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**THE MOTIVATIONAL FACTOR IN THE
ENGLISH FOR SPECIFIC PURPOSES APPROACH**

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TERMO DE APROVAÇÃO
THE MOTIVATIONAL FACTOR IN THE
ENGLISH FOR SPECIFIC PURPOSES APPROACH

por

ALEXANDRE BRAZ VIANA

Este Trabalho de Conclusão de Curso foi apresentado em 22 de agosto de 2014 como requisito parcial para a obtenção do título de Licenciado em Letras Português-Inglês. O candidato foi arguido pela Banca Examinadora composta pelos professores abaixo assinados. Após deliberação, a Banca Examinadora considerou o trabalho aprovado.

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I dedicate this work to my late mother

Inez

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“All the world’s a stage
And all the men and women merely players;
They have their exits and their entrances;
And one man in his time plays many parts,
His acts being seven ages”

William Shakespeare
English poet, playwright
and actor
1564-1616

RESUMO

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A aquisição de uma segunda língua envolve fatores que são tanto objetivos quanto afetivos e a motivação tem um papel chave em todo este processo. A abordagem metodológica adotada pode contribuir com o processo de aquisição de uma segunda língua. Tendo em mente que a motivação pode facilitar tal processo, pesquisas têm mostrado que a abordagem ESP (English for Specific Purposes) pode ajudar quem estuda Inglês a conquistar seus objetivos, pois ela é motivadora e torna a aprendizagem mais agradável. Esta pesquisa visa investigar se a abordagem ESP é mais motivadora do que a abordagem EGP (English for General Purposes), a mais convencional. A pesquisa é fundamentada num paradigma qualitativo sendo que os dados foram coletados através de questionários e observação. Os participantes foram alunos que trabalham em empresas em Curitiba e área metropolitana e que atualmente frequentam cursos de Business English.

Palavras chave: ESP, EGP, motivação, aquisição de segunda língua, paradigma qualitativo, afeto.

ABSTRACT

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Second language acquisition involves factors which are both objective and affective and motivation plays a key role in the whole process. The methodology approach adopted can greatly contribute to the process of learning an additional language. Bearing in mind that motivation can facilitate such process, research has shown that the English for Specific Purposes approach can help learners achieve their goals because it motivates them and makes the acquisition of a second language more enjoyable. This thesis aims to investigate if the ESP approach is more motivating than the English for General Purposes approach. The research is grounded in a qualitative paradigm and the data was collected through questionnaires and observation. The respondents were students who work in companies based in Curitiba and metropolitan area who are currently taking ESP courses.

Key words: English for Specific Purposes, English for General Purposes, Second Language Acquisition, motivation, qualitative paradigm, affect.

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1 INTRODUCTION

This paper is based on my experience as a teacher of English as an Additional Language (EAL) based on the English for Specific Purposes (ESP) approach. I have been teaching the language for the past twelve years in companies based in Curitiba and metropolitan area and over such period I have used both the English for General Purposes (EGP) and the ESP approaches and I have realized that the teaching based on the latter motivates learners more and therefore shortens the time taken to reach a good level of fluency and accuracy in the language. Bearing in mind that motivation has a positive effect on the process of Second Language Acquisition (SLA), this paper aims to investigate to what extent the ESP approach can motivate learners of EAL in achieving their goals.

The justification for this study is due to its importance in the field of Applied Linguistics and also because of my experience as an EAL teacher based on the ESP approach for more than ten years and because over this period I have gathered enough experience to carry out such research. I strongly believe that this approach when correctly applied can bring beneficial results to the process of learning an additional language, in this case English. As this language has become essential in the professional career of most individuals, and due to the fact that learning a foreign language is a difficult undertaking, whatever means that can help students to achieve their goals are welcomed. I believe that this study will contribute to the area of methodology related to second language acquisition as well as to the area of motivational studies.

The process of second language acquisition (SLA) is a complex and demanding undertaking which requires a great deal of the learners' time and dedication. As far as the English language learning is concerned, there are many studies on how long it takes to acquire fluency and mastery in the language, but the whole process depends on many variables and might take on average between two to seven years, depending on the approach taken into account.

Throughout this process, motivation plays an important role in the students' learning. In the early sixties a new approach known as English for Specific Purposes (ESP) was

introduced and has been successfully developed ever since. According to Hutchinson and Waters (1991, p.8), “ESP is an approach to language teaching, in which all decisions as to content and method are based on the learner’s reasons for learning.” The course syllabus has its content based on the learners' professional field, that is, the vocabulary and classroom practices are focused on the student's area of work. Such approach provides a familiar environment to the learner and therefore establishes empathy on him or her, enabling them to feel more motivated and consequently more willing to learn a foreign language. In addition, most classes are given at the learners' workplace, a fact that adds more relevance to the studies. The typical ESP student is a young to middle-aged person who has previously been through EGP courses and in the specific case of Brazil, students who have studied EAL in public schools and language institutes. These people lack motivation due to their history of periods of quitting and resuming their studies. Taking into account the importance of the English language in a globalized world, these professionals need the language to move forward in their careers. Nowadays if one wants to be successful in the corporate world, the English language is paramount. Such learners need a boost to learn English and the ESP approach can provide such boost and can also shorten the time taken to effectively learn the language.

Therefore the general aim of this paper is to investigate and find out whether the ESP approach can be more motivating than the EGP approach and also to provide a brief comparison between the two approaches highlighting their differences and similarities. In order to accomplish such aims, specific ones were designed such as: to carry out a comparative study to show how the ESP approach differs from the EGP approach; to apply questionnaires on motivational issues; to analyze the data collected and finally check if learners of EAL who currently take courses based on the ESP approach develop more empathy with the subjects discussed in class and as a result get more motivated to learn English than they were when they studied the language based on the EGP approach.

To accomplish this research and since it was primarily focused on the ESP approach to teach EAL, Hutchinson and Waters (1991) were chosen. Their book explores in details the theory behind ESP. The study comprises aspects of the origins and

development of ESP going through approaches to course design and its further application and finally discussing the role of the ESP teacher. In addition, due to its relevance in the field of ESP studies, the work of Dudley-Evans and St. John (1998) was also chosen. Chapter four provides a comprehensive study on English for Business Purposes highlighting its characteristics as well as explaining the role of needs analysis in Business English and going over the difference between English for General Business Purposes EGBP and English for Specific Business Purposes ESBP. As this paper intends to explore the motivational aspect of ESP courses in the learning process of the English language, the work of the Hungarian linguist Zoltán Dörnyei (2005) from the University of Nottingham - UK, was also explored and finally as the methodology design of this thesis is grounded in a qualitative paradigm both the work of Creswel (2003) and the work of Leedy and Ormrod (2010) also helped achieve the goals of this study.

This research is grounded in a qualitative paradigm and the method used to analyze the collected data was the interpretative method. Because this study was based on the ESP approach to teaching EAL, the scenario chosen is the one of some companies such as Votorantim, PWC, Spaipa Drinks (a Coca-Cola franchisee), Microsoft, Xerox and Brado Logistics, all located in Curitiba and its metropolitan area. The participants who took part in the study were students who are currently attending or have already attended ESP courses, commonly known as Business English, who can be described as professionals that work in the companies mentioned above, with ages ranging from mid-twenties to early fifties, both male and female who need the English language - spoken and written - for communication. Altogether, twelve people participated in this research and the data was gathered through the means of a questionnaire and through observation and note taking which were later analyzed according to an interpretative approach.

In this introductory section I have briefly discussed the reasons why I decided to carry out such study and the justification for engaging in such project. Afterwards, a short definition of the ESP approach was given followed by the general and specific aims of this study. After that, I talked about the theoretical basis which helped me accomplish such task and I also mentioned the methodology used and finally I outlined the participants and the scenario of this research. In chapter 2, I will discuss what has

been published so far about the ESP approach and also define and classify ESP in more details as well as compare the ESP approach and the EGP approach highlighting the needs analysis paradigm. Also, I will discuss the studies on motivation related to Second Language Acquisition. In chapter 3 the methodology design will be outlined. In chapter 4, I will go through the analysis of the results and finally I will draw the conclusions of this research in chapter 5, bringing this thesis to a close.

2 MOTIVATION AND THE ESP APPROACH

2.1 IS MOTIVATION THE FORCE THAT GUIDES OUR BEHAVIOURS?

This section provides a brief overview of what has been published on ESP and motivation as far as books, articles and academic works are concerned.

There have been many studies since ESP was first introduced in the early sixties. One of the most important scholars was John Swales (1985), whose work entitled *Episodes in ESP* established the basis for ESP studies. Since then many books, papers and articles have been published on ESP and the motivation it brings to the student in the process of learning a second language. Hutchinson and Waters (1991, p.8) state that “the assumption underlying this approach (ESP) was that the clear relevance of the English course to their needs would improve the learner’s motivation and thereby make learning better and faster.” Chiaro (2009) states that although the questionnaires applied during her master’s degree research were not focused on motivation in ESP courses, while she was going over one of the questions she found out that the answers led her to the conclusion that the motivation factor was one of the reasons for the students to be pleased with the ESP course. She also says that the group of students who took part in her research was put together by the HR department according to their position in the company therefore providing a course totally focused on the staff’s routine thereby resulting in greater motivation due to the immediate use of the contents learned. Klímová (2006) in an article about elective Business English courses specifically designed for students majoring in Management and Tourism at the University of Hradec Králové in the Czech Republic concludes that students were motivated due to the course’s focus on learners’ needs, which were mostly satisfied through in-class discussion and relevant classroom activities. Lo (2012) focuses on a project she was engaged in at the National Taiwan University of Science and Technology. She reports that after analyzing data collected during the course she found out that, among other findings, by the end of the six-month ESP course: “the participants reported that their motivation to learn English was enhanced as the result of participating in this program” (Lo, 2012, p.93). She also reports that the ESP program improved participants’

language skills, including oral English competence and that they left the program with a positive attitude towards ESP programs motivating them to carry on their English studies in the future. Finally she makes a point about EGP courses commenting that: “The shift of the instructional focus from EGP to ESP aims to increase students’ motivation for English learning and to help students prepare for the demands of English in their future careers” Lo (2012, p.93). However, Lakawa (2007, p.214) in her doctoral thesis based on an action research which studied motivation in compulsory ESP courses taken by engineering undergraduate students at Trisakti University in Jakarta, Indonesia, found out that at the outset of the study students lacked motivation to learn ESP due to reasons related to administrative, logistical and educational issues, such as the little knowledge the ESP teachers showed in relation to the engineering subjects. In a study carried out with a group of undergraduate students majoring in Physiotherapy at UniEvangélica who participated in an academic ESP course, Caixeta, Lima and Leite (2009) found out that those students considered that the experience was worth it since they were motivated to carry on their English studies after graduating.

