McDonald and Sager, 1975:26) and corresponds to Lambert and Gardner's "instrumental motivation".

2.7. The professionals interviewed consider themselves active in the classroom and find English easy to learn. Burstall (1975:17) suggests that

"The acquisition of foreign language skills and the development of attitudes towards foreign language learning during later years may be powerfully influenced by the learner's initial and formative experience of success or failure in the language-learning situation."

The professionals interviewed did not have problems concerning the study of English; they rated its learning as easy and show a disposition to continue the study. However, they wish that syllabuses were prepared taken in consideration their needs - in this sense they show again an instrumental motivation.

2.8. The majority of the professionals (86%) confirmed that

English is the language they would learn if they were free to make a choice. This is of great significance showing positive attitudinal dispositions towards the English language.

2.9. The data collected indicate, in general, that the subjects are highly instrumentally motivated (90%). They study English because it is necessary to improve as a professional. We have seen that instrumental motivation or the utilitarian purpose for learning a foreign language is gaining more and more importance as a motivating factor, according to the last studies of Gardner and Lambert.

2.10. The subjects rated themselves positively in terms of their involvement with the English language. They were as good in English as they were in studying other school subjects. Being equally good in different subjects shows an attitude toward learning which is to be highly considered. The learners have systematized the learning aspect which then became consistent or maybe they have developed strategies to learn and so the subjects became easy to be assimilated. Learning strategies, we have seen, are factors more useful than the language itself, according to Scott (1980:3).

2.11. The professionals do not see an immediate reward in their knowing of English (87%). Despite of no specific future benefits, they are interested in learning the foreign language because they want to grow professionally. It is this need that accounts for their persistence in the laborious and time-consuming task of developing real competence in a new language.

On account of the previous considerations we would suggest

the following:

1. Specific needs analysis should be the basis for any syllabus course design for professionals of the kind we have interviewed because they have special purposes: in our case they need to read in the foreign language. Until now they attended general English courses. They, as well as the heads of the Human Resources Department of Fundação Tupy, agree that this study is not satisfactory. It is too general (the four skills have to be learned), and no particular attention is given to reading. Otherwise, no needs analysis has been made as so far, to detect the specific English they have to be familiar with.
2. In the planning of the syllabuses, teachers should be accurate in describing the linguistic needs of the Tupy workers or similars: one should identify the functions, meaning potentials and forms which characterize the English they have to know, in other words, the communicative features or uses of the language have to be identified.
3. The professionals should be submitted to pretests to detect how much they really know of the English language. In our case, they classified themselves as weak or reasonable in the reading ability and a great number makes use of dictionaries to understand the texts. Therefore, it is advisable to test them to compare the ideal or needed to the real knowledge they have of the language. Based on these data the teacher will be able to select appropriate material to improve and develop the reading needs.
4. The learners should always be central to the task of designing

an appropriate syllabus, and of selecting the best methodology and the pedagogical factors that may influence the learning. The pedagogy to be adopted should be of participation rather than of imposition. If the learners for example, prefer in-service courses, this should be accepted.

5. The attitudes the learner has towards the other community should also be analysed. The role they play is, of course, apart from that played by aptitude and intelligence. But linguists now agree, as we have seen before, that the way a learner learns a foreign language is affected by the attitudes towards the members of the new language he is learning. Gardner and Lambert have interpreted the correlation between attitudinal and achievement variables and got to the conclusion that low ethnocentrism positively affects the learner's competence, whereas ethnocentric attitudes hamper his progress.
6. We suggest that students interested in reading should not only be taught grammar and word order or vocabulary and functions, but also and mostly reading strategies and study skills which Rubin's (1979:18) describes as: "Techniques or devices which a learner may use to acquire knowledge" She lists some strategies: guessing, use of word-association clues, outside knowledge, similarities to the native language, inferences about the purpose, intent and point of view of a message, paraphrasing, cognates, use of whatever knowledge to get the message, relationship of the participants, rules of speaking. Scott, we have seen, is also deeply interested in strategies and their effect on learning a second language. But, he says, they have to be learnt, they are not there. And they vary

according to different factors. Teachers should help the learners to select the appropriate methods for their own learning style.

At this final stage of our research, we just want to add some words to clear up very objectively, what the Tupy work-force really need in terms of English, what they do to learn the language, what they feel about American people and culture, to contrast this information with what the professionals should really do to learn the language.

