

**UNIVERSIDADE FEDERAL DO PAMPA**

**AMANDA HIRDES BICA**

**BEYOND THE CLASSROOM: INVESTIGATING AFFECT IN  
TEACHER-STUDENT RELATIONSHIPS IN THE PEDAGOGICAL  
RESIDENCY PROGRAM**

**Bagé/RS  
2024**

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Trabalho de Conclusão de Curso apresentado ao Curso de Letras Línguas Adicionais: Inglês, Espanhol e Respectivas Literaturas da Universidade Federal do Pampa, como requisito parcial para obtenção do Título de Licenciada em Letras.

Orientadora: Denise Von Der Heyde Lamberts

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2024**

Ficha catalográfica elaborada automaticamente com os dados fornecidos  
pelo(a) autor(a) através do Módulo de Biblioteca do  
Sistema GURI (Gestão Unificada de Recursos Institucionais) .

H484111b Hirdes Bica, Amanda

Beyond the classroom: investigating affect in teacher-  
student relationships in the pedagogical residency program /  
Amanda Hirdes Bica.

39 p.

Trabalho de Conclusão de Curso(Graduação)-- Universidade  
Federal do Pampa, LETRAS - LÍNGUAS ADICIONAIS INGLÊS,  
ESPAÑHOL E RESPECTIVAS LITERATURAS, 2024.

"Orientação: Denise Von Der Heyde Lamberts".

1. Afeto. 2. Relação Professor-Aluno. 3. Ensino de  
Inglês. 4. Programa Residência Pedagógica. I. Título.

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Trabalho de Conclusão de Curso defendido e aprovado em: 05 de julho de 2024.

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Dedico este trabalho a meus pais, meu irmão Arthur, minha família e minhas estrelas que me guiam lá do céu: vó Lourdes, vô Heitor e vô João (in memoriam). Estes me ensinaram verdadeiramente o que é afeto.

## AGRADECIMENTOS

Agradeço primeiramente a Deus, que sempre se fez presente nas minhas angústias e aflições dos últimos anos, até chegar aqui. Ele me acolheu, auxiliou e muitas vezes acalmou meu coração ansioso, dizendo que cedo ou tarde, tudo daria certo.

A minha mãe e meu pai, que fizeram de tudo para que eu tivesse as melhores oportunidades de estudo em minha vida. Vocês foram, são e sempre serão meu porto seguro, mesmo que eu esteja do outro lado do mundo.

Ao meu irmão Arthur, que desde que nasceu mudou minha vida por completo. Ele que me acompanha em todos os lugares, topa todas as minhas ideias e, desde o início, sempre foi meu “test-drive” para qualquer aula que faço. O melhor irmão e aluno que eu já tive, se existisse qualquer outro, não seria tão perfeito e tão especial que nem tu, Ratinho.

Aos meus familiares de Pelotas e Bagé, e em especial minha madrinha Cristiane, que por ser psicóloga me ajudou incansavelmente neste trabalho.

Aos meus confidentes e inseparáveis amigos, *Beatriz, Débora, Gabriele, Lucas, Paloma, Rayssa*. Todos vocês vestiram a camiseta de “Mejores Friends”, foram desde alunos de Espanhol, para alunos de Inglês, ouvintes de apresentação ou de reclamações intermináveis, até o ombro amigo para confortar o choro do meu cansaço. Vocês fizeram a caminhada até aqui ser mais fácil e leve.

Aos professores do curso de Línguas Adicionais, que foram educadores essenciais em minha formação ao longo dos anos (dentro e fora da Universidade).

Principalmente, as professoras *Denise e Katia*, que foram essenciais para meu TCC.

A todos os colegas de curso, especialmente os meus amigos: *João, Laura, Thiago, Luana e Ingrid*, que muito auxiliaram os meus três anos e meio de graduação.

Ao CCAA Bagé, que auxiliou meus estudos nos últimos dois anos, permitindo que eu conciliasse a graduação com o trabalho.

À Unipampa, que me acolheu nos seus corredores e que já tinha meu coração, desde pequena.

Por fim, agradeço à minha perseverança, por conta dela, a pequena sonhadora Amanda de 10 anos que dizia aos quatro cantos da cidade que iria cursar Letras – Línguas Adicionais na UNIPAMPA conseguiu realizar seu sonho.

“When we love, we always strive to become better than we are. When we strive to become better than we are, everything around us becomes better too”.

Paulo Coelho



## RESUMO

O presente trabalho tem como foco o modo como o afeto se manifesta entre professores e alunos nas aulas de Inglês do Programa Residência Pedagógica (PRP), do curso de Letras – Línguas Adicionais da Universidade Federal do Pampa (UNIPAMPA) na cidade de Bagé. Cada vez mais os alunos estão desmotivados nas aulas, principalmente na disciplina de Inglês. Os professores precisam se reinventar diariamente para uma aula que cativa a atenção do aluno, criando estratégias com novos métodos para melhorar o engajamento dos alunos. Felizmente, essa realidade está se modificando atualmente, com novas pesquisas que abordam sobre motivação na sala de aula. Assim, o presente trabalho busca entender quais os aspectos estão presentes na Relação Professor-Aluno e como o afeto contribui para o processo de aprendizagem na perspectiva dos alunos. Para isso, foi realizada uma revisão de literatura trazendo compreensões sobre o Programa Residência Pedagógica (PRP), os significados de afeto, a relação professor-aluno e o relacionamento interpessoal. Este trabalho teve como principal método de pesquisa, um estudo de caso qualitativo, portanto, para obter esses resultados, foram realizadas entrevistas com perguntas abertas para os alunos e um questionário de pesquisa utilizando o site do Google Forms para os professores e residentes ativos nas duas escolas cadastradas no PRP, com o objetivo de captar as experiências de cada um deles dentro da sala de aula. Por meio das análises das entrevistas, vimos que o afeto auxilia no processo de aprendizagem, desde que os alunos confiem nos seus professores e a sala de aula seja um lugar confortável tanto para os alunos quanto para os professores. Os resultados alcançados através deste trabalho buscam ajudar outros professores formados ou em formação a ver para além do planejamento da aula, para uma sala de aula respeitadora e afetuosa em que os alunos se sintam motivados, úteis e pertencentes a algum lugar.

