



**UNIVERSIDADE ESTADUAL DA PARAÍBA
CAMPUS I - CAMPINA GRANDE
CENTRO DE EDUCAÇÃO
CURSO DE GRADUAÇÃO EM LETRAS (LÍNGUA INGLESA)**

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MOTIVATIONAL RESOURCE AS A TEACHING STRATEGY: CASE STUDY

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**Trabalho de Conclusão de Curso
apresentado ao Curso de Graduação
de Letras (Hab. Língua Inglesa) da
Universidade Estadual da Paraíba, em
cumprimento à exigência para
obtenção do grau de Licenciado em
Letras (Língua Inglesa).**

Orientador: Esp. Técio Oliveira Macedo

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V331m Vasconcellos, Bruna Magalhães
Motivational resource as a teaching strategy [manuscrito] :
case study / Bruna Magalhaes Vasconcellos. - 2015.
32 p.

Digitado.
Trabalho de Conclusão de Curso (Graduação em Letras) -
Universidade Estadual da Paraíba, Centro de Educação, 2015.
"Orientação: Prof. Esp. Técio Oliveira Macedo,
Departamento de Letras".

1. Ensino de Língua Inglesa 2. Motivação - Sala de Aula 3.
Relação Professor-Aluno 4. Estudo de Caso I. Título.
21. ed. CDD 372.65

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Aprovada em 01/12/2015.

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Resumo

Pensando na importância do papel que o professor de língua estrangeira, especificamente inglês, pode exercer em sala de aula para oferecer ao aluno apoio necessário e essencial tanto para a motivação do aluno ajudando para a criação, ou crescimento, da autoconfiança do aluno. A evolução do estudo tem sido um dos focos entre professores e alunos oferecendo outra perspectiva sobre o processo da aprendizagem e mostrando a importância de conhecer o fato de que estudantes carregam sua 'história' de acontecimentos de sua vida para escolas e salas de aulas. Tendo em vista que a autoestima faz parte da afetividade e que a motivação exerce um importante papel para ajudar os alunos adquirirem o interesse em estudar a língua inglesa, o presente artigo tomará como base essas teorias para as análises realizadas no curso de Extensão oferecida pela Universidade Estadual da Paraíba. A análise será focada em: (1) as atitudes que o professor exerce em sala; (2) como os alunos reagem a tais atitudes do professor e (3) o que acontece posteriormente com a atmosfera da sala. Abordamos na pesquisa aspectos teóricos no que se diz sobre as diferentes motivações (ARNOLD, 2005, HARMER, 1985 e LOWES e TARGET, 1988), mostrando sua como sua contribuição positiva pode melhorar o rendimento escolas, assim como os fatores negativos podem regredir e por fim, a interferência que a autoestima exerce sobre a autoconfiança do aluno em sala de aula (TAMIOZZO, 2011; MARRIEL, ASSIS, AVANCI, OLIVEIRA, 2006 e SOUZA, STEFANELLO, SPILMANN, 2014). O presente artigo é de natureza bibliográfica, realizada através do monitoramento de três aulas em uma turma de inglês de nível III. Os resultados mostram que as atitudes de professores e alunos podem contribuir positivamente, ou não, na produção, interação e autoconfiança do aluno.

Palavras-chaves: Motivação e Autoestima como estudo de caso. Ensino de língua inglesa. Atitudes dos professores em sala.

Introduction

Motivation is presented in different areas in daily life, receiving and responding to these stimuli from people in different context, for example at home, in the neighborhood, with friends etc. Motivation in the context of school, involves a series of reasons for different types of observation and study in order to search for possible results and make the learning process more pleasurable. In this paper, it will be covered how students' feelings and emotions influence the acquisition of the English Language in the learning process. These feelings and emotions are connected with self-esteem and they will be studied from the learner perspective.

Self-esteem is related to how the learners face problems and difficulties from his/her life. This experience can be reflected in different areas of their

lives, including the performance on classroom. According to Andrés (2005) learners who have low self-esteem, may have difficulties in the learning process, however, students with high self-esteem have more participation in class. One problem faced by teachers with students who have a high self-image, most of the times, are the ones who make unpleasant jokes with their colleagues and take everyone's attention in different times of the classes.

The manner on how teachers will give some explanations about the students' performance concerning their production, known as feedback, can establish as a positive, or negative, motivation. Through the appropriate use of feedback it is possible to help learners with low self-esteem, despite the fact that it is not easy to work with feedback, because it does not depend only on the teachers' performance, but also on the set of school context - classroom, pupils, director, psychologists etc - as much as the learner contributions, and also because students' have different types of motivation, ways of learning and sometimes one feedback can be effective with one student, but inefficient with another.

Explanations on teachers' role and also what the other learners' should do in order to help a learner, that have low self-esteem, will be presented in this paper as a case study on learners' reactions, when they feel intimidate by the teacher, and their reaction when the teacher calls their attention to something they did wrong according to the teacher.