The sample of people interviewed needs English to read technological magazines and books in order to be able to make conclusions (44% of the managers' group and 90% the engineers' group say this); some would also like to speak, but they are a minority.

To increase their ability in the use of the English language the majority registers in language institutes where the four skills (reading, writing, speaking, listening) are the aim. In a minor scale (5% of answers) these professional used to work in groups to make translations and summaries of articles and extracts. There has been also a tentative to introduce traditional courses during work-time, which, nevertheless, have not presented successful results and were abandoned.

The professionals we interviewed are motivated to learn. Some, even if not so many, learned the language by themselves; (17%) some continued their studies in language institutes (64%) and a great majority learned it in school as a subject of the curriculum, having been exposed to a systematic learning process where they have been really active (84%). They are willing to

follow with the learning (86%) and they find English easy to learn (80%).

The professionals have a good opinion of themselves and are satisfied with their personal characteristic, although, in some aspects, as success, they have expectations of increasing this trace of their personality. This anxiety fits entirely in the motivational theory we have discussed. To reach success more easily they have to manage the English language. They are, as stated by Gardner and Lambert, instrumentally motivated.

The opinion the interviewed people have about American people, or English speaking people, is a positive one. They admire the American way of life and are even willing to adopt the foreign culture, classified as superior to ours, and are willing to live abroad for a short period of time. For the sample the fact that most of the technological magazines are written only in English is motivating because it forces to study the foreign language.

We can say that the group of professionals we interviewed has characteristics that recommend them to be successful learners of English, according to the theories we have already seen in this dissertation.

A description of the language they have to know in order to be able to read the technological texts they have pointed out (magazines and books) has to be made. Munby's model of needs analysis is useful in this sense. After having delineated the profile of the needs of the learners, it selects the needed language skills. It is suggested to adopt Wilkins' inventory of micro functions. Then the meaning potentials or semantic categories have to be identified. After, skills and meaning

potentials have to be given linguistic forms.

We suggest the introduction of coping strategies or techniques that will help the learners to be successful; they are devices do deal with the rhetorical particularities of a text and get the most information of a question or sentence. Under learning strategies we include also the use of the learners own experience in their native language and of the real world. Language is a socio-psychological phenomenon; there are similarities among different languages such as the role of questioner and respondant; there are similarities in the linguistic forms, like the cognates. These are factors that should be explored. Besides this the group of learners we have interviewed are specialists in their professional areas and familiarized with certain technological expressions which are of Latin and Greek origin and which are used in Portuguese and English thus creating facilities to be explored. They have also a good knowledge of the technological aspects of the literature they have to read, what helps them to deal more easely with this type of English.

The ESP teacher, in short, has to adopt new procedures and make use of everything that helps the learners to cross the gaps between the native and the foreign language.

APPENDIX

QUESTIONÁRIO Nº 1

Parte um

Gerentes e Chefes de Departamentos

Diagnóstico de Necessidades de um Programa de Inglês Dirigido

1. Na área de trabalho sob sua supervisão, que categoria de profissionais se beneficiaria, em termos de uma melhor execução de suas atividades, com o conhecimento da língua inglesa?

- gerentes (chefes)	100%
- engenheiros	55%
- técnicos	100%
- outros (especifique)	
mecânicos	
operadores	5%
especialistas em metalurgia	
bibliotecárias	

2. Descreva "por quê" os profissionais de sua área têm necessidade de conhecimento da língua inglesa.

- para ler instruções, desenhos	27%
- para ler revistas técnicas e pesquisas	61%
- para ler "software" de computação	5%
- para falar	16%
- para redigir cartas e instruções	11%
- para participar de seminários	5%

3. O inglês mais utilizado na sua área de trabalho compreende (especifique por ordem de importância):

- conversação	2ª mais importante	94%
- leitura	o mais importante	44%

- Não 72%
- Por quê?
 - . inglês não é técnico 55%
 - . ensino é deficiente 16%
 - . ensino é bom 22%

7. Como descreveria a utilidade de um Curso de Inglês Dirigido à Fins Específicos, na sua empresa?

- Necessário 55%
- Conveniente 38%
- Desnecessário 5%
- Por quê?
 - . atenderia as necessidades 72%

8. Que tipo de literatura em inglês precisa ser consultado pelo pessoal de sua área?

- Revistas técnicas 61%
- Livros técnicos 16%
- Manuais 11%
- Outros (especifique)
 - . Normas técnicas 11%
 - . Dicionários 11%
 - . Correspondência ou telex 11%
 - . Desenhos 5%
 - . Informativos 5%