**Palavras-Chave:** Afeto. Relação professor-aluno. Ensino de inglês. Programa Residência Pedagógica.

## RESUMEN

Este estudio se centra en cómo se manifiesta el afecto entre profesores y alumnos en las clases de inglés del Programa de Residencia Pedagógica (PRP) del curso de Lenguas Adicionales de la Universidad Federal de Pampa (UNIPAMPA), en la ciudad de Bagé. Los alumnos están cada vez más desmotivados en clase, especialmente en inglés. Los profesores necesitan reinventarse cada día para ofrecer una clase que cautive la atención del alumno, creando estrategias con nuevos métodos para mejorar el compromiso de los estudiantes. Afortunadamente, esta realidad está cambiando actualmente, con nuevas investigaciones sobre la motivación en el aula. Este estudio busca comprender qué aspectos están presentes en la Relación Profesor-Alumno y cómo el afecto contribuye al proceso de aprendizaje desde la perspectiva de los alumnos. Para ello, se realizó una revisión bibliográfica que permitió conocer el Programa de Residencia Pedagógica (PRP), los significados del afecto, la relación profesor-alumno y las relaciones interpersonales. El principal método de investigación utilizado en este estudio fue el estudio cualitativo de casos. Para obtener estos resultados, se realizaron entrevistas con preguntas abiertas a los alumnos y un cuestionario a través de la web Google Forms a los profesores y residentes activos de las dos escuelas inscritas en el PRP, con el objetivo de captar las experiencias de cada uno de ellos en el aula. A través del análisis de las entrevistas, vimos que el afecto ayuda al proceso de aprendizaje, siempre y cuando los alumnos confíen en sus profesores y el aula sea un lugar cómodo tanto para los alumnos como para los profesores. Los resultados obtenidos con este trabajo pretenden ayudar a otros profesores formados o en formación a ver más allá de la planificación de las clases para conseguir una clase respetuosa y afectuosa en la que los alumnos se sientan motivados, útiles y pertenezcan a algún lugar.

**Palabras-Clave:** Afecto. Relación profesor-alumno. Enseñanza de inglés. Programa de Residencia Pedagógica.

## ABSTRACT

This paper focuses on how affect manifests itself between teachers and students in the English classes of the Pedagogical Residency Program (PRP), of the Additional Languages course at the Federal University of Pampa (UNIPAMPA) in the city of Bagé. Students are increasingly demotivated in class, especially in English. Teachers need to reinvent themselves every day in order to provide a lesson that captivates the student's attention, creating strategies with new methods to improve student engagement. Fortunately, this reality is currently changing, with new researches about motivation in the classroom. Thus, this study seeks to understand which aspects are present in the Teacher-Student Relationship and how affect contributes to the learning process from the students' perspective. To this, a literature review was carried out, providing insights into the Pedagogical Residency Program (PRP), the meanings of affect, the teacher-student relationship and interpersonal relationships. The methodology used in this study was a qualitative case study. To obtain these results, interviews were carried out with open questions for the students and a survey questionnaire using the Google Forms website for the teachers and active residents in the two schools registered with the PRP, with the aim of capturing the experiences of each of them in the classroom. Through the analysis of the interviews, we saw that affect helps the learning process, as long as students trust their teachers and the classroom is a comfortable place for both students and teachers. The results achieved through this work are intended to help other teachers who have been trained or are in training to see beyond lesson planning to a respectful and affectionate classroom in which students feel motivated, useful and belong somewhere.

**Keywords:** Affect. Teacher-student relationship. English teaching. Pedagogical Residency Program.

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## LIST OF ABBREVIATIONS

**BPNT** - Basic Psychological Needs Theory

**CAPES** - *Coordenação de Aperfeiçoamento de Pessoal de Nível Superior*

**CET** - Cognitive Evaluation Theory

**COT** - Causality Orientations Theory

**GCT** - Goal Contents Theory

**IPSTI** - *Institutional Program of Scholarships for Teaching Initiation*

**MEC** - Ministry of Education

**OIT** - Organismic Integration Theory

**PRP** – Pedagogical Residency Program

**RMT** - Relationships Motivation Theory

**SDT** - Self Determination Theory

**TSR** – Teacher-Student Relationship

## SUMMARY

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## 1 INTRODUCTION

*Affect* is a vast concept, and it can be discussed inside and outside the school. For this research, we are going to focus on affect in English Classes. Affect inside the classroom include the emotional and psychological factors influencing students' learning experiences, their motivations, attitudes, and feelings. Teachers should be able to create a more effective and enjoyable learning experience, promoting both language acquisition and students' overall well-being.

Many times, English teachers are worried about planning the best classes for their students, with songs, movies, activities that may lead students to engage more in the classroom, with strategies that they are not used to having during classes. By implementing these ideas in the classroom, we can engage students to actively participate, promoting teamwork and communication skills. We can also increase motivation and creativity, bringing diverse and dynamic experiences to the classroom. And, of course, we can use different teaching methods which show that we are interested in students' learning experiences, fostering better relationships. So, we will be able to make the learning process more interactive, enjoyable, effective, and we can lead the students to a more engaging and productive environment.

Nonetheless, sometimes teachers forget one important thing: to know how our students are, how they are feeling. A teacher may know the students by the way they talk, the way they sit, how their faces look, and they should also communicate that they is paying attention to them because it helps a lot.

This research brings the thematic of affect in teacher-student relationship in the Pedagogical Residency Program, a CAPES initiative that promotes practical training for undergraduate students in public schools. Participants receive scholarships and are supervised by university professors and schoolteachers, integrating theory and practice to improve their training and the quality of basic education.

Therefore, this research has the objective of investigating how affect is manifested between teacher and students, based on interviews made during the Pedagogical Residency Program (PRP). Besides verifying the teacher-student relationship (TSR) inside the public school, we intend to understand how affect

may contribute to the learning process, according to the student's opinion. In order to reach these objectives, we intend to answer the following research questions:

- How is affect manifested between teachers and students?
- What are the components of the teacher-student relationship (TSR)?
- How may affect contribute to the learning process?

In order to accomplish this objective, I am going to analyze TSR and affect through survey questionnaire with the residents and headteachers from the Pedagogical Residency Program, and interview with the students in the schools which are participating in the Program (see the Methodology, page 27).

