

**"I REALLY LIKE TO STUDY ENGLISH": POSITIVE ATTITUDES
TOWARD LEARNING THE ENGLISH LANGUAGE**

***"GOSTO MUITO DE ESTUDAR INGLÊS": ATITUDES POSITIVAS EM
RELAÇÃO À APRENDIZAGEM DA LÍNGUA INGLESA***

***"ME GUSTA MUCHO ESTUDIAR INGLÊS": ACTITUDES POSITIVAS EN
RELACIÓN LA APREDIZAJE DE LA LENGUA INGLESA***

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ABSTRACT: This paper was elaborated under the aegis of Applied Linguistics. The central theme are the positive attitudes of English learners. In the core of this reflection some factors emerge directly related with attitudes, such as motivations and orientation to learn a foreign language. The objective of this paper is to discuss how the attitudes are originated, highlighting the elaboration of a continuum of positive attitudes, to better understand them. Therefore, some data are presented, an ethnographic research, generated from an interview, which was conducted with 91 undergraduate students, from the Recôncavo of Bahia Federal University, which pointed to the occurrence of instrumental and integrative orientations and of motivation. The relevance of this work rests on the fact that these data may support teachers of English to have a more accurate understanding of their attitudes.

KEYWORDS: Positive attitudes. English language. Teaching-learning.

RESUMO: *Este artigo foi elaborado sob a égide da Linguística Aplicada. O tema central são as atitudes positivas de aprendizes de língua inglesa. No cerne dessa reflexão emergem alguns fatores diretamente relacionados às atitudes, como motivação e orientação para aprender uma língua estrangeira. O objetivo deste trabalho é discutir como as atitudes são originadas, ressaltando a elaboração de um continuum das atitudes positivas, para uma melhor compreensão delas. Para tanto, são apresentados dados da pesquisa etnográfica, gerados a partir de uma entrevista conduzida com 91 estudantes da graduação da Universidade Federal do Recôncavo da Bahia, que apontam a ocorrência de orientações instrumental e integrativa e da motivação. A relevância deste trabalho reside no fato de poder apresentar dados que podem auxiliar professores de língua inglesa a terem uma compreensão mais acurada da questão das atitudes.*

PALAVRAS-CHAVES: *Atitudes positivas. Língua inglesa. Ensino-aprendizagem.*

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RESUMEN: Este artículo fue elaborado bajo la égida de Lingüística Aplicada. El tema central son las actitudes positivas de los estudiantes de inglés. En el centro de esta reflexión se encuentran algunos factores directamente relacionados con las actitudes, como la motivación y la orientación para aprender una lengua extranjera. El objetivo de este trabajo es discutir cómo se originan las actitudes, enfatizando la elaboración de un continuo de actitudes positivas, para una mejor comprensión de las mismas. Para ello, se presentan datos de investigación etnográfica, generados a partir de una entrevista realizada con 91 estudiantes de pregrado de la Universidad Federal de Recôncavo da Bahia, quienes señalan la ocurrencia de orientaciones y motivaciones instrumentales e integradoras. La relevancia de este trabajo está en el hecho de que puede presentar datos que pueden ayudar a los profesores de inglés a tener una comprensión más precisa del tema de las actitudes.

PALABRAS CLAVE: Actitudes positivas. Inglés. Enseñanza-aprendizaje.

Introduction

This article deals with the positive attitudes of a group of English language learners. Thus, it will present data from an ethnographic research, carried out in the light of Applied Linguistics, therefore of an interdisciplinary character.

Initially, it is necessary to address issues involving the English language classroom. In this way, several contexts of learning the English language are marked by problems related to methodological choices, textbooks, workload and teachers. Such problems reflect the deficiency of the process and, despite the negative picture, it is still possible to perceive indices of positive attitudes towards learning the English language.

In this scenario, I suspect that positive attitudes occur when motivated learners act and assess English language favorably. So, initially, I assume that motivated learners can show positive attitudes. I understand positive attitudes towards learning, such as favorable reactions related to the learning context, the relationship with the teacher, the course, the classmates, the didactic material, the methodology, the foreign language and culture itself. This favorable reaction seems to substantially facilitate the learning process, as attitudes influence it (GARDNER, 1985).