9. Com que frequência o pessoal de sua área precisa ler em inglês?

- diariamente 55%
- semanalmente 33%
- mensalmente 5%
- esporadicamente 5%

10. Como classificaria o atual nível de habilidade para ler em inglês por parte dos profissionais de sua área:

- ótimo -
- bom 16%
- razoável 50%
- fraco 33%

11. Qual a sua formação profissional?

- técnico 22%
- engenheiro 50%
- economista 22%
- administrador 5%

11.1. Qual é o seu cargo na empresa?

- gerente 27%
- chefe de departamento 66%
- pesquisador senior 5%

12. Na sua opinião, que curso de línguas é mais proveitoso?

- interno 61%
- externo 27%

13. Qual é a maior dificuldade que se apresenta na leitura de textos técnicos em inglês?

- estrutura 33%
- expressões idiomáticas 11%
- vocabulário 27%

14. Qual é a sua opinião sobre cursos de inglês em equipes, isto é, onde os participantes pertencem a uma mesma categoria profissional ou afim e onde o professor ficasse no papel de coordenador e facilitador?

- Bom 44%

Parte dois

Engenheiros e Técnicos

Diagnóstico de Necessidades de um Programa de Inglês Dirigido

1. Os cursos de inglês de que participou ou está participando satisfizeram ou satisfazem a sua necessidade de uso da língua dentro da empresa?

- Sim 15%
- Não 45%
- Mais ou menos 15%
- Por quê?
 - . Não é curso técnico 45%
 - . Ensino é deficiente 9%
 - . Curso é bom 18%

2. Por quê você tem necessidade de conhecimento da língua inglesa? Especifique na ordem de importância:

- Para ler o mais necessário 90%
- Para escrever o 4º mais necessário 3%
- Para falar o 3º mais necessário 36%
- Para traduzir o 2º mais necessário 39%

3. Na execução de suas atividades profissionais você utiliza a língua inglesa para consultar:

- Revistas técnicas 36%
- Livros técnicos 30%
- Manuais 3%
- Outros (especifique)
 - . Normas técnicas 9%
 - . Patentes 3%
 - . Instruções 9%
 - . Processos de compra 3%

. Projetos e desenhos	15%
. Documentos de exportação	12%
. Cartas	9%
. Dicionários técnicos	3%

3.1. Com que frequência você consulta este tipo de material?

- diariamente	51%
- semanalmente	18%
- ocasionalmente	30%

4. Qual a proporção de literatura que você precisa manusear, escrita em inglês e não disponível em português?

- até 30%	36%
- de 30 a 60%	36%
- mais de 60%	24%

5. O que você acha da aplicação de um programa que o levasse a desenvolver mais rapidamente aquela habilidade da língua inglesa realmente necessária no seu trabalho, como por exemplo, ler e entender revistas e livros técnicos, mediante métodos especiais e utilizando material semelhante ao que você manuseia em seu campo de trabalho?

- Bom 100%

6. Você faz uso contínuo de dicionário para ajudá-lo a "quebrar o galho" quando de suas leituras em inglês?

- Sim 69%

- Não -

6.1. Está satisfeito com a compreensão e a rapidez que obtêm lendo desta forma?

- Sim 18%

- Não 60%

7. Se você já participou de algum curso de inglês, que habilidades da língua foram especialmente desenvolvidas?

- Ler	Sim	-	Não	100%
- Escrever	Sim	69%		
- Falar	Sim	69%		
- Traduzir	Sim	18%		
- Todas	Sim	-	Não	75%

7.1. Qual foi a duração do curso?

- 1 ano	33%
- 1 a 2 anos	21%
- mais de 2 anos	24%

8. Você, em inglês, lê:

- fluentemente	24%
- com alguma dificuldade	39%
- com muita dificuldade	36%

9. Profissionalmente, saber ler em inglês é:

- necessário	87%
- conveniente	12%
- desnecessário	-

10. Quantos anos você estudou inglês?

- menos de 1 ano	6%
- de 1 a 5 anos	36%
- de 6 a 10 anos	51%
- mais de 10 anos	3%

11. Qual é a sua formação profissional?

- Engenheiro	24%
- Técnico	51%

- Contabilidade ou Administração 6%
- Ciências Humanas 9%

11.1. Qual é a sua atividade na empresa?

- Chefe de Seção 30%
- Pesquisador 12%
- Assistente 21%
- Técnico 18%
- Correspondente 6%
- Comprador Pleno 3%
- Especialista em metalurgia 9%

12. Na sua opinião, que curso de línguas seria mais proveitoso:

- interno 45%
- externo 33%

13. O que você acha de um curso de línguas onde os alunos fossem agrupados de acordo com a sua categoria profissional ou afim e trabalhassem em equipe sob a orientação de um professor?