Based on this brief review of the literature related to ESP we can see that the subject of motivation in ESP based courses is meaningful and therefore relevant. Taking into account its importance, I strongly believe that my research has added more information and contribution to the matter.

2.2 WHAT IS ENGLISH FOR SPECIFIC PURPOSES?

This section tries to answer the question above by focusing on the ESP history, its definition and classification, with an emphasis on English for Business Purposes and also defines the role of the ESP teacher.

2.2.1 ESP Background – The origins

The new world order that was established after World War II brought English to a level never experienced before due to an unprecedented growth in technology and international commerce. Many people in business and technology needed to learn the language to do business so they knew exactly why they were learning English.

Businesspeople who wanted to sell their products, doctors who needed to update their knowledge and students who needed to understand their textbooks only available in English, all accounted for a contingent of people who were eager to learn English.

The first course book on ESP dates back to 1965 under the title “The Structure of Technical English” by A.J. Herbert. It was aimed to help students understand the technical aspects of scientific writing. Since then ESP has gone through many phases in its development. The first stage was focused on register analysis, that is, the concept of special language focused on sentence grammar. It lasted from the mid sixties to early seventies. The second phase shifted attention to discourse or rhetorical analysis, or how sentences were combined in discourse to produce meaning. The third stage was characterized by the work on needs analysis and target situation analysis and the fourth saw an attempt to look below the surface and consider not the language per se, but the thinking process that underlies language use, that is, the skills and procedures involved in such activity. Currently ESP is in its fifth stage of development and the stress is on language learning instead of language use. Hutchinson and Waters (1991).

2.2.2 A Definition of ESP

English for Specific Purposes is an approach to language teaching that takes into account the learner's reasons for learning the language as stated by Hutchinson and Waters (1991). The researchers define ESP as an approach rather than a product, which does not involve a specific kind of language, methodology or teaching material. The fundamental question that should be asked is: “Why does this learner need to learn a foreign language?” For the authors the answer is related to the learners themselves, the language required and the learning context, therefore establishing the importance of need in ESP. “ESP, then, is an approach to language teaching, in which all decisions as to content and method are based on the learner’s reasons for learning.” (Hutchinson and Waters, 1991, p.19).

The approach in question does not mean teaching specialized varieties of English, i.e., the nature of specific purpose does not mean that it is a distinct form of language, distinct in kind from other forms. Of course some characteristics are typical of particular contexts of language use. These differences cannot be mistaken for the much

bigger area of common reasons that is implicit in all English use. As far as teaching is concerned, there is no specific methodology related to ESP, it is simply a matter of methodologies that have been applied in ESP courses bearing in mind the principles of effective and efficient learning, state the authors. "ESP should properly be seen not as any particular language product but as an approach to language teaching which is directed by specific and apparent reasons for learning." (Hutchinson and Waters, 1991, p.19).

If an electrical engineer, for example, takes a course specifically designed for his or her area of work, that is, the content is based on the terminology or register they are familiar with and the practices are related to their routine, their needs will be fulfilled because the course will be relevant to them. As a result, learners' motivation will be enhanced and therefore learning will be more effective. The authors state that the concept of special language is the basis of teaching materials which incorporate the linguistic features of each field as their syllabuses which is basically a document that states what will, or at least should, be learnt. For instance, the English used by Electrical Engineers differs in register from the English used by Biologists as well as the English practiced by accountants or studied in academic contexts.

Dudley-Evans and St. John (1998) believe that the teaching based on ESP differs from the EGP in the sense that ESP has a specific methodology, which is related to the kind of interaction that occurs between the teacher and the learner. In more specific ESP classes, the teacher becomes a kind of a language consultant. He or she has the knowledge of language but the expertise on the subject being discussed belongs to the learner. "The teaching of ESP has generally been seen as a separate activity within English Language Teaching (ELT), and ESP research as an identifiable component of Applied Linguistics research." (Dudley-Evans and St. John, 1998, p.2). They believe that to some extent ESP has its own methodology as well as that the research not only stems from Applied Linguistics but also from many other disciplines.

Such openness of insights of other subject areas is seen as an advantage and an important and distinguished ESP characteristic. "The main concerns of ESP have always been with needs analysis, text analysis, and preparing learners to communicate effectively in their tasks prescribed by their study or work situation" (Dudley-Evans and

St. John, 1998, p.2). Language should also be taken into account in their definition of ESP since the activities that the ESP learner needs to carry out are dependable on registers, genres and associated language. They characterize ESP methodology in two kinds: Absolute characteristics where the design of the course is based on meeting specific needs of the student; the methodology that is related to the disciplines and activities it serves; and the variable characteristics: related to or designed for specific disciplines, specific teaching situations and a methodology that differs from EGP courses; ESP might be designed for adult students at tertiary or secondary school levels or in a professional setting and ESP courses are mostly designed for intermediate or advanced learners, although they can be used with beginners, especially in English for General Business Purposes (EGBP) courses where materials are also designed to serve students at elementary and pre-intermediate levels.

2.2.3 The Classification of ESP.

English for Specific Purposes is an umbrella term which is divided into two broad areas: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP) depending on the academic discipline or area of work taken into consideration. ESP belongs to a more international movement of teaching language for specific purposes known as Language for Specific Purposes (LSP). The term comprises other languages such as French or German for specific purposes and English too.

Within EAP there are four main categories: English for Science and Technologies (EST), the main area; English for Medical Purposes (EMP); English for Legal Purposes (ELP) and English for Management, Finance and Economics (with no acronym). The advent of this category was due to the interest in academic studies in the fields of business, finance, banking, economics and accounting and also to the interest in Masters in Business Administration (MBA) courses, primarily focused on academic subjects.

EOP is a wider area with more categories and subcategories and contrary to EAP refers to English that is not related to academic purposes but to professional purposes in administration, law, medicine and business. There is a distinction between a medical

student who studies EMP at university and a doctor who practices medicine and studies the language and discourse related to his or her area of work. Another sub category of EOP is English for Business Purposes (EBP) or simply Business English (BE), which nowadays is the focus of a lot of activity and growth within ESP. Since this study is focused on this area of ESP, the next section provides a more detailed view on EBP/BE and the sub categories underlying this approach.

Another area connected to EOP is English for Vocational Purposes (EVP) which in turn is divided into two sub-sections: Vocational English which deals with the language related to training specific trades or occupations, and Pre-Vocational English, which its major concern is the language focused on job-seeking and job interviews.

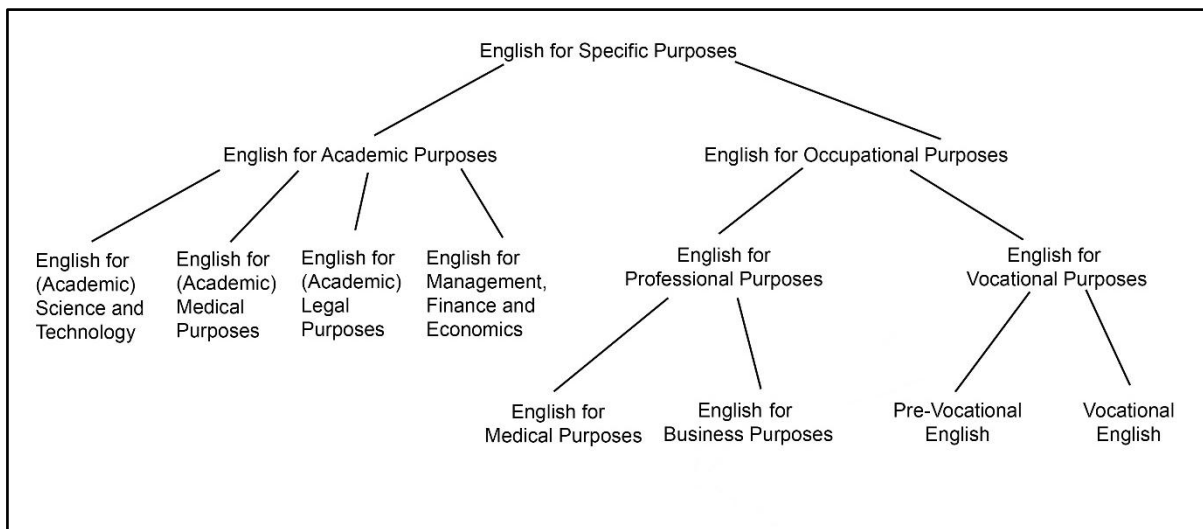


Figure 1 - ESP classification by professional area.
Source: Dudley-Evans and St. John, 1998

2.2.4 English as the International Language of Business.

There is a consensus that English is the language of business nowadays. A businessman from Finland closing a deal in South Korea is definitely using English as the means of communication. The nature of this interaction is known as non-native speaker to non-native speaker (NNS-NNS) and the English they use is called International English or offshore English, for instance: the English used by Europeans who have learnt the language for practical reasons and do not have first languages in

common. This is a feature very much explored in BE books. It is very common to find listening activities where the speakers are non-native speakers interacting with either native speakers (NS) or non-native speakers. The practical aspect of International English is that NNS managers might be able to understand each other better when using English than if they were interacting with NS.

International English tends to use language that avoids phrasal verbs, for instance, a linguistic feature very much used by NS. The focus is on effective communication so these aspects of NS language are unhelpful to NNS. “How many NNS learners would understand that ‘Business should take off next year’ means that the business should really start to do well next year? (Dudley-Evans and St. John, 1998, p.54). In this case the expression *to do well* makes communication more effective than the use of the phrasal verb *take off*.