It is presented the importance of motivating students to make the school, classroom and teacher create a more entertaining and pleasurable class. The study of this matter is relevant, because we can try to present a new perspective to pupils on how having foreign language classes can be more enjoyable to learn and present to teachers, by some monitoring classes, how the motivation can increase learners abilities in their process of acquiring a new language.

Our qualitative research focused on the English classes from the Extension course, in the fourth level on Wednesdays, offered by the Universidade Estadual da Paraíba. The analyzes happened in three meetings, with the duration of 3 hours, which each meeting happens once a week. Through the monitored classes it will be analyzed actions as complaint, oral correction and the interaction between student-teacher and student-student.

This paper will work with the use of a case study, presenting the importance of positive feedback and actions made by the teacher, showing the influence from attitudes that can probably influence the students' self-esteem and also their production in class. Through a qualitative research, it will be presented the analyzes from the three classes in order to do that the classes were monitored, as well as making a comparison of the teacher actions, the relationship between the teacher and student and also the students reactions to the teacher feedback.

Having in mind that motivation is a powerful tool, it will be presented (1) what motivation in the classroom is; (2) what self-esteem influences on student learning process; (3) three classes analyzed to try to understand some actions from the teacher that influence on the process of learning a foreign language from students; and, finally, the conclusions of the article.

1. Motivation in the classroom

The learning process is more complex than most people think it is. It involves more than giving classes and correcting tests and activities. It is in this process of correcting and teaching that teachers must pay attention on each student in their classes. That is why teachers need to analyze if they are giving attention to student's feelings, and trying to understand the reasons some students fail at school.

To motivate learners to acquire the second language is to make students feel interested in the subject and, try to give reasons to learn another language, as mentioned by Arnold (2005) that "motivation involves the learners reasons for attempting to acquire the second language, but precisely what creates motivation is the crux of the matter." (ARNOLD, 2005: 13). In order to have the learners' concernment and motivation to learn, it does not only depend on motivational teaching, it goes further, starts with the involvement of the teachers trying to understand the learners' feelings, interests and goals.

Professionals involved in education should understand how significant is their influence upon students' motivation in the language learning and how important it is for the teacher to be patient, because learning is a job that requires: first, desire, to give support to students and looking for methodologies, classes and motivation that can be possible to help learners be motivated and

interested on the learning process. Second, love and enjoy to teach, because it need dedication to give motivation that encourage and make students feel interested with the learning process. And at last, to be a teacher that help to change bad ideas and break the obstacles in the learning process.

The affective teacher training begins with the action of desire. The action within that makes the master also a learner and, therefore, an achiever, because dreams, does not accommodate, believes and gives effect; is affected by the need to teach and educate the capacity to love. Teacher education should promote support to facilitate by removing obstacles to learn, because they prevent the socialization of the individual. (CUNHA, 2007 : 11)¹

According to Cunha (2007), teachers must understand that the base of their careers is their students, which means it is by what is been teaching on classes that students develop an autonomous position. It is by teachers' performance and attitudes that pupils will create their own personality as much as the critical side. Teachers are the models for their students, they are motivators that help the students to overcome their problems and facilitate their learning process.

In this way, motivation is divided into two categories. First, extrinsic motivation, which is related to students' behavior that aims to achieve instrumental purposes as rewards or avoid punishments. Second, intrinsic motivation, when pupils are motivated by their goals, the satisfaction in their performance.

1.1 -Extrinsic motivation

Since extrinsic motivation, as the name suggests, comes from outside the classroom, it is possible that teachers cannot create their students extrinsic

¹A formação afetiva do professor começa com a ação do desejo. A ação interior que faz o mestre também um aprendente e, por conseguinte, um realizador, pois sonha, não se acomoda, acredita e concretiza; afeta-se pela necessidade de ensinar e educar pela capacidade de amar. A formação do professor deve promover o suporte que facilite a remoção das barreiras da aprendizagem, pois elas impedem a socialização do indivíduo. (Cunha, 2007 : 11)

motivation as Harmer (1985 : 4) mentions, although they can also contribute to increase it and probably change pupils point of view from the target language.

This motivation is related to learners who want to study a foreign language because of some goals that they have related to the language. In this section, it was suggested, by Arnold and Brown (2005), that there are two main types of goals. First, integrative motivation and second instrumental motivation.

1.1.1 - Integrative motivation

This type of motivation comes from the learner interest from the culture of the language community that is being studied. Integrative motivation is when students have ideas, imagination and unreal situations involving themselves in another country and with different kinds of people. When pupils have this motivation, it means that they have a strong motivation about a community, for example, the way of living, the different gastronomy etc.