It is in Social Psychology that it is possible to find theoretical support to, in fact, understand and base what I propose in this work, under the auspices of Applied Linguistics, since I aim to understand the attitudes, motivation and demotivation of a group of university students, in the context of the English language classroom. Motivation and demotivation also signal the occurrence of attitudes on the part of the learners, through a relationship whose essence is centered on meanings of cause and effect, as I will explain later, anchored on the

theoretical assumptions of Social Psychology, where I found sufficient support to handle this reflection.

In this sense, some conceptions of motivation and attitude will be presented, trying to clarify how this relationship occurs. To do so, I begin by clarifying the concept of "attitude". The word is of Latin origin, *aptitudo*, which means an organized and coherent way of thinking, feeling and reacting in relation to groups, issues, other human beings, or, more specifically, to events that occurred in our surrounding environment. "Attitude" can also be understood as a positive or negative expression in relation to the language, which can favor or reflect learning difficulties, degree of importance and elegance or social status. Attitudes can also show what people think about speakers of a particular language, reflecting motivation or demotivation. In addition, other different definitions of the term "attitude" are found in the field of Social Psychology, among which I select, below, some of these reflections.

In the light of Psychology, Allport (1954) is one of the pioneers to theorize on the question of attitudes, when elaborating the notion that 'attitude' is a state of neural and mental readiness, structured by experiences, playing a dynamic influence on the responses from the individual to the objects and situations related to him. Thus, Allport (1954), even considering cognitive factors, presents an apparent mistake when saying that attitudes influence individuals' responses to the questions to which he is related, considering that attitude is the individual's own response to a given referential, and therefore cannot be an influencing factor.

In the view of Hosseini and Pourmandnia (2013), "attitude" is a tendency to respond positively or negatively in relation to a certain thing, such as ideas, objects, people or situations. These authors say that attitudes towards language can vary based on cultural issues and previous experiences and argue that positive and negative attitudes are not developed accidentally, but that they emerge for some reasons, which I will address later. In an evaluative perspective, Eagly and Chaiken (1993) understand "attitude" as a materialized psychological tendency, when evaluating a particular entity with some degree of approval or disapproval. The notion elaborated by these two authors is in line with that of Gardner (1985), one of the greatest exponents of Social Psychology, because they understand an attitude based on judgments, on the principles of assent and refusal.

As can be seen, the fundamental concept of "attitude" is diversified in Social Psychology. Hence the need to connect thought with this source, since, among other aspects, it is Gardner (1985) who, in the work entitled *Social Psychology and Second Language Learning*, elaborates the fundamental definition of "attitude", when postulating that this it is

an evaluative reaction about a referent, based on the beliefs and opinions that an individual has about that referent and, in this sense, it highlights that attitudes towards language can manifest themselves in different ways:

This perspective also focuses attention on the language as something more than a neutral linguistic code. Because of this, attitudes relating to the language itself could be involved. Examples include attitudes toward learning the language, attitudes toward speaking it, reactions to its sound or character, or structure, etc. The important point here is that, since the language does not represent an aspect of the individual's own cultural heritage, attitudes toward aspects of the language could play a role in determining how successful an individual would be in acquiring it (GARDNER, 1985, p. 7).

Having made these conceptual considerations about attitudes, I address the question of the relationship between a positive attitude towards learning the English language, motivation and guidance to learn that language.

Understanding the universe of positive attitudes towards English language learning

If a relationship between motivation and positive attitudes is noticeable, then it is possible to postulate the existence of a continuum, in which these, and other possible elements, can be arranged, in a cause and effect relationship. Understanding how the elements are arranged in this continuum is what this section initially proposes to do. And since I suspect that motivation is the first of these elements, related to positive attitudes, I will briefly discuss it.

According to Fernández and Gallegari (2009, p. 63), motivation is the "directing of energy that the student expends in each situation". For Bzuneck (2001), on the other hand, motivation or motive is what moves a person, drives an action or causes it to change direction. Hence the information that motivation can generate positive attitudes, because "when people decide to do something, motivation is responsible for that attitude" (JACOB, 2004, p. 34, our translation).

For the Canadians Gardner and Lambert (1959), the aptitude (or gift) attributed to a person could not summarize the materialization of the mastery of a Foreign Language (FL) in all its aspects, because other factors, such as attitude towards the FL and their speakers, as well as motivation, interfere in this learning process. As learning is also guided by motivation, which, in turn, generates positive attitudes, I believe that positive attitudes towards learning a FL facilitate the process, as they support motivation. As Yang Yu (2010) states, positive

attitudes can lead to increased motivation, which, in turn, leads to success, because the more motivation, the better the performance (BZUNECK, 2001). However, one should not generalize because, as Gardner (1985, p. 41, our translation) points out: "an individual may have positive attitudes towards FL and may still prefer not to study the language at school because of a feeling that such context is inappropriate, for not liking the teacher".