2.2.5 EGBP – English for General Business Purposes

This sub category of EOP comprises courses which are designed for students who are at the very beginning of their careers and are to some extent similar to EGP courses but set in a business context. Students usually attend such courses at language institutes in groups ranging from 5 to 15 people formed on the basis of language level instead of their specific jobs. In addition, the learners come from different companies operating in distinct areas. The range of teaching materials published to serve such public is amazing and it is an area that gets a lot of attention from publishers. They comprise course books, work books, teacher’s manuals, CD-ROMs, audio CDs, video series, dedicated dictionaries and also internet based material for reference. The materials are designed mainly to be used on extensive courses put together on the basis of one or two classes a week over a period of several months or years and the work is mostly focused on the four skills, specific grammar points and specific vocabulary. The *Market Leader* series from Pearson Ltd is probably the most successful BE material available today. It has been around since 2000 and it is now in its third series. The three authors have been teachers for many years working with ESP courses in many different countries. A typical unit starts with a quotation, a warm up section followed by some vocabulary work and then the focus is on an authentic interview with

experts in businesses issues, with the option of video or only audio. Each unit deals with an article adapted from the newspaper Financial Times with comprehension activities followed by the Language Review section which introduces or recycles fundamental grammar points based on the article. There is the Skills section next that works with subjects related to the daily routine of people who work in companies, such as taking part in meetings, presentations and negotiating. The unit wraps up with the Case Study section which brings cases to be discussed in groups with a specific task in mind. The students have to make a decision in the end and write it down in the form of a memo, report or simply as an email. The book is presented in elementary, pre-intermediate, intermediate, upper-intermediate and advanced levels.

The courses basically teach English through business settings and the vocabulary differs a lot from the vocabulary found in EGP courses. “The vocabulary range of EGBP books clearly differs substantially from that of EGP but the language activities are core EFL ones and the answers are often predictable with more closed, right/wrong responses than unpredictable, open responses”. (Dudley-Evans and St. John, 1998, p.56).

2.2.6ESBP – English for Specific Business Purposes

What basically differs an EGBP course from an ESBP course is that the latter is run for job-experienced learners and they stress specific language skills, sometimes one or two, and are carefully tailored to meet the needs of small groups or in some cases the needs of one student (one-to-one tuition is preferred by senior managers and managing directors). The materials are often made up from a selection of published books and especially prepared activities and the settings and carrier content are mainly taken from learners’ own business contexts. They are known as in-company courses or workplace English in the US and might be taught by company staff or by hired trainers from other companies or can also be run at the trainers’ premises. The courses are usually administered on intensive basis.

In the process of putting together EGBP/ESBP courses, there are some variables and factors that have to be taken into account. On the subject of course duration, you must consider whether they are intensive or extensive; the participants, if they are from

the same company or if they all come from different companies. Is it one-to-one tuition or is it a small group, say 8 to 10 students? (when it comes to group size). How about location, mode of learning? Are the classes taught in-company, in country or abroad? Is it class teaching, tutored distant learning or self-study? And are the trainers company employees or outsiders? According to Ellis and Johnson (1994) the answers to such questions depend on the position of the learner in their company. Senior and middle managers tend to attend intensive courses overseas on the basis of a one-to-one tuition whereas secretarial and junior staffs are more likely to attend in-country, extensive, open registration courses.

2.2.7 The Business English Teacher / ESP teacher

He or she has to have personality, knowledge and experience and must be outgoing, tactful and genuinely interested in business issues according to Ellis and Johnson (1994). For those EBP teachers involved with company language training, an understanding in the five following areas is recommended by Dudley-Evans and St. John (1998): A knowledge of the communicative functioning of English in business contexts; an understanding of the business people's expectations and learning strategies; an understanding of the psychology of personal and interpersonal interactions in cross-cultural settings; some knowledge of management theories and practices and first-class training skills. "It is likely that in addition to the normal functions of a classroom teacher, the ESP teacher will have to deal with needs analysis, syllabus design, materials writing or adaptation and evaluation". (Hutchinson and Waters, 1991, p.157). Nowadays there are plenty of materials available in the market to choose from, but once in a while ESP teachers are expected to produce material. The Internet is a rich source of material which is under public domain such as articles from business magazines as well as videos that can be adapted to be used in the classroom.

2.3 ESP X EGP – THE DIFFERENCE

In the following section the ESP approach will be compared to the EGP approach and ESP features such as needs analysis and corporate culture will be discussed and analyzed.

The question “Why do these learners need to learn English?” posed by Hutchinson and Waters (1991) could actually be applied to both course designs since the approaches rely on the fact that there is a need of some kind. The authors state that in theory there is no difference, in practice there’s a great deal, though. In reality it is always possible to specify the needs, even if such need is to pass the exams at the end of the academic year. “What distinguished ESP from General English is not the existence of a need as such but rather an awareness of the need” Hutchinson and Waters (1991, p.53).

They posit that if all the people involved in the process of teaching know the reason why learners need the language, this awareness will influence on the course design and therefore on what might be explored in this course. Summarizing, the distinction between ESP courses and EGP courses lies in the awareness of the need. ESP courses put a lot of emphasis on the needs analysis; on the other hand EGP courses don’t emphasize them since the nature of needs can’t be specified.

Widdowson (1983) lists as the most important features of EGP the focus being mostly on education and the assumption that the course content is more difficult to select since learners’ future needs are not possible to forecast. On the other hand as far the ESP courses are concerned he points out that the focus of ESP is on training; it is easier to select the appropriate content because of the specificity of ESP and that ESP might develop a restricted competence in the language.

2.3.1 The emphasis on Needs Analysis

In order to make sense of the importance of needs analysis, we should ask two fundamental questions: What do we mean by needs? And: What kind of information should a needs analysis tell us? Hutchinson and Waters (1991) cites Munby (1978) who has come up with a set of procedures called Communication Needs Processor (CNP) intended to find out target situation needs. It consists of a set of questions about key

communication variables, such as topic, participants, medium and so on, that can be applied to any group of students in order to identify its target language needs.

We tend to look at target needs in terms of target situations which are basically divided into: First, the necessities, which are the type of need determined by the demands of a target situation; what the learner has to know so that he or she function effectively in the target situation; second, you need to know what knowledge the learner already has in order to decide which of the necessities the learner lacks and finally what the learner wants. In this process it might be possible that learners' views and other parties' views such as teachers, course designers and sponsor might conflict as shown in the example bellow:

José Lima is a Brazilian salesman who needs to be able to talk on the telephone to customers and to other colleagues. He also needs to read catalogues and business letters. José is an outgoing, sociable man, who gets on easily with people. His spoken English is not very accurate, but is fluent. His employer feels that Jose's real need is for greater accuracy in spoken conversation, because it reflects badly on the company's image to have one of its representatives speaking very incorrect English. However, José feels that his spoken English is very good, and he resents the implication that it is not. After all he communicates very well. He sees the English classes as a criticism of his performance as a salesman. He, therefore, has little motivation to attend classes. (Hutchinson and Waters, 1991, p.57).

The example shows that students' perceived wants cannot be ignored considering the importance of their motivation in the learning process. The discrepancies between what the sponsor sees and what the learner sees can hinder the performance of the latter.

2.3.2 What a Needs Analysis should include

“Needs Analysis may be even more fundamental in Business English than in English for Science and Technology as learners' needs can be much more varied and the spectrum of language and skills less predictable.” (Dudley-Evans and St. John, 1998, p.57). It can be considered one of the key stages in ESP along with course design and evaluation. Needs Analysis is the process of establishing the “what” and “how” of a course. It is the cornerstone of ESP because it leads to a very much focused course.

A current concept of needs analysis should include professional information about the learners, such as the tasks and activities they will be using English for; personal information about them, that is, factors that might affect the way they learn and cultural information, reasons for taking the course, what they expect of it. It should also include English language information about the learners as what their current skills and use of language are like; what they lack in terms of knowledge and also language learning information, that is, effective ways of learning the skills and language; knowledge of how language and skills are used in the target situation; what is wanted from the course and finally information about the environment in which the course will be run.

The purpose of such analysis is to know the learners as people who use the language and learn it; to find out how the process of learning can be maximized for a particular group of students and also to know the target situations and the learning environment in order to make sense of the data properly. Needs Analysis do not bring absolute results; they are only relative since they depend on many variables. The findings depend on who asks what questions and how the respondents are interpreted and are dependent on a particular view of the world, on attitudes and values. Dudley-Evans and St. John (1998).

2.3.3 Corporate Culture X Country Culture

Another aspect that distinguishes ESP from EGP is the approach given to culture. EGP books tend to give a lot of attention to the culture of a country, i.e., they focus on aspects of American culture such as the American way of life or on British culture and its peculiarities. There is also the distinction between American English and British English from the publishers and books are designed following one of the two variants. On the other hand, ESP differs from EGP because the focus is on corporate culture rather than country culture. The texts and activities stress aspects of the corporate world such as company policies and strategies as well as day to day situations related to the corporate world.

In this chapter I have outlined the differences between the ESP and EGP approach mostly by showing what the ESP approach is like. The most remarkable difference between the two approaches lies not only in the register, but actually in the particular feature of the needs analysis that is part of the ESP approach and simply does not exist in the EGP approach for obvious reasons.

2.4 HOW LONG DOES IT TAKE TO LEARN ENGLISH AS AN ADITIONAL LANGUAGE?

In this section I try to answer this question based on two case studies carried out in the USA and in the UK and I also investigate learners' beliefs and expectations on what it is like to learn EAL. I also look over another important issue: whether the ESP approach can shorten the time taken to learn the language.

2.4.1 Does it take long? Can I learn English in six months?

These are difficult questions to answer and English teachers are constantly questioned about such issues, mainly from students who are novice learners and are eager to be fluent in the shortest amount of time. A real beginner has a vague idea of how long the whole process might take. Those learners usually underestimate the complexity of learning a second language, and many times are lured by language institutes which promise incredible feats such as fluency in six to eighteen months. Teachers who work in the area all know that this is simply not possible. Students are misled by such institutions and only time will tell them that such undertaking takes a lot of dedication, perseverance, commitment and above all time, especially if the course is taken in a non speaking English country. Even if they decide to take those immersion courses abroad, where you might take up to seven hours of one-to-one tuition daily added by two hours of homework five days a week. One of my students took the challenge last year and carried out such arduous schedule for three weeks in the USA. After he resumed classes, the improvements could be hardly noticed. This is because

the SLA process is slow and cannot be accelerated this way. The two following case studies shed some light on this complex and delicate subject.