Here the student is attracted by the culture of the target language community, and in the strong form of integrative motivation wishes to integrate himself into that culture. A weaker form of such motivation would be the student's desire to know as much as possible about the culture of the target language community (Harmer, 1985 : 3)

It is by this desire that pupils want to be part of the community and it can be a strong motivational tool for many reasons. They show more interest on the class, consequently, their participation are more effective, it is also a more productive interaction between them. As well as the interest on trying to learn more about the language, they will always study outside the class and will try to understand the language by themselves.

1.1.2 - Instrumental motivation

In the instrumental motivation, the learners use the language as an instrument to obtain a better job or position. As any motivation, the previous experiences from the learner will be reflected, negatively or positively, in future stages. There are a range of factors and most of them are related to the student's attitude to the language. In this point, the student's attitude will be influenced by those around them, for example:

A young student's parents are very much against the culture of the target language community it is possible that this will negatively affect the student's attitude. Conversely a positive attitude on the part of the parents might have a positive effect. (Harmer, 1985 : 4)

Influences come from different people, different context and different areas of life, however, most part of these influences are negatively passed to others. Harmer (1985 : 4) says how the previous experiences from the students are important for their performance. The instructions, actions and thoughts the students had in the past from the parents, friends and peers will be crucial and the base for the way of thinking about themselves, because it is by these instructions they will form their self-image, attitudes and ways of thinking.

As Lowes and Target (1998 : 25) mention how feelings can influences on students' motivation "personal feelings also affect motivation. Adolescents may feel insecure and often experience mood swings. They may be extremely sensitive to criticism and ridicule". Students, as anyone else, have problems and conflicts, for example discussions in their family, with friends and personal problems. Those problems can be another significant point for teachers to think about their attitude in class. Language instructors must respect their students and try to motivate as much as they can.

As one of the persons who participate in the student's life, the teachers' point of view from the culture of the foreign language will influence on the student motivation. As other example, Harmer says (1985 : 4) "if the teacher is negative about the culture of the target language this will be disadvantageous, and it is equally true that a positive attitude towards the culture (by which we do not mean uncritical) will help". These negative points of view it does not only contribute for a negative motivation as it also guides to the rest of the students in a difficult class and passes a bad point of view from the target language.

1.2 - Intrinsic motivation

Making a comparison between intrinsic and extrinsic motivation, according, to Arnold and Brown (2005 : 14), while the intrinsic motivation provides a better participation on the production in learning process, extrinsic

rewards can reduce motivation, as presented the differences in points 1.1.1 and 1.1.2.

Differently from the extrinsic motivation, the intrinsic one is more effective for the students' production; it increases self-esteem and facilitates the learning process. In the case of intrinsic motivation, we have different situations that come from two different types of learners, considering the age. The first type of intrinsic motivation, concerns the adults learners acquiring a foreign language. As they have a baggage of experiences from their time of schooling, most of these experiences are bad, according to Arnold (2005), creating not only a negative motivation, but also a negative image to the foreign language.

The other type involve children. It is about the actions and attitudes from the teacher that can influence the learner. Considering two situations as an example, let us imagine the first situation: a teacher shows to the students positive attitudes as: making them curious about the foreign language, a pleasurable class and being patient can positively motivate the learner and, consequently, the student will feel more comfortable to interact in the class. In relation to oral correction, is important that teachers have, also, preoccupation because students takes into consideration the teachers' feedback, if told in a positive way, is possible that will contribute with the construction of student's self-esteem. Through these attitudes, the learner has a positive image and motivation towards the foreign language and the self-esteem from the learner increases.

The second situation is the opposite from first one. If a teacher passes to the students a negative image of himself/herself as a non-motivated teacher, saying negative aspects of the studied language and being rude with the corrections, feedback that are made in the classroom it can create a distance from the student and also their self-esteem can be compromised.

Many students bring no extrinsic motivation at all to the classroom [...], in the case of school children, have neutral, or even negative feelings about language learning. For them what happens in the classroom will be of vital importance in determining their attitude to the language, and supplying motivation (HARMER, 1985 : 4-5)

This quotation from Harmer (1985) clarifies the importance for teachers on how it is important their attitude and performance in class. Teachers need to have in mind that most of pupils are in schools because they need to be there, they are forced from their parents to learn and consequently they do not find reason to study, so, they sometimes do not see the purpose to go to school. Learners learning process does not only depends on their motivation, it starts, especially, with teachers and all the community from the school - all students from the class, director, psychologist, all teachers and so on.

2. Self-esteem

Self-esteem is related to the students' creation of their own image in everyday life. Figueiredo mentions that “[...] people form their self-esteem through individual experiences, as well as the experiences with others, and, also, through assessments of the world around you. (FIGUEIREDO apud. Brown. 2011 : 1)²”. It is through experiences, individual or not, followed by criticisms that people construct their self-image. Those criticisms (opinions and evaluations) made by others can have a great significance about their own image it can be, in certain point, more important than their own opinion.