- Bom 51%

14. Qual a maior dificuldade que se apresenta na leitura de textos técnicos em inglês?

- estrutura 18%
- vocabulário 3%
- não responderam 78%

Questionário para análise de Comportamento e Motivação no Apre-
deizado da Língua Inglesa

1. Se você conhece a língua inglesa, especifique onde aprendeu:

- | | |
|-------------------------------|-----|
| () - sozinho | 17% |
| () - na escola | 60% |
| () - em instituto de línguas | 64% |
| () - no exterior | 5% |

2. Se você aprendeu inglês na escola ou instituto de línguas especifique por quanto tempo você estudou:

- | | |
|-----------------------|-----|
| () - menos de 1 ano | 19% |
| () - 1 a 5 anos | 62% |
| () - 6 a 10 anos | 11% |
| () - mais de 10 anos | - |

3. Você ainda está estudando inglês?

- | | |
|-----------|-----|
| () - Sim | 39% |
| () - Não | - |

4. Se você aprendeu inglês no exterior, indique:

- | | |
|---|----|
| () - os países de língua inglesa que visitou | |
| - EE.UU. | 3% |
| - EE.UU. e Inglaterra | 2% |
| - Inglaterra | 2% |
| () - quanto tempo permaneceu nestes países | |
| - 2 semanas | 2% |
| - 4 semanas | 2% |
| - 6 semanas | 2% |
| - 8 semanas | 2% |

5. Entre as razões sugeridas assinale aquela(s) que mais se identifica(m) com as suas razões pessoais para estudar inglês:

- | | |
|--|-----|
| () - É útil para conseguir um bom emprego | 47% |
| () - Ajuda a compreender melhor o povo americano/inglês e o seu modo de vida e cultura | 25% |
| () - Espera viver no exterior algum dia | 5% |
| () - Permite conhecer e fazer amigos entre estrangeiros | 25% |
| () - Dá status: para ser reconhecido socialmente é preciso conhecer uma língua estrangeira | 5% |
| () - Só conhecendo uma língua estrangeira é possível obter um desenvolvimento profissional adequado | 74% |
| () - Qualquer outra razão pessoal | - |

6. Que vantagem advém do fato de conhecer a língua inglesa?

- | | |
|----------------|-----|
| - social | 25% |
| - cultural | 23% |
| - psicológica | 5% |
| - profissional | 62% |
| - lazer | 5% |

7. Que desvantagem advém do fato de desconhecer a língua inglesa?

- | | |
|----------------|-----|
| - social | 7% |
| - cultural | 9% |
| - psicológica | 7% |
| - profissional | 39% |

8. Você acha que conhecer a língua inglesa traz algum tipo de

satisfação pessoal?

- Sim. 88%

9. Se a resposta à pergunta anterior foi positiva, especifique que tipo de satisfação:

- social 35%

- cultural 31%

- profissional 29%

- psicológica 27%

10. Você acha que aprender inglês é fácil?

() - Sim 37%

() - Não 60%

11. Você escolheu o inglês como língua estrangeira a ser estudada ou foi imposição da escola?

() - livre escolha 80%

() - imposição da escola 25%

12. Ocorre alguma desvantagem pelo fato de conhecer a língua inglesa? Qual?

() - Sim -

() - Não 98%

13. Marque aquelas afirmativas que você acha corretas:

() - O americano/inglês é muito mais culto que o brasileiro 58%

() - O avanço tecnológico brasileiro foi conseguido apenas da intervenção estrangeira 19%

() - O avanço tecnológico brasileiro foi conseguido graças à intervenção estrangeira 51%

() - O povo brasileiro se beneficiaria muito se adotasse alguns aspectos da cultura americana/inglesa 31%

14. Na vida prática você

- | | | |
|---|--------|-----|
| <input type="checkbox"/> - procura usar o máximo o seu conhecimento da | língua | |
| inglesa | | 60% |
| <input type="checkbox"/> - não se interessa em usar a língua inglesa | | 5% |
| <input type="checkbox"/> - continua a se aperfeiçoar praticando o inglês em | cur- | |
| sos noturnos | | 37% |