2.4.2 The Lambeth Case Study

Demie (2012) in a study carried out in the district of Lambeth, London, UK which aimed to examine how long it takes to EAL students to acquire English proficiency, found out that the time taken ranges from 6 to 8 years on average for those pupils to acquire such level. They are normally classified by the Local Authority as at Stage 1 – Beginners and New to English (bilingual students who engage in classroom activities in their native language but need some assistance to speak English), Stage 2 – Becoming familiar with English (bilingual English learners who can take part in all classroom learning activities but need substantial support when it comes to written activities, i.e. their oral performance is good but they lack good literacy) and Stage 3 – Becoming confident as user of English (bilingual pupils whose command of English is considered successful and who do not need additional language assistance). After going through these three stages, they can be considered fully fluent in English.

The pupils who speak Portuguese consisted of 264 students, the largest in the study, took 1.6 years to go through Stage 1; 2.2 years at Stage 2 and 2.6 years at Stage 3 totaling 6.4 years. The second largest group was formed of Somali speakers (93) followed by Spanish speakers (91) and the Bengali group of speakers (65). Bengali is the language spoken in Bangladesh and in the Indian states of Bengal, Tripura and southern Assam and Somali is spoken in Somalia, Djibouti, Yemen and eastern Kenya. The study also shows that there are variations according to the language the pupils speak.

The group that took longer is the one who speak Turkish, Lingala, Spanish, Bengali and Portuguese, who might take five to eight years on average to get to Stage 3, compared with French, Yoruba, Somali, Akan and Polish speakers, who may acquire a proficient level of fluency in English in between five to six years. Such interest from the Local Authority in determining the time taken to acquire English proficiency stems from the necessity of integrating these immigrants into society and provide them with access

to the National Curriculum in the Local Authority, mainly since 1997 when the number of EAL speakers has greatly increased, the author concludes.

Demie (2012) also mentions Collier (1989) in his paper who states that the factors that should be taken into account in this SLA process are: educational background, level of literacy in the native language and opportunities to interact with native English speakers, as well as the individual's age. In North America, it is agreed that it takes from five to seven years to go from being a real beginner to being able to accomplish the majority of communication tasks, even in an academic level. This statement corroborates the author's findings since they are similar.

2.4.3 The San Francisco Bay Case Study

Hakuta, Butler and Witt (2000) from Stanford University carried out an extensive research on the subject of how long it takes English learners to effectively learn the language. They categorized the study into two distinct approaches to proficiency: Oral English Proficiency, which is determined through standardized proficiency tests such as the Idea Proficiency Test or IPT (with proficiency levels ranging from A to F, with F being considered the highest one or "Fluent") and Academic English Proficiency whose criterion is more complex, and is usually measured with a standardized English reading achievement test, such as the SAT-9 or CTBS. By Academic English Proficiency the authors mean the ability to use the language in academic contexts. It is very important for the long-term success of students and obviously more complex. Oral English Proficiency is regarded as the ability to use the language in contexts where formulaic utterances, conversational strategies and highly simple code is enough, quite different from the elaborate, syntactically and lexically complex code of the proficient language user. Oral English Proficiency is characterized by more conversational language that is cognitively undemanding and embedded in context, whereas Academic English Proficiency is characterized by the language used in the process of school subject matter learning.

Data for the study was gathered from two distinct districts in the San Francisco Bay area (students from Vietnamese and Spanish background) and from Canada in Toronto and North York, Ontario where students were mostly at the age of 12 and

enrolled in the 7th grade. The study is particularly important because under the American Civil Rights Act passed in 1974, states and local school districts are obliged to provide assistance to limited proficient students (LEP). The analysis of data shows that it takes between two to five years to acquire Oral English Proficiency based on the IPT test as a measure tool. As expected by the researchers Academic English Proficiency takes much longer to acquire due to its complexity. The students were tested on the grounds of the Woodcock Language Battery Test based on composites of 12 different subtests as follows: Oral English, Broad English, Basic Reading, Reading Comprehension, Broad Reading, Basic Writing, Written Expression, and Broad Writing. The results show that the time taken to acquire Academic English Proficiency is around four to seven years.

The case studies presented corroborate the serious assumption that learning English is not an easy and quick undertaking and whoever states that might have an ulterior motive for doing so when they underestimate the complexity of it. In addition, we must take into account that the studies were carried out in English speaking countries, where students speak the language and interact with native speakers most of the time (the concept of immersion in which English assumes the status of a majority language), quite different scenario from the one faced by students who take courses in which English is only spoken for a few hours a week in a non English speaking country (in this case English is considered a minority language). In Brazil there are no studies related to such matter, apart from empiric assumptions. A simple Google search will provide us with results mostly taken from language institutes' websites, blogs or weekly magazines, with no scientific grounds and therefore cannot be taken seriously.

In 2012 a well known Brazilian weekly magazine of national circulation published an interesting article on English and its importance in today's world. When the author addressed the issue of how long it takes to learn the language, the article says that experts recommend the attendance of two classes of 120 minutes twice a week followed by two hours of homework a week that can be written exercises, reading activities or watching movies. It also posits that at such pace a real beginner adult learner takes two years to go from basic to intermediate level and four to reach advanced level. The whole process takes around 750 hours of class work while Mandarin takes 2,200 hours.

Interesting findings, but surprisingly enough, there is no reference whatsoever to whom those experts are.

I strongly believe that the subject in question must be addressed properly since it involves plans for career development and it deals with the self esteem of the people who take part in the whole process, i. e., teachers and learners.

Despite the hard facts, people have their beliefs about what it is like to learn English, especially when they have never studied the language before. The study below focuses on such matter.

2.4.4 Real beginners' beliefs about learning English

What is it like to learn EAL? Garner (2001) postulates that learning another language is not a matter of learning few words of vocabulary, some grammatical rules, non-fluent utterances and so on. To assume that someone has actually learnt a foreign language it is expected that such speaker is at least able to understand and get engaged in a conversation that really flows and they can read and write texts of a reasonable level of difficulty. Some learners believe, just because they have passed a course, even with high grades, does not necessarily mean that such person has learned the language. "In fact, I know many people in Canada who have taken French from the beginning of school to graduation 12 or 13 years later who would not claim to have learned the language even though they had achieved reasonable grades throughout their school years" (Gardner, 2001, p.11). They have good knowledge of French but they lack confidence. Its more realistic for them to admit that despite having studied French for such a long time, they don't really know the language or have confidence to use it effectively. It is the difference between learning a language just to get good grades and pass a course and learning the language to establish real bonds of communication with another people, so they will be only learning the language if they share the second view.

Leffa (1991) carried out a research about the beliefs students have of language and language learning before they start studying English as an additional language. The respondents were from a lower middle-class group of 33 fifth grade students enrolled in a public school in Porto Alegre who had never studied a foreign language before. The

findings suggest that students see the language as a set of words and learning the language means learning new words by means of memorization and the use of dictionaries. Reading in English is the same as reading in Portuguese, that is, they are not aware of the difference in pronouncing the words in English. They believe we can apply the graphophonological rules of Brazilian Portuguese to English and pronounce the words written in English accurately. The students were aware that knowing a language is speaking the language, but they believed that the dictionary also allowed them to speak English. This notion will probably change as they move forward in their studies and realize that English has different sounds, some which don't even exist in Portuguese and also other aspects such as word order and verb tenses, states the author.

Another interesting finding is that the respondents viewed English primarily as a school subject associated with the classroom environment learnt in the same way Math or Science is learnt, that is, by studying hard, in some cases on your own. They believed that people study English to become English teachers and the authentic use of the language is something far-fetched for them that should be experienced for those who had the opportunity to travel abroad. The author claims that this belief might have more serious implications since it might remain unchanged as learners go through the English syllabus at school. Changing such mindset may be part of the teacher's job as many people in their community who are not teachers use the language as well.

2.4.5 ESP and the time taken to learn EAL

Can ESP shorten the time taken to learn EAL? Hutchinson and Waters (1991, p.8) state that "the assumption underlying the ESP approach was that the clear relevance of the English course to their needs would improve the learner's motivation and thereby make learning better and faster". Although they offer no corroborating evidence that ESP can shorten the time taken to learn EAL, a motivated learner is more likely to learn the language and therefore the whole learning process might be shortened if compared with a demotivated student attending a course that does not interest them. Perhaps the assumption should be rephrased to a motivated student learns faster, regardless the approach used in the learning process.

In this section I have explored the subject of how long it takes to learn EAL by focusing on two case studies carried out in two distinct English speaking countries and I also have discussed how this subject is the focus of misconceptions from the general media, language institutes and how real beginners view the learning of the English language.

2.5 MOTIVATION ON ESP COURSES

In the section that follows I try to explain the motivational factors which are embedded in the ESP approach based on the works of the linguists Dörnyei (2005) and Gardner (2001).

2.5.1 The Focus on Learner and Motivation

The ESP approach has greatly benefited from developments in educational psychology and a better understanding on how we learn. Learners have different needs and interests and such matters have an impact on their motivation to learn and on the effectiveness of their learning. Based on this assumption, courses whose main focus is the learners' needs would be more meaningful to them due to the relevance of their content to the learners. By putting together a course which focuses on the learners' specialist area, the content becomes more relevant to them and therefore enhances the students' motivation making learning more effective and faster. Hutchinson and Waters (1991). Such claims are corroborated by an activity designed to explain the second conditional use found in a well known ESP/EGBP book entitled *Market Leader* by Pearson Education. An excerpt of the activity is provided next:

We use the second conditional when the outcome of a situation is less certain or is imaginary. We also use it in negotiations to make the offer or proposal less direct. eg. If you gave us a 5% discount, we would place a much bigger order; What discount would you offer us if we decided to go to another supplier? (Cotton, Falvey and Kent, 2010, p.86).

We can see clearly that the language used to explain the use of the second conditional has been deliberately chosen to be relevant to the type of professional who

works in the commercial area of a company and is used to negotiating with clients or suppliers. The practices, both oral and written, also make use of the structures learnt, once again adding relevance and making such practices more familiar to the student and thereby helping them in the learning process.