According to Andrés (2005 : 87), most of the reasons children and adults have difficulties in the process of learning, “ [...] most of these problems seem to have the same root: a poor self-image, a deep fear of failure, a feeling of inadequacy. In other words, low self-esteem”. The self-image is important for the growing as a student and also as a person. Besides, learners who have low self-esteem, take into consideration the opinion from the peers around them.

According to Santos and Marturano (1999), the family has a big role to motivate their children and to enhance their self-esteem. This reason should be presented for the parents so they can be conscious that their feedback is more important than teachers' feedback.

The appropriate involvement of parents with the education of children not only promotes the involvement of children in this, as well as a better school and good income level of self esteem(apud. DeBaryshe,

²As pessoas formam sua autoestima por meio de experiências individuais, bem como pelas experiências vivenciadas com outras pessoas, e, também, por intermédio de avaliações do mundo ao seu redor.

Petterson&Capaldi, 1993)³ [...] In contrast, parents who do not get involved, do not engage with the education of children or collect excessive way generate a low level of intrinsic motivation and a high level of extrinsic motivation, and these adolescents have low initiative in the classroom (apud. Ginsburg&Bronstein, 1993).⁴

Parents' performance also involves pupils production, creating their self-image - in which are reflected on their self-esteem - and gives a sufficient motivation to their kids. Children and adult's experiences will be reflected in their self-esteem and on how they can face their problems in their life. Feedback is related on how they are viewed by three different groups of people: firstly by their parents, teachers in second position and peers as the last one. As depicted before, feedback is an important tool to motivate and to enhance pupils' self-esteem, which involves family, school and their peers.

Learners give a great attention to their peers opinions about them, which this image will be reflected on their production at school as well as the developing of self-esteem. In the sequence, teachers make an important role in the classroom when students feel rejected by their peers, and according to the research made by Mariel et. al. (2006) about bad consequences of the students' actions on what happens and what makes them be demotivated.

Students that are judge negatively by their classmates, can probably have low self-esteem because is possible they can feel less than other, as they considerer the opinions made for themselves important. Learners can fee rejected/accepted and be aware from their classmates. In this situation, is possible that students that do not have relationship with the others, they can start to be closer with the teacher, because they can think that are not worthy of friendships or good enough to be closer with the classmates.

Those reasons make the students have a closer relationship with their teachers, who often do not realize - or do not give importance - to the state of mood of the student: “[...] the interviewees also reveal bother with the way in

³O envolvimento adequado dos pais com a escolaridade dos filhos promove não só o envolvimento dos filhos com esta, como também um melhor rendimento escolar e bom nível de auto estima (apud. DeBaryshe, Petterson& Capaldi, 1993)

⁴Em contrapartida, pais que não se envolvem, não se engajam com a escolaridade dos filhos ou cobram de maneira excessiva geram um baixo nível de motivação intrínseca e um alto nível de motivação extrínseca, sendo que estes adolescentes têm baixa iniciativa em sala de aula (apud. Ginsburg&Bronstein, 1993).”

which teachers call their attention in the classroom, with verbal aggression, which causes a severance of relationship and antipathy on the part of adolescents ” (Mariel; et.al. 2006 : 8)⁵. In the moment the professor requires a negative attitude, the student will feel ashamed avoiding the interaction and consequently, the students’ self-esteem is negatively stimulated. If the learner has low self-esteem, the interaction with other students is less than the desirable and this interaction is made with the teacher's intervention.

Andrés (2005 : 88) shows the consequences that learners suffer through teachers’ actions that they will have their base for the creation of the self-confidence – self-image and self-esteem. It is through positive or negative feedback that teachers will help their students to be more confident with themselves:

“Their repeated responses serve as mirrors through which children see and judge their image. If a positive image is reflected, children will feel worthy of love and valued. On the contrary, if a image is negative, children will believe that they are rejected, unloved and unwanted, and they will act accordingly” (ANDRÉS, 2005 : 88)

This point should be considered as one of the most important to be achieved with everyone - with the family, the ones who demotivated or motivated learners, students with high or low self-esteem and so on - around the learner. The age does not have such importance, because feelings and emotions can be felt in any time of a person’s life. The reaction from the criticism, children-adults, may have a higher reaction than the other, but the idea of motivating, stimulating and give support to enhance self-esteem follow the same steps with different ages.

It is about the emotions emitted from the people who are around the learner that their attitude will be manifested in their actions, thoughts, interaction and production - not only at school, but also in their life, outside from their classroom. “[...] It has been said that parents hold the key to children’s self-esteem, but teachers hold a spare one” (Andrés, 2005 : 86). We have seen over

⁵Os entrevistados também revelam incomodar-se com a maneira pela qual os professores chamam a sua atenção na sala de aula, com agressões verbais, o que provoca um distanciamento na relação e antipatia por parte dos adolescentes” (Mariel; Assis; Avanci, Jiovana e Oliveria, 2006 : 8).

the reflections of this research that much of the student's self-esteem comes from their life surrounded by family and friends. However, teachers make their contribution to building the self-esteem of every human being present in the classroom. It is by teacher's words and actions that pupils will create their self-image, it is through this tool that teachers can contribute, or not, for the learner's development.