However, as a rule, I believe that if there is motivation, apprentices will present positive attitudes. To understand them, I return to the question of the continuum. So far, it has been designed on the basis of motivation. In addition to this understanding, it is necessary to investigate what possibly leads an apprentice to be motivated. People, in general, feel motivated for different reasons. And, in the context of learning a language, Gardner (1985, p. 51, our translation) points out that:

The type of motivation responds to the question of why the individual is studying the language. Refers to the goal. Many reasons could be listed: to be able to communicate with members of that language community, to get a job, to improve someone's education, to travel, to please parents, to satisfy demands of a language, to obtain social power, etc.

The considerations punctuated by Gardner (1985) automatically lead this reflection to the two models of orientation developed by him: 1) Instrumental and 2) Integrative, both generators of motivation and, consequently, of positive attitudes. Understanding these guidelines is fundamental for building a theoretical framework that explains positive attitudes. In this way, guidelines are related to the goal of learning, and they have a central role in triggering motivation, because "without an objective, motivation is quite compromised" (RAMOS, 2009, p. 55, our translation). So, initially, I also assume that, in addition to other factors, guidelines can lead learners to want to learn any FL and can trigger motivation.

In this line of reasoning, it is relevant to clarify about two types of motivation: 1. Intrinsic and 2. Extrinsic. Intrinsic motivation is anchored in the notion that human beings are active beings, who need autonomy and have an innate curiosity (NICHOLSON, 2013). In this way, this type of motivation emerges from within the learner, as he does not need external factors to act. In Nicholson's view (2013), Intrinsic motivation manifests itself when apprentices actively participate in activities, without the need to be rewarded. Their motivation is based on internal and not external factors. For Guimarães (2001), the intrinsic motivation is a kind of innate and natural propensity of human beings to involve interest in the search for challenges. In this sense, this author explains that:

An intrinsically motivated individual seeks novelty, entertainment, satisfaction of curiosity, opportunity to exercise new skills and gain mastery. Implicit in this condition is a personal orientation to master challenging tasks, associating with the pleasure derived from the process itself (GUIMARÃES, 2001, p. 37, our translation).

In his reflections, Guimarães (2001) points out that intrinsically motivated students may have some particular characteristics, such as: they do not have anxiety in the face of negative pressures or emotions, which could interfere with their performances, events that are not part of their daily lives do not affect their levels of interest in what they are developing, they have a high level of concentration, even losing the notion of time during the teaching/learning process, failures do not prevent them from trying and continue to search for new challenges even if they reach certain levels of skills.

Extrinsic motivation, on the other hand, involves engagement in a task, due to external factors, such as working to earn money, food, etc. According to Guimarães (2001), these factors do not function as coercion, but as sources of information about the important actions to be carried out and he adds:

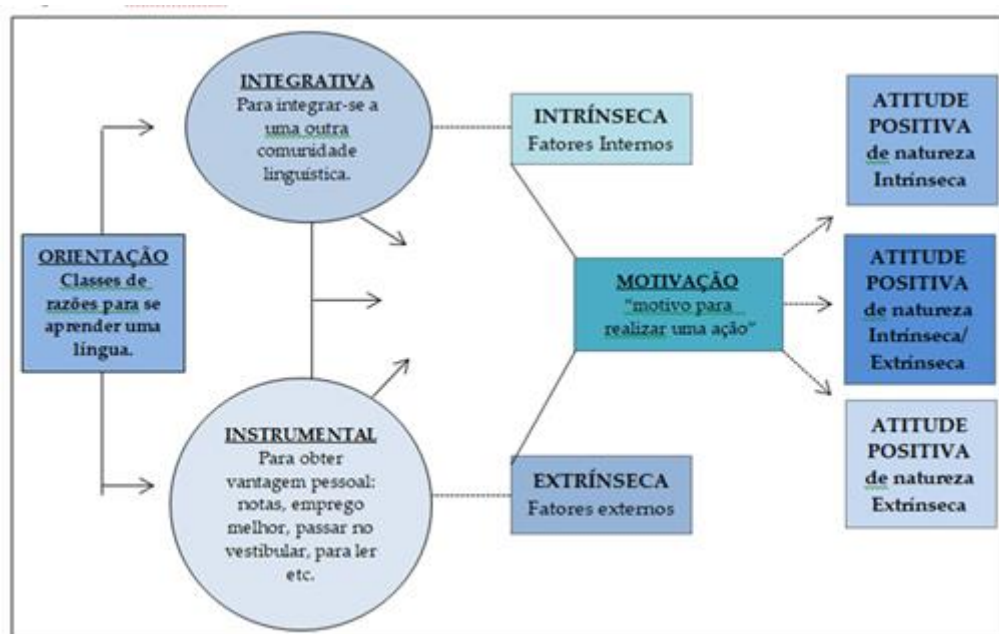
Extrinsic motivation has been defined as the motivation to work in response to something external to the task or activity, such as obtaining material or social rewards, recognition, aiming to attend to other people's commands or pressures or to demonstrate competences or skills (GUIMARÃES, 2001, p. 46, our translation).