2.5.2 Second Language Motivation Research

Dörnyei (2005) states that research in SLA started in 1959 with the work of Gardner, Lambert their students and associates and it is known as the social psychological period which lasted until 1990. It was driven by the constant confrontational coexistence of the Anglophone and Francophone communities. Gardner came up with the concept of integrative motivation, i.e., in a Canadian context, the desire to be part of a Francophone community by the means of language. In addition Gardner (2001) designed a test battery known as Attitude/Motivation Test Battery (AMTB), which is aimed to measure to what extent learners are motivated to learn an additional language (L2), as well as measuring a wide range of motivational factors. The test is still in use today by many researchers. Integrative Motivation was ahead of its time and only in the nineties that motivational psychologists, like the Hungarian linguist Zoltán Dörnyei, got interested in the social context of motivation. The concept of Integrative Motivation is contrasted by Instrumental Motivation also devised by Gardner (2001). Instrumental Motivation lies in the fact that there is a desire to obtain something practical or concrete from the study of an additional language, that is, language learning assumes an aspect of something more utilitarian such as applying for a job, fulfilling the requirements of a post graduation course or even getting a job promotion or bonus based on the individual's language skills. This is very much common nowadays since many companies provide salary increases based on staff's level of English. There are some international tests such as the Test of English for International Communication (TOEIC) whose test is designed to evaluate listening and reading skills. Companies use the grade obtained by employees at the test to grant bonuses that can add a substantial amount to staff's earnings or can also be used to provide staff with reimbursement of English course fees. Since in this context the majority of English courses are taught at companies' premises, the ESP approach is the one that meets the demands.

Another aspect of Integrative Motivation recently developed is the notion of integrativeness that focuses on integration with the global community instead of assimilation with native speakers. Dörnyei (2005) posits that one way of extending this concept is to talk about a kind of identification with the social and cultural loading of English as the world language. Such identification would be associated with a globalized world citizen identity. This identity is also related to instrumental motivation since many countries that are most technically developed and industrialized speak English and the language is associated with technological advances such as computing and the Internet.

2.5.3 A Process Model of L2 Motivation

In the process of getting motivated, learners studying EAL go through many phases of, say, evolution. Dörnyei (2005) devised a process model that describes some aspects of this motivational evolution, broken down into many discrete temporal segments that show how an initial wish is turned into a goal and then into intentions which are put into practice and then accomplished. The author sees three distinct phases in such process. Firstly there is the need for motivation to be generated, or as he calls it choice motivation, because this choice will result in the goal that the learner will seek to. This phase is known as preactional stage. Secondly, once such motivation is generated it needs to be kept and protected while it persists. This is a crucial moment and many variables such as the learning environment related to classroom settings or a great number of distractions can contribute to motivation or hinder it. The author calls it executive motivation or actional stage and it is very important to sustained activities like studying an additional language. I believe the ESP approach can help learners to succeed in this stage since it sustains motivation due to the nature of the approach discussed earlier.

The third and final stage in this process is the phase named postactional stage which deals with the learner's retrospective evaluation of how this went in the two previous stages. It is a self evaluation process based on their past experiences. This stage will have an influence on the kind of activities learners will be more motivating to carry on their studies. Dörnyei (2005) devised a diagram to depict the process model of L2 motivation. (Attachment B p.62)

2.5.4 Specificity and Motivation

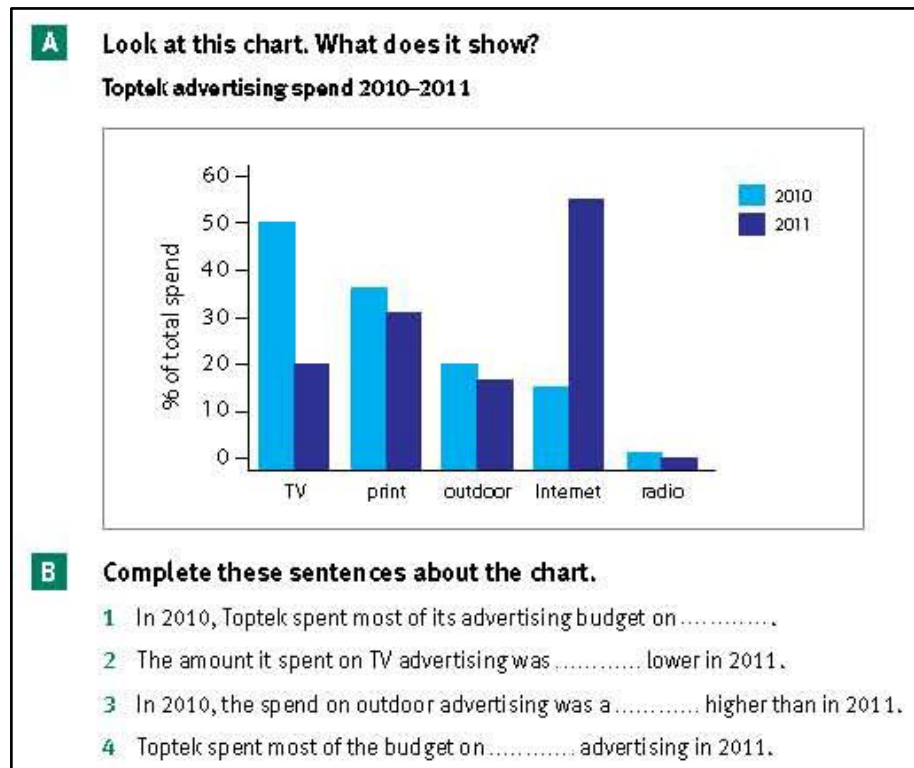
Dudley-Evans and St. John (1998) argue that the advantages of ESP courses compared to EGP courses rely on the fact that there is no waste in time as courses are focused on the learners needs; they are relevant to the students; are successful in contributing to the learning process and ESP courses are more cost-effective than EGP courses. The implication of these claims is that the teaching based on ESP courses is more motivating for learners than the one based on EGP courses. “Generally speaking, this is true; the focused nature of the teaching, its relevance and cost-effectiveness ensure that its aims are widely accepted by learners” (Dudley-Evans and St. John, 1998, p.10). Specificity and motivation in ESP are linked in the sense that the more specific the course is, the more motivate the students get. On the other hand motivation lowers as the learning gets less specific. The concept of carrier content and real content is important to better understand the motivational aspect of ESP courses.

According to the authors, any teaching activity in ESP courses is presented in a context. To elicit this concept, an activity designed in an EAP course aimed to present and practice the expressions of time sequence used in the description of processes and cycles. The text below presents the life cycle of a plant contextualized in order to present such language. This cycle becomes the carrier content as the aim of the exercise is not to teach the cycle of a plant itself, but to use this content to convey the knowledge of the use of such specific language that the book intends to introduce. The book is named Nucleus: General Science and the activity was taken from the unit Actions in Sequence and the context is the scientific concept of Process, which becomes the real or actual content.

Stages in the life cycle of a plant. Look at this examples: Preceding actions: Before the plant germinates, it is watered. Before/Prior to germination, the seed is watered. Following Actions: After the plant germinates, the roots and leaves develop. After germination, the roots and leaves develop. Simultaneous actions: As the plant germinates, the seeds swells. During germination, the seed sells. And this example: After the seed is watered, germination occurs/take place.(Dudley-Evans and St. John, 1998, p.14).

Another example is presented by Cotton, Falvey and Kent (2010) in the ESP/EGBP book named Market Leader. A bar graph showing how much a company

called Toptek spent on advertising in the years 2010/2011 on TV, print, outdoor, Internet and radio is used to teach the language of comparison. In this specific case the graph stands for the carrier content whereas the real content is the language to compare the expenditure in advertising in the years mentioned earlier.



**Figure 2 – Carrier content and real content.
 Source: Cotton, Falvey and Kent, 2010**

In this chapter I have basically outlined the motivational principles related to the ESP approach that can help learners of EAL who take ESP courses achieve their goals due to the integrative and instrumental motivation of Gardner (2001) and also because of the process model of second language motivation proposed by the psycho linguist Dörnyei (2005). In addition aspects of specificity and motivation were discussed based on the findings of Dudley-Evans and St. John (1998).

3 METHODOLOGY DESIGN

The purpose of this chapter is to provide a brief discussion on the qualitative research paradigm in which this study is based on, followed by a review of methods of data collection and its methods of analysis. In addition, the context in which this study occurred will be outlined regarding the scenario, the participants and the methods of data collection used.

3.1 THE QUALITATIVE RESEARCH PARADIGM

This research is grounded in a qualitative paradigm. The aim of a qualitative research is to make sense of a particular social situation, event, role, group, or interaction. It is an investigative undertaking where the researcher plays the role of an interpreter of a social phenomenon by contrasting, comparing, replicating, cataloguing and classifying the object of study. It involves taking part in the everyday life of the setting chosen for the study. The researcher interacts with the object of study and seeks the informant's perspectives and meanings. They occur in natural settings and are based on assumptions which are quite distinct from quantitative studies. The data gathered are of descriptive nature, i.e., words or pictures, rather than figures, collected by the researcher and interpreted in regards to the particulars of a case rather than generalizations, what is known as idiographic interpretation. In addition, the qualitative approach relies on the use of tacit knowledge (as opposed to formal, codified or explicit knowledge). This is because in many occurrences the nuances of the multiple realities can be appreciated mostly in this way. (Creswell, 2003).

3.2 METHODS OF DATA COLLECTION

Multiple forms of collecting data are common place in a qualitative research. It might include observations, interviews, questionnaires, written documents, audiovisual material, electronic documents, in other words, anything goes in order to answer their research question. In addition, in many qualitative studies the data collected in the early

stages of the study, might influence the types of data that the researcher collects in the process later. Data gathering usually takes longer in qualitative research than in quantitative studies and it is advisable that data should be recorded systematically and thoroughly using field notes, audiotapes, sketches, photographs or a combination of these and during such process, researchers start making notes of their interpretation of what they see and feel. Leedy and Ormrod (2010).

3.3 THE DATA ANALYSIS METHODS

The data analysis depends of the design chosen by the researcher. Creswell (2003) proposed the data analysis spiral which applies to several qualitative studies and consists of four stages applicable from the raw data to the final report: 1) Organization, where data is organized, filed and input into a computer database by breaking large units into smaller ones; 2) Perusal, the researcher makes an overall sense of the data and jot down preliminary interpretations; 3) Classification, data is grouped into categories or themes (or maybe subcategories and subthemes) and then meaning is found in it and finally 4) Synthesis when data is integrated and summarized for the readers in the form of text, tables, flowcharts, graphs or hierarchical diagrams and also when hypothesis and propositions are offered. By using such approach the researcher might go through the data over and over again, which is why it is called data analysis spiral.