3. METHODOLOGY

With the teacher consent, it was decided to analyze some English classes, offered by the Extension course proposed by UEPB, the course is different from the methodology presented by languages school, because it is not determined by the Extension course how the contents will be transmitted, teachers are still in formation and students do not pay for the course, which leads us to think that students attend the classes in order to reach a goal because they really want to watch the classes. This research will be divided into three meetings. The first meeting will be the Halloween's day, focused on the interpretation from the poem Nightmare before Christmas by Tim Burton and simple activities. The second meeting, the teacher use the book to start a new content: communication; and the third meeting the teacher uses the book to introduce a new content: how to interrupt a conversation politely.

Also, the friendship between students-students and students-teacher has been established for a long time, the main objective of this paper is to try to understand how far that connection is positive and if it helps the evaluation and feedback.

4. DESCRIPTION AND DATA ANALYSES

In this section will be described, as the methodology already mention, three classes offered by the Universidade Estadual da Paraíba in the extension course. In addition, it will be analyzed: (1) the attitudes that the teacher plays in the classroom; (2) how students react to such teacher attitudes and (3) later what happens to the atmosphere of the classroom.

4.1- First meeting

The first class analyzed started at 3:00 pm, on November 5th, 2014 with seven students. In table 01 bellow, it is presented the procedures planned by the teacher. This class was focused on Halloween's day, as the prior week to the class the celebration happened, the teacher decided to do a party including two activities about the meaning of this day in the American culture.

Table 01:

Number	Procedure
01	Start the class recalling the students the previous activity - oral discussion about it (Nightmare before Christmas by Tim Burton).
02	Divide class into two groups. Give the group copies of the poem. Then, the teacher divide the poem into the two groups (as the poem is extense, it is possible to divide it).
03	Teacher talks with students about dramatic reading (students already know the techniques), recalling the features of it, and giving tips about it.
04	Students read the poem with their groups, and prepare themselves for reading.
05	After students do it, teacher gives them some tongue twisters, in order to let them more comfortable to do the reading. Students read the tongue twister the first time, to familiarize themselves with it. Then they have to read it a second and third time, reading it as the happiest and saddest thing they ever read, respectively.
06	Students make the dramatic reading of the poem.
07	Teacher promotes a brief discussion about Halloween and its characteristic.
08	Party time → give students candy bags, remembering trick and treat.

	BEFORE THE CLASS STARTS → stick bat drawings on the wall.
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(Table 01: Class plan from 05/11/2014. Planed by the teacher)

4.1.1- Class description and analysis

In the procedure number one, it was planned for the class begin with the students presenting their research on what they understand about the meaning of the Halloween's day, but as most of the pupils did not made this activity, the teacher decided to move for the procedure number two: make an interpretation of the poem that is related to this day.

According to Lowes and Target (1998) says about the interactions between everyone in class can bring to classroom a better place for learning, and thinking in that, it was possible to see the interaction between teacher-student, student-student and the motivation that the teacher provides to the pupils, because the moment, and purpose of the class, allowed a relaxing meeting that was focused on the Halloween's party, providing a comfortable and pleasurable class, in which the fun and learning moment are together in the same meeting, in other words, the sensation that the students will feel about the meeting is a class that they will only eat and have fun, but the teacher's class plan have another purpose, they are reading, speaking, role play and discussion about the Halloween's day.

One relevant point is about the procedure number five, with the tongue twister. The teacher brings the opportunity to students practice their pronunciation, with a dynamic activity, before the students make the interpretation from the poem. It was possible to analyze if this type of activity can motivate students to interact in the classroom and the analyze was also positive, it is possible to brake the stress, tension and anxiety, because all the learners participated without being nervous and also they had fun during the pronunciation of the words. In this activity, the students were requested to read the text in three different ways. The first pronunciation was reading without making any facial or voice expression, than in a sad intonation and at last in a happy reading.

Thinking on classes that makes interaction between all of them, using English and inviting the students to play a role, the learning process can be

more effective than “traditional” classes, in which the learners give attention to the content of it, reducing the interaction between them. This activity is presented by Lowes and Target (1998 : 26) for the planning of activity that can make the students feel more comfortable and be more motivated with the learning process and “[...] it is helpful to consider learning styles when planning lessons and to try to provide activities that cater for different styles”

Applying the integrative motivation, mentioned by Harmer (1985), teachers have abilities that can make the learner feel interested and bring to the class the opportunity for the students to create a motivation through a custom that comes from the American culture, in this case the Halloween’s day is the example for this practice. The integrative motivation started on the research made previously by the students, where the purpose was to be familiarized with the story behind the celebration and then the activities, the tongue twisted and the poem, carrying the main idea of the class.