Through my years being a student, I experienced many relationships with teachers, but I can say that most of them forget about being affectionate and caring about the students, which agrees with Garrett and Young (2009), who said that affect and emotion are terms that have been in the shadows of discussions of classroom. The motivation behind this research comes from the fact that I am a teacher, and, during my practicums<sup>1</sup>, I saw how a not-so-positive relationship between the teacher and the students can affect the classes and the students' outcome.

On the other hand, a positive relationship can change everything. For example, at the beginning of my practicum, I kept teaching the same thing as the other teacher was teaching, all the students were complaining about the fact that they did not understand the content with the headteacher. Then, I started to try to be closer to them, get inside their world, talk "on their ways" to make them understand, and I realized that they could be learning much more by the way they used the English language in class.

In this paper, first I explore the concepts of the Pedagogical Residency Program. I present the Pedagogical Residency Program as a preparation matching the teaching theory and practice to the teachers' preparation in the classrooms. I outline its structure, objectives and its effective role beyond the traditional classroom. Then, I bring concepts related to teacher-student relationship (TSR) and affect in the educational context. I investigate some psychological theories and socio-emotional learning theories that underpin the teacher-student relationship.

<sup>1</sup> The practicums are supervised educational acts at school, teachers' environment, which aims to prepare students for work. (art. 1º e seu § 1º da Lei 11.788/2008)



This study has a case study methodology of a qualitative research, to better understand human experiences inside the PRP. Knowing this, interviews were done with the students, residents and headteachers from the program. After that, I analyze and discuss the interviews. I study the point of view of the participants about affective interactions between teachers and students, and understanding how these relationships impact the students' social and academic outcomes. At the end, we synthesize the findings, and we try to propose practical strategies for enhancing affect in teacher-student relationship inside the classroom, which aims to cultivate supportive environments that feed academic growth and socio-emotional development.

We consider this research important for the teachers-in-training to know that, within the teaching and learning process, our feelings and the students' feelings matter and may interfere in the results of this process.

## 2 LITERATURE REVIEW AND GENERAL CONCEPTS

In this chapter, it will be addressed information about the following topics: *Pedagogical Residency Program (PRP)*, the meaning(s) of *affect*, teacher-student relationship (TSR), and interpersonal relationship.

### 2.1 Pedagogical Residency Program and Observational Studies

The Pedagogical Residency Program (*PRP*)<sup>2</sup> was established in Brazil, in 2018 by the Ministry of Education (MEC). The objective of the Program was to improve practical training in undergraduate teaching courses, promoting an immersion of undergraduate students in basic education in public schools, making them become student-teachers. This opportunity was only for the students who were in the second half of the course.

The PRP was discontinued by the government in 2024 and was substituted by the Institutional Program of Scholarships for Teaching Initiation (IPSTI)<sup>3</sup>, which existed already, but was addressed to students who were in the first half of their undergraduate course. Now, this Program includes students from the beginning to the end of the course.

As a participant of the PRP, I can say that it facilitated the communication between theory and practice. In the PRP, we can see how it is to feel like a real teacher, because we are introduced to a reality that we are not used to.

It can be said that the engine that animates and gives meaning to the internship – both in Pedagogy and in other degrees – is the search for a continuous relationship – possible and necessary – between theoretical studies and everyday practical action. [...] It is important to analyze what happens, how, why, where, with whom and when certain situations occur, seeking a new meaning in light of what is being observed and learned in the process along with the observed reality. (CALDERANO, 2012, p. 251)<sup>4</sup>

2 BRASIL. Ministério da Educação. Coordenação de Aperfeiçoamento de Pessoal de Nível Superior - CAPES. **Edital Residência Pedagógica**. Brasília: MEC, 2023. Disponível em: <https://www.capes.gov.br/imagens/stories/download/editais/01032018-Edital-6-2018residencia-pedagogica.pdf>. Acesso em: 16 out. 2023.

3 Programa Institucional de Bolsas de Iniciação à Docência (PIBID)

4 Tradução livre de: Pode-se dizer que o motor que anima e dá sentido ao estágio – tanto na Pedagogia como nas demais licenciaturas – é a busca da relação contínua – possível e necessária – entre os estudos teóricos e a ação prática cotidiana. [...] Importa analisar o que acontece, como, por que, onde, com quem e quando acontecem determinadas situações buscando um novo sentido diante do que está sendo observado e apreendido no processo junto à realidade observada.

The engine that Calderano (2012) say may be the relationship between theory and practice. While observing other teachers' classes we can notice new actions and learning experiences. So to me, it was very important to understand the relations between theory and practice in the real world, in the context of education.

I was accepted on the third edition of the Pedagogical Residency Program, with the subproject: English Language, in September 2023. We had other two editions in 2018 and 2020, on the Additional Languages course, but the language of the subproject was in Spanish. Throughout the years, the PRP were headed by the professors: *Isaphi Marlene Jardim Alvarez, Eduardo de Oliveira Dutra, Katia Viera Moraes*. In the PRP, we need to do 15 hours of observation and 440 hours of practice. So, during these hours of observation, we have to notice everything that happens in the classroom in order to be prepared for things that could emerge during our practice.

The PRP is an extension of the required practicum in undergraduate teaching programs, which allows teachers-in-training to spend more time in the school environment, including the teachers' room, as well as participating in meetings and classroom activities. By having these experiences, we can engage more with the students, get to know them better as learners and individuals.

## **2.2 What is affect?**

According to the Cambridge Dictionary, affect, as a verb, is when you have an influence, or you cause a change in someone or something. And affect, as a noun, in the area of Psychology, means a type of emotion or mood that shows someone is feeling something.

Some psychology studies bring concepts of affect or related to affect. For example, Wundt (1897) said that affect is a feeling state that is a fundamental ingredient of the human mind. It is not easy to find a concept of affect, except for Arnold's definition (1999), which will be the base concept for this research. For her, affect is related to the aspects of emotion, feeling, mood or attitude which condition behavior.

Some people may get confused about the difference between affect and affection. Affect refers to the experience of emotion. In Psychology, affect is a term

that has a lot of definitions, including mood, feelings, etc. Affection means a feeling of liking, and it is associated with love and compassion, it also involves warmth, care for someone or something.

When you understand the concept of affect, you will know better the human emotions and behaviors. Understanding affect is very helpful for personal relationships and social bonds. It helps comprehend a wide array of human emotions and behaviors, while understanding affection is crucial for insights into personal relationships and social bonds.