3.4 THE CONTEXT OF THIS RESEARCH

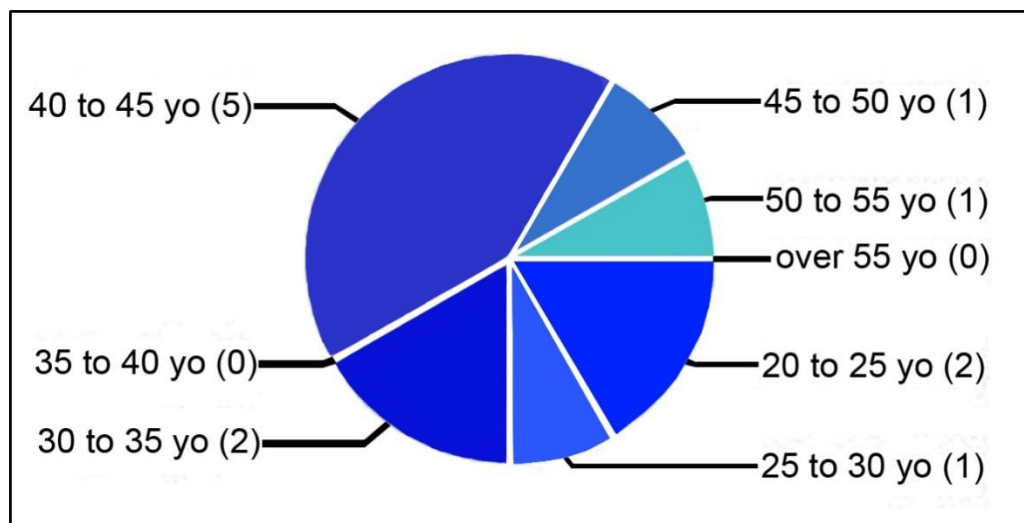
3.4.1 The scenario

This research was basically set at the participants' workplace located at companies based in Curitiba and its metropolitan area. The companies which they work for are: Votorantim Industrial, Spaipa Drinks (a Coca-Cola Franchisee), Price Waterhouse Coopers (a multinational audit company), Microsoft, Xerox and Brado Logistics. The participants work in open plan offices, do not have personal assistants and some of them travel quite often, sometimes abroad where they have the chance to

use their English language skills in meetings and to interact with their peers in other countries. Some take private English classes and others study in groups of two to four at the most. The classes are taken at the companies' premises before work, at lunch time or after hours.

3.4.2 The participants

The participants are currently having classes with me and some of them took English classes with me not long ago and I still have contact with them. They are professionals who work at the companies stated in the previous section and come mainly from the Accounting Department of those companies and some are executives who work in the commercial and marketing areas. Altogether there were 9 male respondents and 3 female. As for their age, the majority belongs to the age group that range from 40 to 45 years of age followed by the 30 to 35 and 20 to 25 years old participants. As one can notice, this is a heterogeneous group who all take BE courses because they feel comfortable and confident to talk about subjects relevant to the kind of job they perform.



Graph 1 – Participants' age group.
Source: Google Forms (2014)

3.4.3 Data collection methods

The main method of data collection used in this research was an online questionnaire designed by Google Forms © (Attachment A p.56). The respondents were invited to participate in the study by responding the questionnaire and submitting it afterwards. Since the participants are or once were my students, another method used was the observation and note taking method. They were observed for the period of the last 2 years by this researcher on two counts: motivation to learn EAL and how they perceived the ESP approach.

The questionnaire comprises 13 questions, some of them of multiple choice mark only one oval type, others are the check all that apply type with the option “others” in which respondents can add a comment and some are the scale type questions where respondents have to grade satisfaction and motivation. The first part of the questionnaire collects personal information such as name, age group and sex. The purpose of the second part is to collect data regarding the respondents’ experience with the EGP approach whereas the third part focuses on the participants’ experience with the ESP approach. The last question is open and invites participants to add anything else they find relevant to the research that had not been discussed in the questionnaire. In this chapter, which was focused on the methodology design, the qualitative research paradigm has been reviewed along with methods of collecting data and analyzing it within the qualitative research paradigm. Also, the context of this study has been described in regards to the scenario, participants and the methods of gathering data for this research.

4 MAKING SENSE OF DATA

In the section that follows the data gathered through the questionnaire and through my observations will be analyzed and discussed in order to find out whether the ESP approach is more motivating than the EGP approach, bearing in mind the context in which this research was carried out. The questions will be analyzed individually and in the end general comments will be made and conclusions will be drawn.

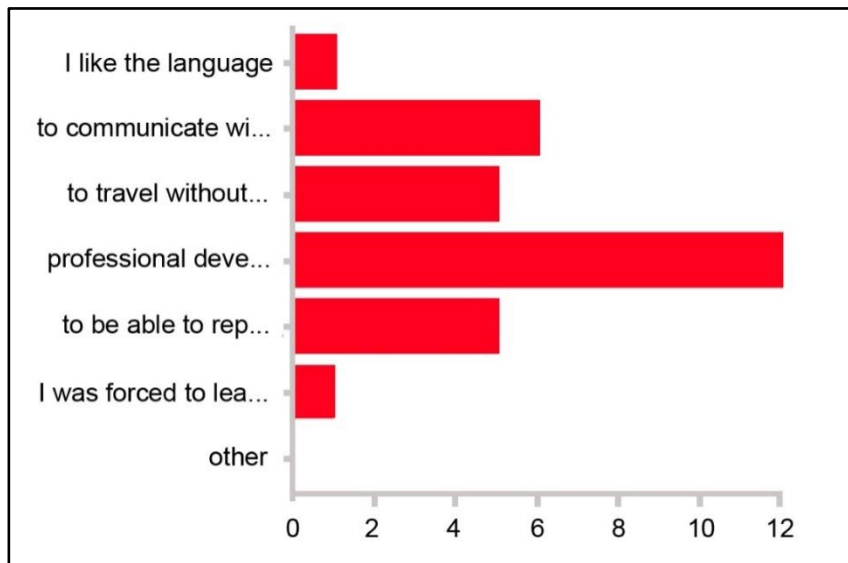
4.1 THE QUESTIONS ANALYZED AND DISCUSSED

Question 1 - How long did you study English before starting an ESP based course?

The answers are varied, ranging from 1 to 6 years. Age makes a difference and the ones who studied English the shortest are also the youngest. On the other hand the 2 respondents who studied the language for 5 and 6 years are the oldest.

Question 2 - Why did you choose to learn the English language?

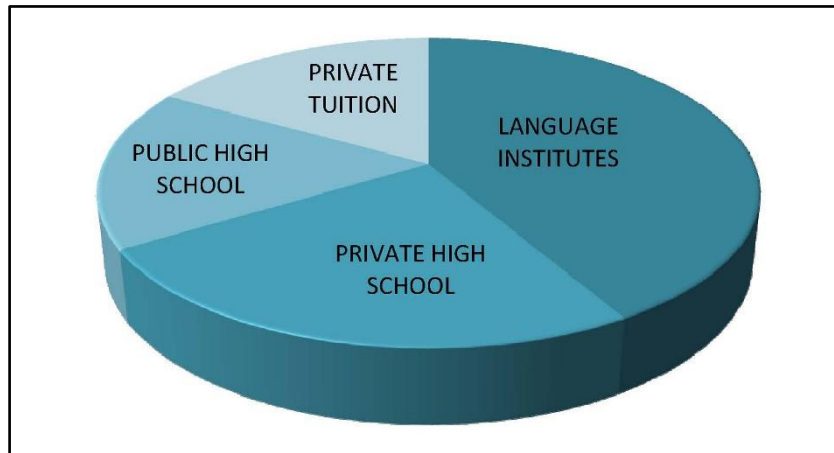
Gardner's (2001) theory of instrumental motivation is confirmed here as 40% of the respondents elected professional development as a reason to learn English. This was expected since most of the learners see a utilitarian purpose in the language, that is, a promotion or bonuses due to their language skills. The second motive was given to communicate with other cultures and I believe this reflects a trend resulting from the increase in travelling overseas and also due to the respondents' purchase power. Being able to represent the company before foreigners and traveling without having problems with communication stand both at third place as a reason for studying English. Only one participant answered because he or she likes the language and one because they were forced to learn EAL.



Graph 2 – Reasons for learning English.
Source: Google Forms (2014)

Question 3 - Where did you study English before taking an ESP - Business English course?

Most respondents took courses at Language Institutes representing 42% of the total. According to my observations, this was expected since most of them come from middle class and had conditions to either pay for good courses themselves or had the courses paid by their parents. A group of 25% of the respondents studied English at private high schools and only 17% studied the language at public high schools and another 17% had a private tutor at home and none had private tuition in company.



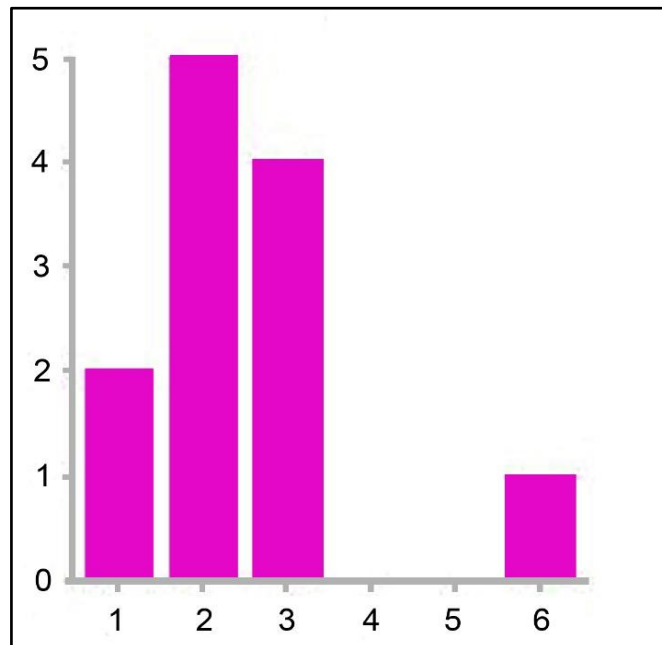
Graph 3 – Where respondents studied English.
Source: Google Forms (2014)

Question 4 - How would you describe the classes based on the EGP approach as far as the teacher and classmates were concerned?