Dramatizing a poem is not common in English classes’, however the learners did not, apparently, presented any block or shyness to the activity. As the previous procedure prepare the students by exposing themselves with the reading of the tongue twister, as explained in the previous paragraph, it facilitates the dramatization of the poem. The interaction in this procedure happened fluently, even that one of the students played the guitar to make a better interpretation, since the activity were a competition.

In this class, all the students participated with the activities suggested by the teacher and they seemed to be comfortable with the situations they were about to do. Moreover, this first contact gave the opportunity to see if it is possible to motivate and help students with low self-confidence by a closer relationship between student-teacher.

The tongue twister activity provides a distractive and funny moment, making a comfortable atmosphere which gives the opportunity for the learners participate and also motivate them to continue the interaction in the class. Activities that follow the same idea, probably will keep the learners interest in the foreign language. The activity had two goals, one was to make the students have fun and, as the description of the class 1 presents, the objective was also focused on the students’ dramatization of the poem, which works as a pre-activity. Lowes and Target (1998) mention about some activities that can

encourage and give more confidence to students on what they will face in the next procedures of the class. This attitude can give to the students a comfortable situation, avoiding learners' anxiety and stress.

Pe-activity shows how the learner can be positively prepared for the next activity, in the class observed one of the learners missed the tongue twister and during the dramatization of the poem, the facial expressions of the student was nervous and shy for the exercise, although the other learners helped this student to be more comfortable through a short explanation on what she supposed to do. According to Santos and Marturano (1999) about self-esteem, it is possible to understand that the rest of the class helped the student with a simple attitude which provides not only motivation to the student, but also it was possible to give the opportunity for the learner to create a self-confidence and, consequently and theoretically, enhance the self-esteem.

In the procedure number 4, the students are divided into two groups, it is also presented by Lowes and Target (1998) that students can feel more comfortable to do activities and give answers in the moment of the correction, because they feel that the attention is divided between everyone from the group.

Starting from the first procedure to the last moment of the class, all of the planning was involving a day that is celebrated on a different country where the decoration, research, reading, practicing and activities had a meaning for it. It is relevant, also, that the class plan was focused on all the students as a group, not only with one student from each process of the class.

It is important to point out this attitude because it is how the language students feel more comfortable to interact with other students and with the teacher. It is a sensation that they can make some mistakes in the class and do not be afraid, shy or even uncomfortable of speaking in the classroom. It is one possible practicing, by the teacher, that can be done to enhance the students' participation by activities and practices that invites/involves everyone and not just only one learner.

5.2- Second meeting

This monitoring happened on November 12th 2014 at 2:30 pm, with a break of 10 minutes and finished at 4:30 pm. This class was focused on

communication, using the book as a guide for the class; the procedures for the class are represented in table 02, which shows the steps for the class with the presence of eight students.

Table 02

Number	Procedures
01	Tell students “Imagine you lived 200 years ago. How could you send information or communicate with someone who lived far away from you?” [by letters] “How about 100 years ago?” [letters, telephone, telegraph, telegram]. “How do we do it today?” [...] → Tell students this unity is about communication.
02	p.97→ look at the base “Before you begin” - read the four ways of communication they present. Ask students “Do you use any of these ways of communicating?” (textmessaging, videoconferencing, webcam, instantmessaging)
03	p.98 → Ask students how they keep in touch with people. Tell them that the text they are going to read is about it. As students to read the text in order to report how the people in it keep in touch.
04	Write on the board: regular mail, e-mail. Ask students which of these forms Alma (text character) uses [e-mail]. “What does Alma say about e-mail?” [it is quicker and easier than anything else].
05	Write letter, e-mail. “What does Tim say about letters?” [Letters are more personal than e-mail]
06	Tell students these sentences are comparing one thing with another . Ask students what is being compared and which words “demonstrate” it.
07	Say “you usually add -er to short adjectives and use more or less for long adjectives. Can you find examples of these sentences in the

	text?" - write it on the board
08	p.99 → Have students to read the box (GRAMMAR COMPARATIVE ADJECTIVES) and call their attention to the example on it, about the uses of the adjectives.
09	Read the instructions of exercise A, and have students doing it. Correcttheexercise, taking out studentsdoubts.
10	Tell students that sometimes we have problems when we are trying to communicate with people (you call and the line is busy, you have a wrong number). Whatproblemscanhappenaside these?
11	p.100 → "John is with problems trying to talk to Sandra. Read the text and underline these problems"
12	Ask for volunteers to get students playing the roles of the text characters. Havestudentstocommentaboutthetext.
13	Reed instructions of exercise B (the expressions we can use when having some kinds of phone problems). Makethisan oral exercise.
14	p.101 → "John finally get to talk with Sandra. Why was John calling?" - Students read the text and answer the questions.
15	Write on the board. "I spend less time on the phone than you", "You get fewer calls than I do", and "I talk less than you do". Ask students if they find sentences in the conversation with a similar meaning.
16	Say "Use more/less or fewer to make comparisons with nouns. Use more or less to make comparison with verbs"