The concepts of affect and affection embrace emotions and moods, which play a crucial role in shaping teacher-student relationships. When we clarify these affective components, we can reveal how teachers' and students' feelings influence their interactions, contributing to the social and academic relations.

In consequence, knowing these meanings is essential for the teacher-student relationship (TSR), we need to comprehend that the emotional understanding has a great importance for teaching and learning.

### **2.3 Affect in Teacher-Student Relationship (TSR)**

Teachers who understand the affective realm can help build a better environment inside the classroom. The relationship between students and teachers is one of the most important things for the learning process. Having a good relationship with the students will create an environment in which trust, empathy, and self-confidence can grow, so the students feel comfortable, seen, valued, and inspired. When teachers create an environment where they build strong and empathetic relationships, the students will feel more connected and will enhance their engagement and participation.

Teacher-Student Relationship (TSR) has different perspectives, and one of the perspectives that raise questions about the TSR came from the attachment theory by John Bowlby (2002). This theory says that all human beings were born with caring behaviors and the need to look for comfort and attachment to close people, normally parents, just for basic needs. And it also was divided into five parts: secure, insecure, insecure ambivalent, insecure avoidant and insecure disorganized. Each one of these parts is related to our individual perceptions, emotions, thoughts and

expectations. (Bowlby, 2002). For that reason, we can say that TSR is an interpersonal relationship based on the attachment theory

TSR depends on emotional intelligence, which refers to our need to understand and respond to both our own emotional needs and those of the students during the learning process. This perspective views learning as more than just a cognitive process; it is seen as a more intricate human experience (Gardner, 1983).

Certainly, TSR changes the learning environment, and by doing so it may interfere with the learning process as well. When a teacher reflects on TSR, he or she should know that there is a thin line between affect and professionalism. Affect should be a supportive force rather than confuse the limits of the teacher's authority. So, having clearly communication, establishing the limits and maintaining mutual respect, we create a better environment for our students, but we also keep the appropriate limits. Knowing this balance, we will enhance both the learning process and teacher-student interaction.

According to Goleman (1995), emotional intelligence is about managing, recognizing, and understanding the emotions of others as well as your own emotions. When teachers are emotionally intelligent, we may have a positive learning environment, in which the students feel comfortable and valued, and we promote a better classroom management as we can solve the problems in a respectful and disciplinary way. So, emotional intelligent teachers create a positive learning environment because they understand their emotions and of their students. In this classroom, we may have students more engaged, motivated and ready to develop their social emotional skills, which is the capacity to know and regulate their own emotions.

Teachers who solve the classroom problems calmly and maintaining discipline, foster a supportive atmosphere. In other words, emotional intelligence has a vital role for the construction of healthy and effective relationships between teachers and students, which can increase students' learning outcomes and their personal development.

## **2.4 Motivation and Student Learning Outcomes**

Interpersonal intelligence is the ability to comprehend other people, what are the things that motivate them, how they work, how to work cooperatively with them (Gardner, 1983). In more advanced forms, interpersonal intelligence allows a skilled adult to read the intentions and desires of others, even when they are hidden, capable of distinguishing what a person is feeling, their desires, etc. In addition, a teacher always wants to know how the students' outcomes are, if the students are motivated.

Gardner and Lambert (1972) use the words integrative or instrumental to talk about motivation. Motivation is integrative when we have students that wish to learn because they are interested to learn something in an open-minded way. So, a lot of their actions come from values, expectations, thoughts, among others. The students give more importance to learning than to success or fail.

On the other hand, motivation is instrumental when we have students that think the purpose of learning reflects a goal or objective, so the source of motivation is other than the teacher or the language. An example of these motivations is when we are at a Physical Education class, and we have two students. Student A is extremely interested in learning how Handball works, because she loves to play this game. Student B is extremely interested too, because he wants to earn a scholarship for the best Handball player. So, student A has integrative motivation and student B has instrumental motivation.

There are also other designations that talk about motivation: Intrinsic or Extrinsic motivation. Intrinsic motivation is when the students freely engage in the activities that interest them without the necessity of rewards. Extrinsic motivation is not related to interest, it is more something that they can have through external recompense (Deci; Ryan, 1985). Therefore, the extrinsic forces that operate on people and the intrinsic reasons and necessities are considered by the SDT - Self Determination Theory.

According to the SDT, there are six mini-theories<sup>5</sup>:

1. Cognitive Evaluation Theory (CET), which concerns intrinsic motivation;
2. Organismic Integration Theory (OIT), which addresses the extrinsic motivation with their properties, determinants, and consequences;
3. Causality Orientations Theory (COT), which describes individual differences in people's tendencies and regulate behavior in various ways;

**5 The theory – selfdeterminationtheory.org. Disponível em:**

<https://selfdeterminationtheory.org/the-theory>. Acesso em: 10 de set. 2023

4. Basic Psychological Needs Theory (BPNT), which elaborates the concept of evolved psychological needs and their relations to psychological health and well-being;

5. Goal Contents Theory (GCT), which grows out of the distinctions between intrinsic and extrinsic goals and their impact on motivation and wellness;

6. Relationships Motivation Theory (RMT), which is concerned with these and other relationships, and posits that some amount of such interactions is not only desirable for most people but is in fact essential for their adjustment and well-being.

Having these rating tools for motivation and self-determination, we can create a better environment for the students, where self-determination and self-confidence will be the main aims in the learning process. Each student will be motivated for one reason or another. Knowing this, we can observe the effectiveness of motivation.

School motivation is not a particular teaching technique or method, but rather a cognitive factor present in every learning act and process. The factors that determine motivation in the classroom occur through the positive interaction between the teacher and the student. (CARRASCO, 2016, p. 35)<sup>6</sup>

As we can see, motivation is important in the classroom. The teacher needs to have this in mind, because motivation can be created or enhanced during the positive interactions between teacher and student.

Motivation, interpersonal intelligence, self-determination and self-confidence are connected for many reasons. Cooperatively, they create a positive engine in which each one strengthens the other. Interpersonal intelligence can enhance motivation and self-confidence, by letting the people understand and relate well to others, and it also reinforces self-determination, due to the feeling to be more empowered and supported. This cycle can have the capacity to maintain effective interpersonal interactions and to promote a motivating and collaborative environment..