Thus, it is evident that extrinsic motivation is based on principles of reward in the short, medium and long term. However, Guimarães (2001) believes that these rewards should be used with caution and goes as far as saying that one should avoid motivating students extrinsically in their involvement with activities, because this motivation can compromise intrinsic motivation, although this author highlights that this type of motivation also has beneficial effects. Dörneyi (1994) shares this thinking when he says that extrinsic motivation has traditionally been seen as something that can weaken intrinsic motivation. This researcher reports that several studies have confirmed that students will lose their natural intrinsic interests in carrying out an activity if they have to do it to respond to extrinsic requests and mentions the case of compulsory readings at school.

In addition to this reflection, it is important to understand how these types of motivation relate to the guidelines for learning languages. At first, it is possible to say that the guidelines (Instrumental and Integrative) work as a kind of guiding thread of the type of motivation to be generated. For it seems evident that the Intrinsic motivation is related to the

Integrative orientation, while the Extrinsic motivation is related to the Instrumental orientation. This is done considering that when learners aim to communicate with other speakers, from certain language communities (Integrative Orientation), this generates intrinsic motivation, while if an apprentice learns a language to obtain pragmatic and utilitarian benefits (GHAZVINI; KHAJEHPUR, 2011), such as to obtain grades, pass the entrance exam for better jobs, high salaries (Instrumental Orientation), this generates Extrinsic motivation. Below I present Figure 1, of the continuum that I elaborated for a better understanding of this relationship between orientation, motivation and positive attitude:

Figure 1 – Continuum of positive attitudes



Fonte: Author's archive

As can be seen, there seems to be a cause-and-effect relationship between orientation, motivation and positive attitude, in a continuum, in which orientation and motivation may be different, since they can basically be classified in two ways, depending on the objective of learning. When positive attitudes are observed in relation to the learning of the English language, I believe, therefore, that the root of such an attitude can be in one of the types of orientation, which can be instrumental or integrative, or both concurrently, because it seems that one does not cancel the other. And so, the continuum is consolidated.

Guidelines can be encouraged by teachers in the classroom. They, in an instrumental perspective, can highlight the relevance of EL learning for practical purposes and related to professional development. Or, in an integrative perspective, they can emphasize the relevance

of learning a language to participate in the actions of another linguistic community, to integrate with it, but, accompanied by a critical, conscious and non-alienated attitude, whose objective is to know, share and respect the other's way of being, thinking. Both, in my view, bring, in their core, relevant purposes for the formation of the apprentice.

Despite the apparent benefit, Moita Lopes (1996) already disagreed with this view, claiming to see integrative motivation as a form of cultural and linguistic colonization. To this end, this author cites as an example the attitude of imitating the native's perfect pronunciation as a symptom of alienation, seeing this posture as a total identification with the colonizer and a consequent abandonment of the apprentice's cultural identity. Graddol (2004) understands this mistaken notion, that learners should emulate the native accent, as one of the most anachronistic and distorted ideas regarding the learning of EL. Therefore, I agree that, as English has been widely used as a global language, speakers are expected to signal their nationalities and other aspects of their identities through the language that has become the language of global communication (GRADDOL, 2004). For this to happen, teachers have a central role in raising awareness among apprentices.