15. Se a língua inglesa não fosse ensinada na escola em que
você estudou, você provavelmente

- | | | |
|---|--|-----|
| <input type="checkbox"/> - não teria estudado inglês | | 13% |
| <input type="checkbox"/> - teria tentado aprender inglês por conta própria pro- | | |
| curando ler livros e revistas em inglês, não lendo os | | |
| letreiros em filmes, memorizando letras de músicas, | | |
| contatando pessoas que falam inglês | | 31% |
| <input type="checkbox"/> - teria procurado aulas particulares | | 49% |
| <input type="checkbox"/> - teria tentado outros meios (explique) | | 13% |

16. Indique o seu grau de interesse pelo inglês comparando-o com
o interesse por outras matérias próprias de sua profissão:

- | | | |
|--|--------------|-----|
| <input type="checkbox"/> - inglês é a matéria que mais me interessa | | 7% |
| <input type="checkbox"/> - inglês é a matéria que menos me interessa | | - |
| <input type="checkbox"/> - meu interesse pela língua inglesa é | proporcional | |
| à utilidade que ela representa | | 94% |

17. Se você tivesse um bom conhecimento da língua, você leria
jornais e revistas inglesas:

- | | |
|---|-----|
| <input type="checkbox"/> - com regularidade | 78% |
| <input type="checkbox"/> - nunca | - |
| <input type="checkbox"/> - às vezes | 21% |

18. Após haver estudado inglês por um período de tempo razoável,
você concluiu que:

- () - não interessava aprender a língua -
- () - o assunto só interessava o tanto para poder se sair bem 23%
- () - o assunto realmente o interessava 72%
19. Em média você estudava/estuda inglês, incluindo o tempo necessário a exercícios/tarefas extra-classe:
- () - 0 a 2 horas por semana 35%
- () - 3 a 5 horas por semana 43%
- () - mais de 5 horas por semana 17%
20. Quando, nas aulas de inglês, eram dados exercícios extra-classe, você:
- () - os fazia/faz logo no início do seu horário de estudo 68%
- () - os achava/acha desinteressantes e não os fazia/faz 2%
- () - só os fazia/faz por último 25%
21. Durante as aulas de inglês, você:
- () - estava/está sempre pensando em outra coisa 2%
- () - participava/participa ativa e interessadamente 84%
- () - precisava/precisa se forçar a prestar atenção 11%
22. Comparado com os seus colegas de aula de inglês, você:
- () - estudava/estuda mais do que eles 11%
- () - estudava/estuda menos do que eles 15%
- () - estudava/estuda tanto quanto eles 68%
23. Terminada a aula de inglês, você:
- () - não pensa mais na aula 3%
- () - pensa na aula com frequência 56%
- () - só pensa na aula quando aquilo que foi dado lhe é útil 35%

24. Considerando o tempo que você dedicava/dedica ao estudo da língua inglesa, você:
- () - estudava/estuda somente o suficiente para passar 33%
 - () - passava/passa de ano por pura sorte, pois você realmente não estudava/estuda -
 - () - estudava/estuda para valer 62%
25. Como você qualificaria as suas notas em inglês durante o período escolar, com relação às outras matérias:
- () - eram mais altas 23%
 - () - eram mais baixas 11%
 - () - eram iguais às notas de outras matérias 60%
26. Se lhe fosse dada a oportunidade de introduzir modificações na maneira de ensinar a língua inglesa na escola secundária, você:
- () - aumentaria a carga horária 41%
 - () - manteria a carga horária de 3 horas semanais 52%
 - () - diminuiria a carga horária -
27. Você defende o ponto de vista de que o inglês deveria:
- () - ser ensinado em todas as escolas de 2º grau 82%
 - () - ser matéria opcional (só para quem quer) 15%
 - () - ser eliminado do currículo do 2º grau 2%
28. Se o aprendizado de uma língua estrangeira nas escolas fosse opcional, você escolheria:
- () - inglês 86%
 - () - alemão 23%
 - () - outra língua (especifique) -