All these concepts interact with one another, simultaneously, inside the students' minds and hearts, and they could also match with positive strategies used by the teacher to create a better learning environment. If students are motivated, they

will increase their communication and collaboration skills, as well as feel freer to

6 Tradução livre de: "La motivación escolar no es una técnica o método de enseñanza particular, sino un factor cognitivo presente en todo acto y proceso de aprendizaje. Los factores que determinan la motivación en el aula se dan a través de la interacción positiva entre el profesor y el alumno."

participate and be more proactive in the classroom. These interactions between teachers and students can provide an environment of confidence, which may contribute to the process of learning.

## **2.5 Teacher Student Relationship in Public Schools during English Classes**

The entire process of teaching English with focus on students' learning process is a hard work. Inside the classroom in a public school there are many individual and family differences: gender, grade level, ethnicity, socioeconomic status (Lee Jung-Sook, 2012). We, as teachers or future teachers, need to take into account differences before starting the classes. We have to deal with classroom management and resources, handling parents, motivation, trying to use technology as a friendly tool, etc.

To make this process easier, it is necessary to have open communication with the school and mostly with the family of our students. They can make us understand the individual needs of the students and provide support at home. When teachers are planning, they should have in mind that, if necessary, they will have to adapt their classes and their plannings, because teaching is also a process; they will know their students and the way they learn, so they may be flexible in their lesson plans.

According to Piaget (1990), the learning process is an individual construction. We need to know that teaching and learning brings about changes inside and outside students' life. Besides, each student has their own rhythm, style and mode of learning, so the cognitive and affective answer is different, they will learn the same thing but not in the same way or at the same time.

Due to all the individuality differences amongst students in a public school and the challenges that we may find in the learning process, we need to use other ways to get closer to students, make them feel comfortable in the classroom, and create a way to make the learning process if not easier, at least comfortable.

Students were more behaviorally and emotionally engaged when they had positive relationships with their teachers and this further contributed to their academic achievement (Hughes; Luo; Kwok; Loyd, 2008; O'Connor; McCartney, 2007 *apud* LEE; Jung-Sook, 2012, p. 3).



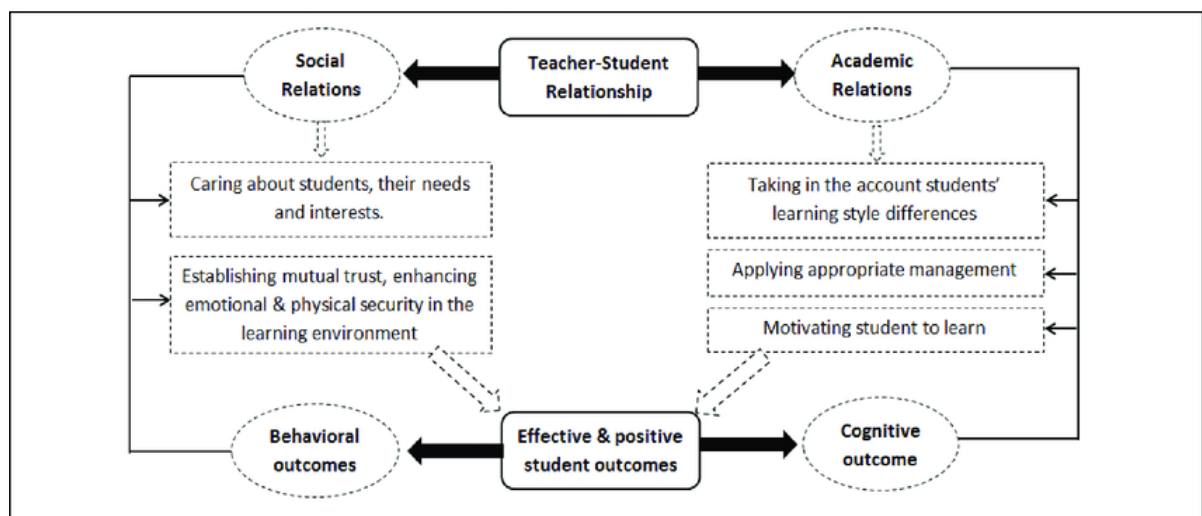
Having good relationships between teachers and students makes the learning environment more supportive and effective. The teacher aids the student, providing all the resources they need, so they can reach a better understanding that they could not reach without help. (Vygotsky, 2001)

A supportive and effective space to our students involves a mix of physical, emotional, and educational considerations. We must ensure that their space is inviting and well organized and make the communication clear and open. Furthermore, we have to encourage them and celebrate their achievements, even if they are smaller than expected. Besides, we should always try to give constructive feedback and support students in their endeavors in the classroom.

Students who feel connected to their teachers are more emotionally engaged, which has a positive effect on their behavior. It is like a ripple effect, positive interactions foster a positive atmosphere, having this environment contributes to students' educational experience and achievement.

In this image, we can have a perspective of how the TSR works in a classroom. If the teacher cares about the students, establishes trust, adapts the classroom, motivates the students, and promotes an environment in which the student can feel comfortable during the learning process, there will be positive outcomes from the students.

FIGURE 1: A theoretical model of the teacher–student relationship.



Source: Aldhafri; Alhadabi (2019, p. 4)

The figure above shows how TSR works in terms of social and academic relations, and behavioral and cognitive outcomes. Teachers should be mindful of their social and academic relations. The social relations stand for when teachers care about the students' needs and interests and when we demonstrate mutual respect, trust and security during the learning process. Academic Relations refer to when we know and understand the students' learning styles, use the appropriate guidance and motivate all the students to learn.

When we experience both kinds of relation in the classroom, we are going to see behavioral outcomes resulting from the social relations and cognitive outcomes resulting from the academic relations. At the end, our students will have effective and positive outcomes and the learning process will be easier.

We can also expect other emotions in of the classroom, from the teacher or the student, such as joy, anger, anxiety. Teachers can feel joy when they see that their students are motivated. And, they can feel anger and anxiety when they see that their class is not in a good mood, what they bring is not working, and they keep thinking about what they could do differently. Students can feel anxiety, stress and anger, and the learning process can be compromised. Also, they can express positive emotional factors such as self-esteem, empathy and these can facilitate the learning process (Arnold, 1999).

Both teachers and students can feel a variety of emotions, from joy and empathy to anxiety and anger and all these emotions can impact in the learning and teaching process. As teachers, we can try to create a better atmosphere for learning, which will make the educational journey calmer and more pleasant to everyone.