It is reasonable to say, despite all this controversy generated around the guidelines, that teachers have a central role regarding explanations about them with the students. I believe that well-oriented learners will be aware of their motivations and, thus, will follow a successful trajectory in the learning of EL. Large-scale studies have emerged in the field of Social Psychology, which can support Applied Linguistics, whose dialogues can enable motivated teachers and students in the learning context, since aware of their orientations they will know how to follow the route that leads to more learning significant.

Methodology

The continuum mentioned in the previous section emerged from the data of the ethnographic research conducted with 91 undergraduate students at the Federal University of Recôncavo da Bahia (UFRB). Among the data collection instruments used in this study, we cut out and present the data from the free narrative interview. After data collection, analysis was carried out, giving rise to both qualitative and quantitative information. The option for treatment in these two ways was made in view of the reliability of both, based on the observed and verified facts. The interpretation of these data, far from being a subjective version, is a

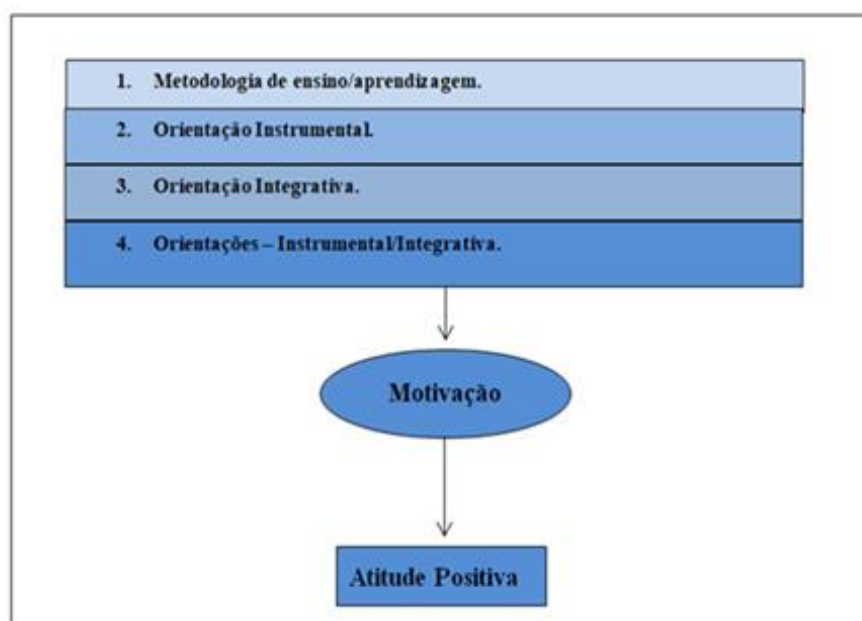
description of the events in their natural sense, in order to unveil the facts, through techniques of annotation and inscription of social discourse (GEERTZ, 2008).

Ethnographic practice, in this sense, was made possible by immersion in the research field, interacting with those involved in the specific learning process. To this end, I followed the reasoning of Bortoni-Ricardo (2006), when she points out that at school or in the classroom, ethnographic research begins when ethnographers try to answer three questions: (1) What is happening here? (2) What do these actions mean for the people who are involved in them? (3) How these actions that take place in a microcosm such as the classroom are related to dimensions of a macrosocial nature at different levels, starting with the local system in which the school is inserted; the city and the national community? So, I followed this reasoning to seek answers to the research questions that elicited answers regarding the teaching and learning of the language in the context already specified.

Generated data

Based on these data, it was also possible to verify the two types of guidance presented by the participants: instrumental and integrative. For an organized understanding of these data, I postulate that motivation is based on four factors, which consequently generate positive attitudes, according to the table and the following explanations:

Figure 2 – Triggering factors of motivation and positive attitude



Source: Author's archive

1. Motivation based on teaching/learning methodology:

Motivation based on the Teaching/Learning Methodology refers to the fact that an individual is willing to learn because of the methodology. The concept of methodology that guides the question raised here is that proposed by Richards and Rodgers (2014), because, according to them, method is the level at which a theory is put into practice and what choices are made about particular skills and contents to be taught that is, they are procedures that are adopted in the classroom. The methodology, in some way, makes an apprentice decide whether or not to engage in the teaching/learning process. The analysis of these data allows us to say that most of these participants were motivated to learn English in the context of the university and, consequently, showed a positive attitude.