The purpose of this question was to find out what the classes were like in terms of how much English the teacher spoke and the kind of speaking practices the respondents had when they studied English based on the EGP approach. Most of them (17%) answered that “the teacher would speak English and would rarely translate”. This corroborates the finding in the previous questions, since most of them studied English in language institutes where spoken English is common practice among teachers. When it comes to analyzing the practices students had, 14% answered that “the students would only listen to the teacher speak English” followed by “the students would only repeat sentences in English” and “the students would only do grammar exercises and would not speak English” both at 11%. This shows a lack of motivation despite the effort of the teachers in speaking English all the time. Other answers were “the teacher would speak English and translate” and “the teacher would rarely speak English” both at 8%. This corroborates the typical behavior of the interaction between teachers and students in public schools, and perhaps some language institutes which insist on using the grammar translation method. At 6% we found the answers "the teacher would speak English all the time" and "the students would discuss topics in English with their peers" showing a perfect match and how the ideal English class should be.

Question 5 - How would you rate your satisfaction as far as the learning of English was concerned then?

This is one of the scale type questions intended to measure the respondents' satisfaction related to the learning of English based on EGP courses. The scale was laid out displaying the number 1 as being highly dissatisfied with the learning of English; 2 moderately dissatisfied; 3 slightly dissatisfied; 4 slightly satisfied; 5 moderately satisfied and 6 which stands for highly satisfied with the learning of the language. The majority showed moderate dissatisfaction at number 2 in the scale at 42%, followed by the number 3 in the scale at 33% and 17% were highly dissatisfied. Only one respondent was highly satisfied with the learning of EAL as they rated their satisfaction at number 6 in the scale. Overall, respondents were not satisfied with their performance and this has a connection with the next question whose purpose was to measure their motivation to learn English based on the EGP approach then.

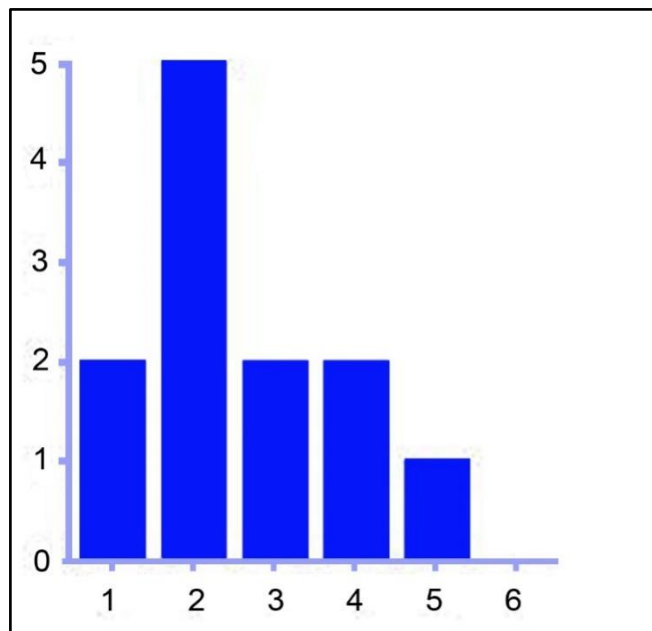


Graph 4 – Satisfaction levels – EGP courses
Source: Google Forms (2014)

Question 6 - How would you rate your motivation in learning English at that time?

This question has the same structure of question 5 with the grades highly demotivated in one end represented by number 1; 2 as moderately demotivated; 3 as slightly demotivated; 4 as slightly motivated; 5 as moderately motivated and highly motivated in the other end represented by number 6. As we can see, the majority was demotivated (59%). Only a few were slightly demotivated (17%) and slightly motivated (17%) and only one respondent was moderately motivated (8%).

This corroborates my observations, especially when students are first introduced to the ESP approach and inevitably compare their previous experience with EGP courses and tell how low their morale had been before. According to Dörnyei 's process model of L2 motivation (2005) previously discussed in this thesis, the phase known as preactional stage where motivation is generated is a crucial moment and many variables can contribute to motivate the learner and move him or her to the next stage, the actional stage where motivation is sustained.



Graph 5 – Motivation levels – EGP courses.
Source: Google Forms (2014)

Question 7- What would you say affected your motivation during that period of study?

Most respondents blamed the methodology (20%) as a factor that affected their motivation as well as little emphasis on conversation (17%) and the material (17%), the size of the group (11%) and also the teacher (11%). One respondent blamed the exaggerated emphasis on grammar and 2 participants complained that there was not enough emphasis on this issue. The fact that respondents blamed the methodology was not a surprise because when they compare the two approaches they take into account their current performance which is way better than it used to be when they took EGP courses.

Question 8 - How long have you studied or how long did you study English based on the ESP - Business English approach?

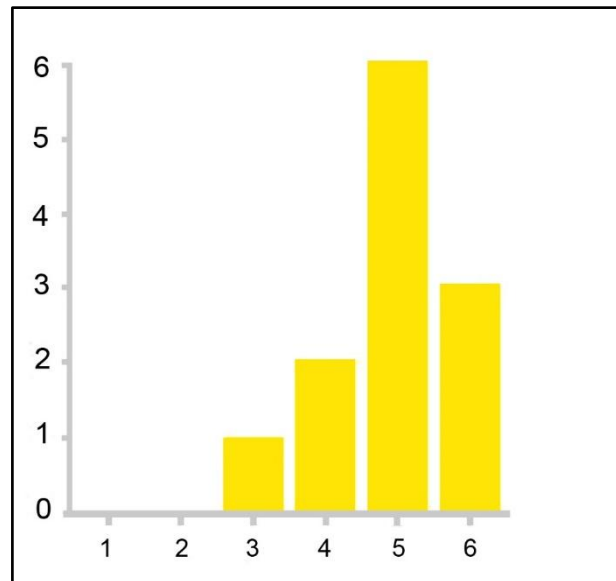
This question begins the second part of the questionnaire which is aimed at gathering data related to the ESP approach. On average respondents have been studying EAL based on the ESP approach for about 2 years, which is a good length of time that allows them to judge and compare the EGP and ESP approaches. Questions 8 to 12 are very much alike the questions in the first part of the questionnaire which was focused on the EGP approach.

Question 9 - How would you describe the classes based on the ESP approach as far as the teacher and classmates are concerned?

Results show that the option “the teacher speaks English all the time” was the first choice amongst most respondents (31%) followed by “the students speak English a lot in class” (19%), “the teacher speaks English and rarely translates” (13%) and “the students discuss topics in English with their peers” (13%). No surprise here since this reflects the kind of classes they attend, that is, with a lot of emphasis on conversation. This question has the option “other” which invites respondents to add comments of their own. One participant stated:” class with private teacher and great interaction, all in English” as a reason.

Question 10 - How would you rate your satisfaction as far as the learning of English is concerned nowadays or when you studied the language based on the ESP -Business English approach?

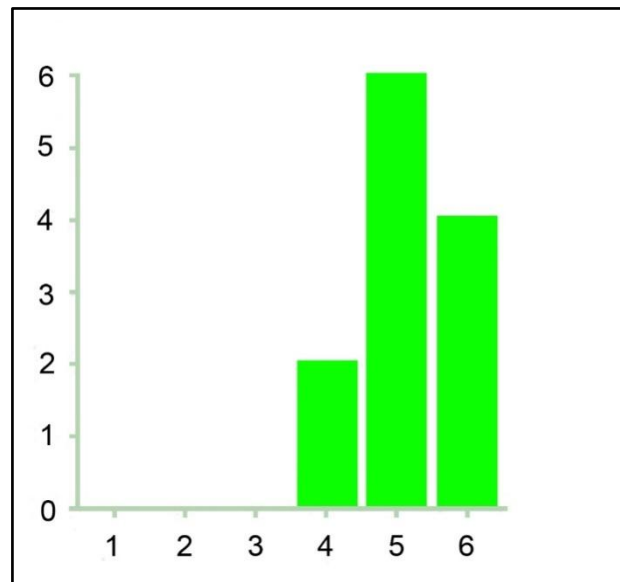
The respondents were mostly satisfied with the learning of English since the vast majority (92%) rated 4, 5 and 6 in the scale (4 as being slightly satisfied, 5 as moderately satisfied and 6 as being highly satisfied). Only one respondent was slightly dissatisfied. The results show that ESP courses bring some sort of satisfaction and this is related to the next question.



Graph 6 – Satisfaction levels – ESP courses
Source: Google Forms (2014)

Question 11 - How would you rate your motivation as far as the learning of English is concerned nowadays or when you studied the language based on the ESP - Business English approach?

The results show that their level of motivation ranged from slightly motivated (17%) to motivated (50%) and highly motivated (33%). The initial conclusion that can be drawn from such results, married with the results related to satisfaction in question 11 and contrasted with the results from the first part of the questionnaire about the general English, is that the ESP approach is more motivating than the EGP approach. This will be discussed in more detail in the chapter dedicated to the conclusion.



Graph 7 – Motivation levels – ESP courses
Source: Google Forms (2014)

Question 12 - What would you say has affected your motivation during the period you have studied English based on the ESP - Business English approach?

The factors that most influenced the respondents were the teacher (24%) married with the methodology (21%) and the environment (11%), the good emphasis on conversation (11%) and on grammar (8%). Others factors mentioned by the respondents were the teaching material (8%) and the size of the group (5%) and also the private tuition (5%).

Question 13 - Would you like to add any comment related to the subject which has not been discussed in the questionnaire?

The purpose of this last question was to invite the participants to share their thoughts with the researcher. Some of the comments were: “The material used focused on business makes the whole difference”; “The method used by the teacher was based on articles and subjects related to my job which enables an easier interaction because it deals with a subject that the student masters and likes it” and also “Dealing with subjects related to my business and extremely updated helps with discussion and learning”.

This section has been focused on the questionnaire itself and the observations made by the researcher. After making sense of the respondents' answers it is possible to realize that most of them were not motivated while they took EGP courses due to factors related to the teacher and how much he or she spoke English in class and also because of the methodology. Even though the majority of respondents took EGP courses at language institutes they were neither satisfied nor motivated with general English. On the other hand they were satisfied and motivated after changing to the ESP approach due to the teacher and the methodology. The main reason chosen for studying English was professional development which corroborates Gardner's theory (2005) of instrumental motivation. Overall the results just anticipate what the final conclusion regarding how motivating the ESP approach will be like, but this will be treated in the final chapter of this research which follows next.