### 3 METHODOLOGY

A qualitative research allows us to survey an unknown dimension of the social world, the understandings, experiences and the way social processes, institutions, discourses or relationships work. So, in the end, we can study the meaning they generate (Mason, 2002). The choice for this approach was based on the understanding that qualitative research aims to comprehend human behavior and experiences, corresponding to a rigorous approach, which emphasizes detailed records of the data found in the investigation.

We characterized the methodology of this paper as a qualitative case study, on this approach we do intensive interviews that permits the reconstruction of the processes and relations that build all the daily experiences (André, 2013). This approach allows for a deeper immersion inside the results, in which we can have a rich and detailed approach to discourse and answers provided. Furthermore, it permits us to be closer to the participants, facilitating a better understanding of their motivations and perspectives.

For this study, interviews were done in the Pedagogical Residency Program (PRP) with 1 out of 5 residents<sup>7</sup> from the English Subproject, all the residents were invited but only one answered, 46 students from 2 different schools, for whom the parents signed a term, allowing them to participate (APPENDIX, see page 40) and 2 out of 3 headteachers<sup>8</sup>. For the students, the interviews were done in Portuguese, in person and individual, and they were asked the following questions:

FIGURE 2: Students' Question

<b>English</b>	<b>Portuguese</b>
1. Do you like English? Why?	1. Você gosta de Inglês? Por quê?
2. What does affection mean to you?	2. O que uma relação afetiva significa para você?
3. How do you recognize an affectionate teacher?	3. Como você reconhece um professor afetuoso?
4. For you, what are the characteristics of an affectionate teacher?	4. Para você, quais são as características de um professor afetuoso?
5. Have you ever had any positive experience of affection with a teacher?	5. Você já teve alguma experiência positiva de relação afetiva com um professor?

7. A resident is a teacher in training having practical experience.

8. A headteacher is a school teacher responsible for supervising a resident

6. Have you ever had any positive experience of affection with an English teacher? Can you explain a bit more, please?	6. Você já teve alguma experiência positiva de relação afetiva com um professor de inglês? Você pode explicar um pouco mais, por favor?
7. Do you believe that affection between teacher and student contributes to the learning environment?	7. Você acredita que as relações afetivas entre professor e aluno contribuem para o ambiente de aprendizagem?

Source: Authoress (2024)

The survey questionnaire with the resident and the headteachers were done in Portuguese, using the Google Forms Website, to accommodate our busy schedules. The interviews were guided by the following questions:

FIGURE 3: Headteachers and Resident's Questions

<b>English</b>	<b>Portuguese</b>
1. What does affection mean to you?	1. O que uma relação afetiva significa para você?
2. Do you show affection for your students? Explain.	2. Você demonstra afeto pelos seus alunos? Explique.
3. Do you use strategies to create a welcoming and affectionate classroom environment? If so, what are they?	3. Você utiliza estratégias para criar um ambiente de sala de aula acolhedor e afetivo? Se sim, quais são eles?
4. Do you believe that affection between teacher and student contributes to the learning environment?	4. Você acredita que as relações afetivas entre professor e aluno contribuem para o ambiente de aprendizagem?
5. In your opinion, what is an affectionate teacher?	5. Na sua opinião, o que é um professor afetivo?

Source: Authoress (2024)

This research involves students from the 6<sup>th</sup> to the 9<sup>th</sup> grade, aged between 11 and 14 years old. It also involves headteachers and residents, aged between 25 and 55 years old, who have had significant teaching experiences. The headteachers have at least 5 years of experience teaching English and the resident have the based of

teaching-learning theory and practice experiences provided in the undergraduate program of Additional Languages - English and Spanish.

Concentrating on both groups was essential, because their feedback and experience gave us an idea for a comprehensive understanding of an affective teacher-student relationship. Their perspectives helped us to identify students' needs and give ideas for the teachers to create strategies to improve students' learning experiences, providing them guidance and support.

## 4 RESULTS AND DISCUSSION

As mentioned in the Methodology section, for the development of this study, a interview and a survey questionnaire were conducted: with the students from the two schools which took part of the PRP, and with two headteachers and one resident from the PRP. The first school will be named *Sunflower School*, and the second school will be called *Begonia School*. The 46 students who participated of this research will be called with names of flowers as well, to protect their identities. The headteachers will be called as *Headteacher n1*, *Headteacher n2*, and the resident will be called as *Resident 1*.

In the following subsection, the answers of the participants will be analyzed, based on the concept of affect and their understanding of this concept.

### 4.1 Students

First, let us analyze the answers of the 46 students in Sunflower and Begonia Schools. The first question (“Do you like English? Why?”) provided interesting responses. 10 students said that they do not know if they like English or not, because they started to study the subject just this year. The other 36 students said that they like English, because learning a new language is “cool” and can open a lot of opportunities to them, as we can see in the following excerpt:

*Camellia: I like it because it is a language that is spoken in many countries, and it connects people a lot. It is very beautiful, but very complex, even though the words are simple... Besides, if we know English, we can travel the world.*

Camellia’s excerpt reflects a common attitude towards about the English language, which also relates to the Self-Determination Theory (SDT), using and learning English language fill the basic psychological needs designed by the SDT: autonomy, competence and connection.

Autonomy can facilitate the individuals’ freedom, making them independent to make choices, interact with others in other languages. Meanwhile, when the topic is competence, the students’ get autonomy and their competence in the complexity of the English language grows. In the end, we are going to have students that are able

to connect to other cultures through English and foster meaningful relationships and a sense of belonging, which SDT emphasizes.

According to the second question, about what affection means to the students, 16 students do not know what affect is or said that it is related to a negative feeling, a term that most of these 16 students used was “anger” (or a synonym). The psychologists say that if the kids had bad experiences relating to affection, normally inside the house, with their family (father, mother, grandparents, etc.), they probably are going to relate affection to a bad thing. The other 30 students said that affection is when you receive special attention from someone and are treated well.

Analyzing the third question, that relate to how they recognize an affectionate teacher, 6 students answered that an affectionate teacher is “the one who screams in the classroom” (Daisy, 2024), which is different from the idea of the other 25 students, who said that an affectionate teacher is “the one who listens to the students when they need” (Lavender, 2024). The rest of the students did not know how to answer this question or did not give clear answers.

So, these students probably had different experiences with affection. In these relationships throughout their lives, they experienced affect (or not), but mostly attachment. The attachment theory (Bowlby, 2019) said that all human beings were born with caring behaviors. Each one of these students experience at least one of the five different type of attachment. So, everything that happened in their childhood may affect their future relationships, including about what is affection.