Thus, their motivations were also related to the teaching/learning methodology of the English language, which I found, for example, when A9 revealed 'the teacher has changed and the teaching methodology is way more productive and interesting', to make reference his motivation to learn English that semester. In this same perspective, A2, A3 and A4 also signaled that their motivations were related to the methodology, confirming the hypothesis raised in this work that motivation is directly related to the elements that make up teaching and learning, generating positive attitudes. The following are the testimonies of the participants mentioned above, which reveal positive attitudes related to the teaching methodology:

A2: Yes. The classes have become interesting and dynamic.

A3: Yes. Despite considering it important to learn English in the academic environment, until the third semester, we were unable to establish intimacy with the language, since the classes were not productive for those who already had any base in English or for those who do not know anything.

A4: It depends a lot on the teacher and the methodology applied by him in the classroom. In the previous semesters I did not feel motivated, there were no dynamics in the classes, we had to learn in groups, that is, our colleagues taught us; attending class was tiring and boring. This semester I feel motivated, the classes are dynamic and even though I don't have a vocabulary as rich as that of my colleagues, who have already domain English, I don't feel excluded in the classroom; I always try to answer the activities even though I have to search word for word in the dictionary. I believe that when the teacher believes in what he does and does because he likes it, students reflect this by showing interest in learning.

The analysis of these testimonies, among other things, allows us to say that A4 clearly signals that her motivation is related to the teacher and the methodology adopted by him. Proof of this is that she compares different moments in her learning process ("previous

semesters" and "this semester") to say that methodological changes have led to her motivation to learn English. In addition, A4 manages to realize the importance of the teacher liking what he does, which, for her, reflects in the engagement of learners to learn.

2. Motivation based on Instrumental guidance:

Motivation based on Instrumental guidance occurs when an individual feels like learning a FL for academic reasons, for work, travel. It is when values and practical advantages of learning an FL emerge (GARDNER, 1885). Based on this, it was possible to diagnose the orientation of these English language learners. In this regard, it is possible to say, with certainty, that A18, A48, A58 and A60 have an instrumental orientation, because everyone revealed that their English learning was oriented towards the reading of scientific articles. With similar characteristics, A54 and A55 also revealed traces of an instrumental orientation, when they signaled that the learning of English was guided by the 'possibility of traveling', 'possibility of exchange'. The following are the testimonies of some of these participants, which reveal positive attitudes and instrumental guidance:

A18: Yes. Because in addition to helping me understand the language, learning English at the University gives me a basis for studying foreign health books easily.

A48: To be honest, what motivates me to learn English, is restricted to the fact that I have to master the language minimally to understand the articles of the course that I intend to exercise/do at the moment. The medical course requires a lot of English.

A58: Yes, because many articles are found only in English.

A60: Yes, because we have access to articles in English and they are recommended for us, after all in the scientific field English is the mother tongue, so we have many important articles in the English language. In addition, the dynamics of classes with friends I know and who know a little or a lot about the language share knowledge, however, the classes are extremely short in duration..

3. Motivation based on Integrative orientation:

Motivation based on Integrative orientation occurs when an individual wishes to learn a FL to integrate with another language community. It is a type of orientation that reflects a sincere and personal interest in people from other cultural groups (GARDNER, 1985). Such desire makes the apprentice dedicate himself to the learning of a FL, driven exclusively by the idea of being able to articulate communicatively with other peoples, using, for that, the foreign language as an alternative of communication. In this perspective, A12 and A74 signaled traces of a single orientation: the integrative one, as seen in the following statements:

A12: In the second cycle of the course, I intend to improve my English to have an experience abroad.

A74: Due to the need for communication beyond the Brazilian border.

4. Motivation based on the two orientations - Instrumental/Integrative:

Motivation based on the two orientations - Instrumental/Integrative is when an individual presents both types of orientation concurrently, without canceling the other. Based on that, I found that A20, A24 and A50, according to what I had already foreseen, have both instrumental and integrative orientation, when they revealed that their motivations were related to the possibility of visiting other countries, accessing other cultures, reading articles, communicate with other people and integrate with other language communities. The following are the reports of these three research participants:

A20: Yes, primarily because it has always been a dream to get to know other countries and, for that, learning English is essential, it also allows me to read articles and watch documentaries without translation, among others.

A24: A lot, I have always had a special interest in the English language, for several reasons, and the main one is related to reading, reading fluently and being able to communicate with people who speak English, get to know other cultures and strengthen the bonds of friendship.

A50: Yes, knowing English allows us to exchange with other cultures, moreover, it allows us to have direct contact with different means of information, without the need for a subtitle or translation, since poorly done translations can be means for a misdirection of information.