5 CONCLUSION

The main purpose of this study was to find out whether the English for Specific Purposes approach to teaching English as an Additional Language is more motivating than the English for General Purposes approach. This research was carried out with the aid of questionnaires and observations which were essential to the data collection process that was later analyzed according to the qualitative paradigm.

The participants of this research were professional people – staff to junior and senior managers - who work in companies all based in Curitiba and metropolitan area (Votorantim, PWC, Spaipa-Coca-Cola and Microsoft) and study English based on the ESP approach. They have been chosen because some time in their life they studied English based on the EGP approach whether this took place in a private or public school or in a language institute. In addition they were also observed over a period of approximately two years and notes were made about how they perceived the ESP approach and also regarding their progress and how motivated they were regarding the learning of the language during such period.

Since this thesis was primarily focused on ESP and motivation, the theoretical basis was grounded in the studies by Gardner (2001) with his Integrative – Instrumental motivation concept and in the work of Dörnyei (2005) and his studies about the process-oriented paradigm. In addition the whole theory regarding English for Specific Purposes and its variant English for Business Purposes, a.k.a Business English was grounded in the research by the theorists Hutchinson and Waters (1991) and Dudley-Evans and St. John (1998).

So what conclusions can be drawn from the current study? First the initial aim of this work was to investigate whether the ESP approach can be more motivating than the EGP approach. Bearing in mind the participants and the scenario in which such study took place and looking over the answers and comments given by the participants in this research while comparing the EGP approach and the ESP approach we can see that they were clearly more motivated after they moved to the English for General Business Purposes variant of the ESP approach so as a result motivation was actually enhanced.

The whole process of observations also corroborates the results. Student's talking time (STT) is greatly improved since they talk more due to the relevance of the subjects discussed in class. Another finding that stems from the previous one is that during the process of Second Language Acquisition, which is long and demands a lot of effort, the ESP approach can help in keeping motivation at a high level. Dörnyei (2005) states that it is important to maintain motivation so that you can go through all the phases until you can be considered a fluent speaker. It has also been noticed that the ESP teacher becomes more of a "consultant" in the learning process as stated by Dudley-Evans and St. John (1998). This is because the teacher is knowledgeable about the language but the expertise on the subject being discussed belongs to the learner. This has a positive effect on increasing STT and also on enhancing their confidence in the language.

The other aim of this study was more exploratory: To carry out a comparative study to show how the ESP approach differs from the EGP approach. The conclusion that can be drawn from this comparative study based on the research of both Hutchinson and Waters (1991) and Dudley-Evans and St. John (1998) is that they differ basically in two aspects: Firstly, the specificity between the two approaches, that is, the choice of specific register is deliberate in ESP since it has to rely on this feature to reach the goal of designing courses and materials that are more relevant and therefore more effective because in the end it saves precious time. Secondly, the most striking difference in my view is the needs analysis approach. As EGP - also known as teaching English for no obvious reason (TENOR) - has no specific purpose but to teach the language, there is no concern from EGP teachers and course designers to find out why the learners want to learn English. In other words the distinction between ESP courses and EGP courses lies in the awareness of the need. ESP courses put a lot of emphasis on the needs analysis; on the other hand EGP courses don't emphasize them since the nature of needs can't be specified.

In this work I have tried to contribute to the fields of Applied Linguistics and motivational studies in second language acquisition by putting together a research which has investigated how motivating the ESP approach can be, compared to the EGP approach. I believe that my study has achieved the goals proposed and has added more

information to the subject of ESP. Furthermore I hope that this research contributes to the development of further works in the area.

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ATTACHMENT A – QUESTIONNAIRE

Google Forms ©

Questionnaire about the teaching of English based on the ESP approach.

The following questionnaire is part of the thesis presented to the Language Arts English/Portuguese College of the Academic Department of Modern Foreign Languages – DALEM – and the Academic Department of Communication and Expression – DACEX – of the Federal University of Technology – Paraná, as a requirement to obtain the Teaching degree. The mentoring is in charge of Dr. Miriam Retorta Sester from DALEM. Your participation is of major importance to the development of this research. The data collected will be kept under secrecy and will be only used to meet the demands of this academic work. Some questions are multiple choice type, others are scale type. I would like to thank you in advance for your contribution to the completion of this thesis.

Alexandre Braz Viana
undergraduate student

alexviana2010@gmail.com

1. Name:

first name, last name

.....

2. Age group:

Mark only one oval.

- 20 to 25 yo
- 25 to 30 yo
- 30 to 35 yo
- 35 to 40 yo
- 40 to 45 yo
- 45 to 50 yo
- 50 to 55 yo
- over 55 yo

3. Sex:

Mark only one oval.

- Male
- Female

20/7/2014

Questionnaire Thesis - Alex Viana - Google Forms

4. **1. The ESP (English for Specific Purposes) approach of teaching a foreign language has its content focused on the learners' professional field, whereas the approach known as EGP (English for General Purposes) does not have a specific purpose other than teaching the language itself. Based on such definitions, please answer this and the questions that follow: How long did you study English before starting an ESP based course?**
please specify in years and months
-

5. **2. Why did you choose to learn the English language?**
Check all that apply.

- I like the language
- to communicate with other cultures
- to travel without experiencing problems with communication
- professional development
- to be able to represent the company before foreigners
- I was forced to learn the language
- Other:

6. **3. Where did you study English before taking an ESP - Business English course?**
Mark only one oval.

- English course in Private High School
- English course in Public High School
- English course in Language Institutes such as Phil Young
- English course based on private tuition at home
- English course based on private tuition in company

20/7/2014

Questionnaire Thesis - Alex Viana - Google Forms

7. **4. How would you describe the classes based on the EGP approach as far as the teacher and classmates were concerned?**

Check all that apply.

- the teacher would speak English all the time
- the teacher would speak English and would rarely translate
- the teacher would speak English and translate
- the teacher would rarely speak English
- the students would speak English a lot in class
- the students would only listen to the teacher speak English
- the students would only do grammar exercises and would not speak English
- the students would translate everything into Portuguese
- the students would practice conversation in pairs
- the students would discuss topics in English with their peers
- the students would only repeat sentences in English
- Other:

8. **5. How would you rate your satisfaction as far as the learning of English was concerned then?**

Mark only one oval.

	1	2	3	4	5	6	
highly dissatisfied	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	highly satisfied

9. **6. How would you rate your motivation in learning English at that time?**

Mark only one oval.

	1	2	3	4	5	6	
highly demotivated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	highly motivated

20/7/2014

Questionnaire Thesis - Alex Viana - Google Forms

10. **7. What would you say affected your motivation during that period of study?**

Check all that apply.

- the teacher
- the methodology
- the teaching material
- the distance to school
- the classmates
- the size of the group
- being taught at workplace
- being taught at home
- little emphasis on conversation
- a lot of emphasis on conversation
- a lot of emphasis on grammar
- little emphasis on grammar
- Other:

11. **8. How long have you studied or how long did you study English based on the ESP - Business English approach?**

please specify in years and months

.....

12. **9. How would you describe the classes based on the ESP approach as far as the teacher and classmates are concerned?**

Check all that apply.

- the teacher speaks English all the time
- the teacher speaks English and rarely translates
- the teacher speaks English and translates
- the teacher rarely speaks English
- the students speak English a lot in class
- the students only listen to the teacher speak English
- the students only do grammar exercises and do not speak English
- the students translate everything into Portuguese
- the students practice conversation in pairs
- the students discuss topics in English with their peers
- the students only repeat sentences in English
- Other:

20/7/2014

Questionnaire Thesis - Alex Viana - Google Forms

13. **10. How would you rate your satisfaction as far as the learning of English is concerned nowadays or when you studied the language based on the ESP - Business English approach?**

Mark only one oval.

	1	2	3	4	5	6	
highly dissatisfied	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	highly satisfied

14. **11. How would you rate your motivation as far as the learning of English is concerned nowadays or when you studied the language based on the ESP - Business English approach?**

Mark only one oval.

	1	2	3	4	5	6	
highly demotivated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	highly motivated

15. **12. What would you say has affected your motivation during the period you have studied English based on the ESP - Business English approach?**

Check all that apply.

- the teacher
- the methodology
- the teaching material
- the distance to school
- the classmates
- the size of the group
- being taught at workplace
- having private classes
- little emphasis on conversation
- a lot of emphasis on conversation
- a lot of emphasis on grammar
- little emphasis on grammar
- Other:

16. **13. Would you like to add any comment related to the subject which has not been discussed in the questionnaire?**

Use the space below for your answer

.....

.....

.....

.....

.....

ATTACHMENT B – PROCESS MODEL OF L2 MOTIVATION

(Dörnyei, 2005, p.85)

Preactional Stage

CHOICE MOTIVATION

Motivational functions:

- Setting goals
- Forming intentions
- Launching action

Main motivational influences:

- Various goal properties (e.g., goal relevance, specificity and proximity)
- Values associated with the learning process itself, as well as with its outcomes and consequences
- Attitudes towards the L2 and its speakers
- Expectancy of success and perceived coping potential
- Learner beliefs and strategies
- Environmental support or hindrance

Actional Stage

EXECUTIVE MOTIVATION

Motivational functions:

- Generating and carrying out subtasks
- Ongoing appraisal (of one's achievement)
- Action control (self-regulation)

Main motivational influences:

- Quality of the learning experience (pleasantness, need significance, coping potential, self and social image)
- Sense of autonomy
- Teachers' and parents' influence
- Classroom reward- and goal structure (e.g. competitive or cooperative)
- Influence of the learner group
- Knowledge and use of self-regulatory strategies (e.g., goal setting, learning, and self-motivating strategies)

Postactional Stage

MOTIVATIONAL RETROSPECTION

Motivational functions:

- Forming causal attributions
- Elaborating standards and strategies
- Dismissing the intention and further planning

Main motivational influences:

- Attribitional factors (e.g., attributional styles and biases)
- Self-concept beliefs (e.g., self-confidence and self-worth)
- Received feedback, praise, grades

A Process Model of L2 Motivation.