Here students start to answer the fourth question about what it means to be an affectionate teacher or a teacher who cares about how he or she shows affect towards students. Bringing more characteristics of an affectionate teacher, students responded that the teachers are always there when students need them; they explain with love and if the students do not understand, the teachers explain once or twice more; the teachers have to care about the lives of the students, listen, ask, try to be by their side.

*Moonflower: I think that an affectionate teacher realizes that something is wrong with the student, he is not obliged to know. If he sees that the student is sad, he goes there and talks to the student, asks what is happening, and does not ignore the signs. I think that an affectionate*

*teacher is this, he explains the subject well, but he knows when he has to be more than a teacher.*

Each student is an individual piece of a puzzle, with their own mode, style, rhythm and way of learning (Piaget, 1990). A teacher that understands this will adapt their classes to support students and to create a positive learning environment.

An affectionate teacher is tuned with the students' emotional state, offering advice, maybe a hug, or just listening to the problem when they see that students are not well. Sometimes a teacher has to assume a caring role while complying with the traditional educational tasks.

When students were asked if they have had a positive experience of affection with a teacher and with the English teacher, the students answered that with the English teacher they never had a positive experience of affection, but with the other teachers at school, they had at least one that they could count on.

The last question of the interview brings the main idea of this project, if they believe that affect between teachers and students contributes to the learning environment.

*Primrose: The student learns to pay attention because he will receive encouragement from the teacher. We had a teacher who explained things very well, but she lacked affect and people didn't like her, which ended up complicating the explanation. She just wanted to be a teacher and leave.*

Students' answers reveal that the affection between teachers and students significantly changes the learning environment. When they trust their teachers, they feel comfortable and encouraged to ask and answer questions and to do the exercises. On the other hand, they also had experiences from a competent teacher without affection, which resulted in a less profitable learning experience.

The feeling of support and incentive from teachers that demonstrate affection with the students foster a positive atmosphere, letting empathy, self-esteem, trust, self-confidence and self-determination have a voice, which agrees with the theories presented by Arnold (1999) on how different emotions affect the learning process.



## 4.2 Headteachers and Residents

The questions asked to headteachers and residents were similar to the ones prepared for students but using the perspective of the teacher. They were: What does affection mean to you? Do you show affection for your students? Do you use strategies to create a welcoming and affectionate classroom environment? Do you believe that affection between teacher and student contributes to the learning environment? In your opinion, what is an affectionate teacher?

The answers of the headteachers, were concise and lacked in development maybe due to the venue in which they were conducted (Google Forms). The answers of the resident were carefully elaborated and detailed. This might be due to not only the familiarity with the Google Forms and its profuse use at the university, but also to his care for the institution of teaching.

For the interviews carried out with the headteachers and the resident, 5 questions were asked (see above). In response to question 1, about the meaning of affection, the Headteacher n1, answered that affection is when you treat all the people with empathy. This teacher tries to create an environment of respect, jokes. Similarly, the Headteacher n2 answered that affect is “reception”. This teacher tries to create connections with students, welcomes, gives an explanation with individual examples, and includes sweet words to classroom communication.

The interviewed headteachers show different slightly approaches to the meaning of affection. However, both share the objective to create a positive and welcoming environment, even with the distinct methodologies. The combination of the right understanding and a better approach contributes to a positive and effective learning environment.

In relation to showing affect and the strategies used to show it, Headteacher n1 focuses on empathy and the generation of a positive environment with respect and humor. This statement shows the importance of emotional understanding and interpersonal interactions to promote a better learning atmosphere. When we treat students with empathy, we aim to create a comfortable learning environment and support which impacts positively on the students' well-being.

On the other hand, Headteacher n2 emphasizes the “reception” as a fundamental aspect, which suggests a focus on how the teachers receive and

interact with students, aiming to establish connections that go far beyond the teaching part. The use of welcoming and kind words reflects a personalized and attentive approach that increases the students' sense of belonging and the emotional connection with the classroom.

Resident n1 understands that affection is a feeling that we have for someone. This resident tries to be attentive with the students, respecting them even when something has to be imposed for the class to continue. Resident n1 said that he always tries to be kind with the students, asks how they are, and always corrects the activities by writing: "very good!" or "amazing", which makes the students happier.

Resident n1 emphasizes empathy, respect and positive feedback to promote a supportive environment. In order to be attentive to their students' needs, this resident balances respect, discipline and positive feedback to create a positive environment that fosters emotional well-being and students' intrinsic motivation.

In relation to the last question, what is an affectionate teacher, Resident n1 and both Headteachers said that they believe that affection contributes to the learning environment. When the teacher is affectionate and kind, he/she can awaken students' desire to participate in class, which makes the students do the activities, answer the questions, even if they are embarrassed.

Both headteachers and resident perspectives show the presence of affection in improving the learning environment. They agreed that when the teacher is affectionate and kind, the students will be more active in class. Knowing this helps to create an atmosphere in which the students feel comfortable to participate in, even if they feel ashamed or afraid.

By fostering a classroom environment with empathy and kindness, teachers can encourage students to ask questions, be more involved in the activities. This understanding shows the importance of how positive relationships between teachers and students and how they foster overall learning success.

## 5 FINAL CONSIDERATIONS

Many educational institutions tend to view children as if they are starting from scratch, overlooking the wealth of knowledge and abilities they already bring with them. Our teaching approaches frequently shock with their natural thought processes and struggle to challenge the well-established theories they have been developed about the world around them. Not only with children, but we may do the same thing with teens or even adults.

Goleman (1999) said that the schools and teachers have concentrated on understanding the rational and cognitive functions of our minds, while they are denying everything that is related to emotions. We have to highlight that emotional intelligence can be learned and improved through education and practice. When we create a collaboration between the emotional intelligence, interpersonal intelligence and affection, we can not only enhance students' academic and social relations, but also equip them with skills necessary for personal and professional success.

So, the best thing we could do for our students is to help them emotionally and intellectually. They must feel that they are seen, valued, supported, understood and inspired. Besides, they have to be comfortable to do the exercises alone, to ask and answer questions. Therefore, we must create a welcoming environment to make them feel comfortable and to stimulate self-confidence, self-determination between the students. This way, the learning process will be easier, and their outcomes will be faster.