(Table 02: Class plan from 05/12/2014. Planed by the teacher)

5.2.1 Class description and analysis

This second meeting the teacher shows how her relationship was close to the students when she demonstrated the importance, interest and preoccupation, because one of them came to her to ask for help about one

problem that happened and after the teacher had suggested what the learner could do, she seemed to be more relieved on how the situation could be solved. In this situation, Harmer (2005), Lowes and Target (1998) present the importance of the teacher taking into account the students' feelings, in this way, the learner will feel that the teacher is not just in the class to give the content, but also to show preoccupation about their feelings and to understand their problems.

It was possible to register one very moment that shows the close relationship between student-teacher, which is a way of making the students more motivated to be in a pleasurable class, by an experience lived from one of the students. This student, apparently, was worried with a problem and was asking himself about what could happen next. As the teacher has also experienced the same problem, she tried to calm the student saying what she did to solve the problem. By this simple action, the student expression started to demonstrate a more comfortable countenance. It was also another situation that proof how the close relationship between teacher-students can help the countenance of the learner.

Following the class plan, the teacher uses the book to guide the class, bringing various grammatical rules. Often, the interaction from the students in the classroom reduces, as explicit in all procedures from the class plan, but without the procedures number 6; 8, 9 and 16, because the teacher invites students to participate in grammar explanations.

The questions asked to all the students made them feel more comfortable to engage in the class. It is important to pointing out this practicing, because the mistakes committed by the students, especially related to grammar, are, naturally, more frequent since they had the first contact with the content proposed. As this class had a different focus from the previous class, the expectation on how the class will be developed gave, obviously, another result on how the students act with the teacher and the rest of the class.

Taking into consideration the motivation and participation of the pupils, the use of the book in all the class can be a negative option, but the way the teacher invites the learners to participate on the explanation, she made the use of the book in a motivational perspective. In situations that the teacher wants to involve the students, calling for volunteers to answer the oral questions can be

less aggressive than ask for one specific learner. Lowes and Target (1998 : 24) “[...] some young students find making mistakes in front of their peers or being corrected or criticized by the teacher very painful. They may not be willing to take the risks necessary to learn to speak a foreign language”, which is probable that forcing one specific students to answer the question, can bring anxiety mentions. One of the attitudes that the learner will create as positive or negative memory, is related to the approach that the teacher used in class to evaluate their production.

In this second meeting, the perspective of the class was based on the book. As an example, the procedures number 07 and 08 the teacher presents the grammar aspect of the content and as all procedures, the teacher include the learner to participate and encourage them to give their answers.

Pointing out that the teacher invited the students to participate instead of obligating them to answer the oral question that was made. According to Santos and Marturano (1999) and Andrés (2005), to reduce the student’s blockade in class, in relation to the participation on grammar explanation and correcting activities, we suggested one reflection: teachers could think that their students are just one paper with many notes about who they are, what they do, how their personal life contributes, or not, in their education, their self-esteem etc. Some of these notes are written with a pen, probably, it means that is harder to change. Some of the notes are written with pencil, being easier to be re-written in a better way. Thus, what teachers could do to help students to become a note written with a pencil, easier to be changed? Trying to be a teacher that comprehends and gives to the students time to start their changes and space to be more comfortable in stressful situations, or to be a teacher that does not think that students have feelings and emotions which contribute in their performance in class?

This attitude were mentioned, because learners who have a close relationship with the teacher can, probably, have a better production and participation in the classroom and, consequently, they will feel more comfortable to show their point of view in the class.

One event that happened in the procedure number three is related to the explanation, information and curiosity about the ways of communication that

they had in the past and to exemplify, the teacher told that the first cell phone appear in 1014 after, one of the students argued that the year was wrong.

In the third paragraph presented in the description, there was a complicated situation that involves an information, given by the teacher, about the first cellphone and the learner arguing it. Probably, some teachers could react rudely, creating a negative image for him/herself. The action of the teacher was the contrary from the example said before, because the facial expression did not show that she was angry about the attitude from the learner. The fact that the teacher did not show superiority created a positive image or herself.

It is in this sort of problem that some teachers do not know how to react without offending or making attitudes that shows superiority. In relation to the teacher in this classroom, the teacher said that she was not wrong without making any action or facial expression that demonstrates anger or impatience and because of this attitude, the atmosphere of the class did not change negatively, on the opposite, it made the other students curious about the conversation.