After analyzing these data, it was possible to outline a general framework of motivation and demotivation of these English language learners in the context of the Federal University of Recôncavo da Bahia. The data show that 31% of them revealed demotivation, while 69% revealed to be motivated to learn the English language in the referred learning context. This shows, therefore, that if the majority is motivated to learn English at the university, it is because that student community recognizes the relevance of that language for their formation and, therefore, there are great possibilities for this process to work.

Still in order to investigate the (instrumental-integrative) orientations of the learners, I asked the following question: What do you really want to learn English for? The question was asked, because I had in mind that I would find the aforementioned guidelines. The data, in some way, would point to the occurrence of instrumental, integrative orientation, or, what is possible, to occurrences of both types. In the midst of this analysis, I found that 51% of the research participants presented, based on this questioning, traces of a more instrumental orientation, when they revealed that they wished to learn English to read academic texts,

scientific articles, access to international literature, to travel, to expand knowledge and for professional issues. Following are some of the testimonials of the apprentices who signaled instrumental guidance:

A16: I want to learn English mainly for the knowledge, for the possibility of interpreting new scientific works, but also, for my professional life, I believe it is more than necessary for the health area.

A22: English is a language spoken worldwide, and it is found mainly in books and didactic articles that I usually read. In addition, movies, series, everyday life, in all of this I see English which "forces" me to learn.

A79: Today, to read the articles and books that are presented to me. But, also as I learned in another language course, understanding other cultures makes us grow more as individuals inserted in a different world.

The data also made it possible to diagnose that a much smaller portion, only 3% of the participants have an integrative orientation, governed by the desire to use the language to integrate with another linguistic community, as shown in the testimony of A15 below:

A15: Mastering a second language is a way to get the brain active and prevent neurological diseases, speaking English can enable greater communication with other cultures, as there are several cultures in which communications are made in English.

On the other hand, it was possible to verify, at a much higher rate, the concomitant occurrence of the two types of guidance, when 36% of them revealed to have both instrumental and integrative guidance. The analyzed data showed both the desire to learn English to read, to travel, for professional reasons, as well as to meet new people, make friends and integrate with other language communities, as the testimonies of A33 reveal, about his intense desire to travel and live in the United States and A42, getting a job, traveling and communicating with speakers of other languages. Here are some of these testimonials:

A33: I want to travel, and maybe even live in the USA.

A42: Getting a good job, having access to other cultures, traveling, being able to communicate satisfactorily with speakers of another language.

A45: To improve my relationship with people from other countries, to appreciate the culture, to obtain better job opportunities, to absorb more information, to guide in international trips.

Closing the reflection for now

For some time I have been researching the positive attitudes of English language learners. And despite the problems facing basic education, the results are good. In the survey mentioned here with undergraduate students, for example, the majority (69%) revealed that

they felt motivated to learn English in the context of the academy. And their motivations were anchored in personal, intimate issues, but also in external factors, such as the methodology adopted in the classroom.

Considering that the mapping of attitudes can bring up issues such as guidance and motivation, it is also true that they can work well as a thermometer to measure how the teaching practice is going. Thus, verifying how learners act in a specific learning context can direct teachers to paths that are more conducive to learning. In this sense, investigating attitudes, observing and listening to learners are viable ways to improve the teaching and learning of a FL. Such observations, for example, may make it possible for teachers to review the methodology and approach adopted, opting for others more suitable for certain groups of learners.

On the other hand, it is prudent for the teacher to make foreign language learners aware of their aspirations to learn English, whether for work, reading, traveling, or joining other language community, so that, learners realize the importance of learning a new language, in a process that then makes sense to them.

In general, the analysis made possible to verify a high degree of positive attitudes in the context of this research, when, for example, 59% of learners see learning the English language as pleasurable, 78% find English an interesting language, 82% of them revealed like the English language and 61% of them found EL classes interesting at the time of this survey.

For the conservation and implementation of this scenario, it is relevant to reinforce positive attitudes of teachers and students, for example, through human rights categories - linguistic rights -, whose implications consider the apprentice, in a teaching/learning process in which the negotiation, the suggestion and the guidance make it harmonious and productive of itself (SCHEYERL, 2009). Thus, teachers will be assuming the posture of transformative intellectual, which Giroux (1997) tells us so much, which would cause them to abandon mechanical practices, in order to deal with the students' reality experiences.

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