Promoting a learning environment that has the social and academic relations in the TSR, it is possible to have positive behavioral and cognitive outcomes. When the teachers prioritize students' needs and interests, demonstrate mutual respect, trust and start to adapt their classes to the individual learning styles, the classroom will become a space with more effective and positive outcomes.

Recovering the research questions: *How is affect manifested between teachers and students?*, *What are the components of the teacher-student relationship (TSR)?* and *How may affect contribute to the learning process?*, we can say that affect inside teachers-students relationship is manifested through various interactions during the learning process.

Teachers can use kind and encouraging words, show supportive attitudes and have strategies to create a comfortable and welcoming environment for the students. The connection between these interactions and a sense of belonging and emotional security will foster an effective learning environment with affect between teachers and students.

The teacher-student relationship (TSR) is a reciprocal dynamic, requiring equal investment from both teachers and students. So, the students should be open and accept the relationship, and the teacher needs to be genuinely interested in the topic and willing to study and understand the process. When both parts are engaged, we start to understand the huge importance of collaboration and reciprocal respect from both.

The methodology of the school where I work taught me how TSR and affect is important for the learning process. In the beginning of the teachers' training course, one of the things that the school highlighted was that we should know students' names, which could be a simple thing, but it changes everything. Calling the students by their names will let them feel well tended, valued, and recognized.

This attitude is a way to demonstrate affection, which could be an ally if we start to understand its concept. Teachers who invest in getting to know their students individually will have a better classroom atmosphere and will establish a friendly relationship with them.

Together, affect and TSR, significantly help the learning process, making it more accessible, enjoyable, and effective. Positive emotional environment not only enhances student motivation, but also facilitates a deeper understanding, greater retention of information, and an overall more enduring learning experience.

Through my years of experience in the classroom, as a student, teacher-student, and finally as a teacher, I could see that an affectionate teacher can change everything. One example of this is when I was a student, I thought that I always had difficulty with mathematics, my grades were medium to bad, my relationship with the teacher was normal, nothing to care about. When the Math teacher changed, the new one always started the classes asking about our lives were and he made me feel important, treating me with patience and respect. Then, magically, I started to understand math and my grades got higher, from the day to the night.

Nowadays, I realize that I always understood mathematics, but the fact of my first teacher not showing affect changed my learning outcomes. Carrying out this research made me understand this. Students just want to feel that they belong somewhere, they need help and understanding, not unnecessary and constant reproval.

As a student-teacher and a teacher, I also understood that not only students need emotional support, but also, they need affection. In order to create a welcoming and comfortable atmosphere, teachers should be encouraged to be up to date with educational Psychology theories, because sometimes, inside the classroom, we may have to deal with situations that do not seem to be arising from the content area we are teaching.

We always have to do more than what is expected from us. That is why both teachers and students need to have emotional support. Without this, the positive atmosphere may take a while to happen for students and teachers or may not happen at all. Some emotional support that can be given is counseling, peer support groups, and open communication channels. By addressing emotional needs, we establish the base for a stronger relationship between teachers and students.

In this research, we glimpsed at what teachers can see beyond the wall of planning or teaching to create a space in which everyone feels valued and understood, knowing the importance of the relationship between teachers and students. Besides, a good relationship, with affection, respect, and motivation between teachers and students, helps in the students' development as citizens.

All things considered, this research inspired me to carry out a neural mapping on affect and additional language learning in the regions of the human brain, whether it be a learner with or without prior knowledge. Future researchers could also benefit from a more developed focus and detail on teachers' perspectives on the issue of affect. Additionally, exploring which methodologies or approaches are better to foster effectively affect in the relationships between teachers and students would be valuable.

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## ANNEX A



## TERMO DE ASSENTIMENTO LIVRE E ESCLARECIDO (TALE) ALUNO MENOR DE IDADE

Seu filho(a) é convidado(a) a participar, como voluntário(a), de uma pesquisa para o Trabalho de Conclusão de Curso tendo como título “Beyond the Classroom: Investigating Affect in Teacher-Student Relationships through Pedagogical Residency Program Observations”\*. Após ser esclarecido(a) sobre as informações a seguir, no caso de aceitar fazer parte do estudo, assine esta folha, por favor.

### **INFORMAÇÕES SOBRE A PESQUISA:**

Título do Projeto: “Beyond the Classroom: Investigating Affect in Teacher-Student Relationships through Pedagogical Residency Program Observations”\*

Pesquisadora: Amanda Hirdes Bica - [amandabica.aluno@unipampa.edu.br](mailto:amandabica.aluno@unipampa.edu.br)

Orientação: Professora Dra. Denise Von Der Heyde Lamberts - [deniselamberts@unipampa.edu.br](mailto:deniselamberts@unipampa.edu.br)

Sou aluna da Universidade Federal do Pampa - UNIPAMPA, faço parte do Programa Residência Pedagógica, estamos acompanhando e lecionando para os seus filhos na disciplina de Inglês, junto com a professora titular, desde outubro de 2022.

A colaboração de seus filhos(as) é de extrema importância para a minha pesquisa, cujo objetivo principal é investigar como se manifesta o afeto entre professores e alunos dentro das aulas de Inglês. A participação do(a) seu/sua filho(a) não é obrigatória.

Caso você concorde, faremos uma entrevista oral com seu/sua filho(a), que será gravada (somente áudio, sem imagem) e posteriormente transcrita..

O presente documento atesta que o/a participante está ciente de que sua entrevista poderá ser utilizada na publicação da pesquisa. As informações que identifiquem os participantes não serão divulgadas e seus nomes serão substituídos por nomes fictícios (nomes inventados).

### **DECLARAÇÃO DO(A) PARTICIPANTE OU RESPONSÁVEL**

Eu, \_\_\_\_\_  
declaro que entendi os objetivos, riscos e benefícios da minha participação na presente pesquisa. Sei que, a qualquer momento, poderei solicitar novas informações e modificar minha decisão de participar desta pesquisa. Declaro que estou ciente que a minha participação depende da autorização dos meus pais ou responsável. Recebi uma via original deste Termo de Assentimento Livre e Esclarecido e me foi dada a oportunidade de ler e esclarecer minhas dúvidas.

Bagé, \_\_\_\_ de \_\_\_\_\_ de 2024.

Assinatura do participante

**ENTREGAR NA PRÓXIMA AULA DE INGLÊS!**