29. O fato de o inglês ser necessário na sua área de trabalho:
- | | |
|---|-----|
| () - o predispõe a estudar inglês | 90% |
| () - o aborrece porque exige esforço extra | 5% |
| () - o faz sentir-se em posição de inferioridade com relação aos povos de língua inglesa | 2% |
30. Você se considera capaz de:
- | | |
|--|-----|
| () - aprender inglês com facilidade | 60% |
| () - aprender inglês somente com muito esforço | 29% |
| () - aprender somente o extritamente necessário | 7% |
31. Que grau de conhecimento você deseja desenvolver em inglês, por ordem de importância:
- | | |
|-----------------------------|-----|
| () - ser capaz de ler | 37% |
| () - ser capaz de escrever | 29% |
| () - ser capaz de falar | 31% |
| () - ser capaz de traduzir | 7% |
32. Se você pudesse escolher outra nacionalidade, qual escolheria?
- | | |
|----------------------|-----|
| - alemã | 17% |
| - inglesa | 3% |
| - francesa | 3% |
| - polinesia | 2% |
| - espanhola | 2% |
| - americana | 7% |
| - alemã ou canadense | 3% |
33. Se houvesse oportunidade, você gostaria de morar na América do Norte ou algum outro país de língua inglesa?
- | | |
|-------------------------------------|-----|
| () - por um curto período de tempo | 74% |
| () - permanentemente | 2% |
| () - não gostaria | 15% |

34. Como você classificaria o seu conhecimento da língua inglesa de modo geral:

- | | |
|-----------------|-----|
| () - não sei | - |
| () - fraco | 29% |
| () - regular | 52% |
| () - bom | 15% |
| () - muito bom | 2% |

35. Você, em inglês, lê:

- | | |
|------------------------------|-----|
| () - muito bem | 19% |
| () - com alguma dificuldade | 52% |
| () - com muita dificuldade | 25% |

36. Como você vê o fato de a maioria das revistas técnicas estarem disponíveis somente em língua inglesa:

- | | |
|--|-----|
| () - nos torna dependentes dos povos de língua inglesa | 13% |
| () - a situação nos obriga a estudar inglês e assim nos coloca em posição de superioridade porque conhecemos duas línguas | 56% |
| () - as entidades interessadas deveriam providenciar traduções a curtíssimo prazo | 29% |

37. Se você soubesse inglês bastante bem, que diferença haveria na sua posição profissional?

- | | |
|--|-----|
| () - você ganharia mais | 2% |
| () - você conseguiria uma promoção | 3% |
| () - você teria que viajar mais | 2% |
| () - você faria melhor o seu serviço mas não haveria vantagem adicional | 33% |
| () - não haveria diferença apreciável | 54% |

38. Assinale, com relação aos itens abaixo, aqueles que na sua opinião, identificam a personalidade do homem americano/inglês, utilizando a escala sugerida. Assinale os itens criteriosamente e não volte atrás para reconsiderações: pedimos que registre a sua primeira impressão:

honesto	() 43%	() 47%	() -	desonesto
bitolado	() 5%	() 33%	() 49%	visão ampla
indiferente	() 27%	() 45%	() 15%	amigo
bem sucedido	() 70%	() 17%	() 2%	fracassado
seguro	() 68%	() 15%	() 2%	inseguro
liderado	() 5%	() 29%	() 49%	líder
infeliz	() 3%	() 54%	() 23%	feliz
popular	() 29%	() 45%	() 9%	impopular
covarde	() 3%	() 54%	() 21%	valente
ambicioso	() 76%	() 11%	() -	acomodado
sincero	() 29%	() 52%	() 2%	insincero
educado	() 58%	() 25%	() 3%	mal educado

39. Assinale, com relação aos itens abaixo, aqueles que mais identificam a sua personalidade, utilizando a escala sugerida. Assinale os itens criteriosamente e não volte atrás para reconsiderações; pedimos que registre a sua primeira impressão:

impopular	() 2%	() 54%	() 35%	popular
educado	() 78%	() 17%	() -	mal educado
sincero	() 92%	() -	() -	insincero
fracassado	() 2%	() 49%	() 37%	bem sucedido
inseguro	() 2%	() 37%	() 51%	seguro
líder	() 39%	() 45%	() 5%	liderado
infeliz	() -	() 19%	() 70%	feliz

honesto	() 88%	() 3%	() 2%	desonesto
bitolado	() 3%	() 47%	() 39%	visão ampla
acomodado	() 2%	() 33%	() 49%	ambicioso
valente	() 33%	() 52%	() 2%	covarde
amigo	() 84%	() 7%	() -	indiferente
trabalhador	() 82%	() 7%	() 2%	preguiçoso

Obs.: Não há necessidade de assinar este questionário.

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