The situation happened so positively that the same student kept talking, participating and taking out the doubts until the end of the class. If the teacher had answered him in a rude and negative way, probably, the student would have felt ashamed and his participation could be null in the classroom.

5.3 Third meeting:

It happened on November 19th 2014 at 2:30 pm with a break of 15 minutes and finished at 4:00 pm with six students. The procedures presented in table 03 will give simple directions on how the classes happened with the new subject about interruptions in a conversation.

Table 03:

Number	Procedures
01	Recall the theme of the previous classes
02	p.102 "How do you interrupt a conversation politely in your

	language?" Ask example and write on the board.
03	Read the conversation (Teacher reads Lucy/some students reads Maria). What does Maria want to tell Lucy?
04	Ask students to re-read the conversation in order to find ways of how to interrupt a conversation and how to come back to it → write on the board.
05	Pair work: Students A think about a good news and "calls" student B, who answers the call. Students must interrupt and restart the conversation at least twice, using the ideas provided by the book and expressions on the board.
06	p.104 – E - communication → talk about ways of writing in communications (shorten the words, slangs, etc) → Do exercise A.
07	Read the text, Why text messaging can be useful? Discuss the answers with students.
08	p.105 Pros and cons → Students choose one way of communicating. Make a list of the pros and cons (advantages and disadvantages) of the way they choose.
09	Explain how to make a short article using these arguments. Homework – write an article using the arguments they wrote.
10	Look at the picture. "(Go to base before you begin.)"
11	p.108 Read the text. Based on the text, find Heather's sister in the picture.
12	Write on the board "No, we look totally different.", "She's six foot three." and "Hayley's a lot taller than me." Find the questions for these answers. (1. Do you look alike? 2. How tall is she? 3. What does Hayley look like?)
13	Ask students what differences are among these three questions

	(meaning, structure). Explain it.
14	Write on the board “I’ve got curly hair/I have curly hair”. “What is the difference between these two sentences? Isthereany?”Explainthe use of it.
15	p.109 Pair work à exercise “about you”. Answer questions giving as much information as possible.
16	p. 110 Features à Discuss the features and characteristics of people. Which of the features in page 110 “are present” in the class?

(Table:03. Class plan from 05/19/2014. Planed by the teacher)

5.3.1 - Class description and analysis:

This day, as the previous meeting, the teacher also used the book in all the procedures to be the base of the explanation for the grammar, read texts and do exercises to practice the subject proposed. In order to start the new unit, she decided to make a discussion focused on how they do a polite interruption in their language. Through this procedure the class start positively, because the teacher gave opportunity to the students to bring their mother tongue for the English class which provide a comfortable situation for the students.

If we do not have the description and procedures from the class, probably the methodology used by the teacher, could be a negative and boring class, because, normally, the use of the book in the class are related to a non-motivated class, according to Antunes (2007). Although, as read before in the description and the procedures for the class, the steps involves the pupil’s participation in grammar, vocabulary and also, probably the most important, they gave examples in Portuguese and then they are invited to say this examples in English. Providing students the opportunity to express their points of view Lowes and Target (1998), presents the autonomous position in the class. When learners realizes that they have an important role, they will feel motivated to keep the same posture in class, “If learners feel that they have an important role to play in their learning and that their needs and interests are respected, they are likely to feel good about learning English” view Lowes and

Target (1998). This attitude provides a close relation of mother tongue and the foreign language creating a comfortable participation.

Similar to the second meeting, the teacher made a positive use of the book by introducing it in the explanation of the unit proposed. This action is repeated in the third meeting and the interaction and situation is as optimistic as the second meeting was.

The procedures number 06, 12 and 14 were directed to explain, specifically, the new subject and grammar, it was used a strategy that facilitated the learning process for the students, because the teacher was always introducing the grammar aspect by asking them to give examples for the explanations of the content for the class.

Those examples made the students to be involved in the procedure that normally, some teachers prefer to do it without the students interruption because some of them cannot understand and make the grammar more difficult.

In the procedures number 01, 04, 06, 07, 08, 12, 13, 14 and 16 the teacher made the use of the book to explain the subject and invite to the students to participate in the examples and, during this moment, she was able to try to make an evaluation on the pronunciation and grammar mistakes.

Starting on the procedure 02 the teacher, in some moments, apparently showed to be impatient with the class, because only two students had the book and also they were distracted. Probably some language instructors would complain about it and the atmosphere in the class would be unpleasant, but the teacher did not make any complain about it, although, sometimes, her facial expression was not friendly, but the pupils did not give importance to it.

After the teacher asked for the students if they had bring the book to the class, her facial expression was serious in the beginning but she did not make any complaint to them. Another attitude that counts to the students motivation and they not seems to be embraced with the situation. If the teacher reacts in a rude action, the students probably would be demotivated with the English language or would not participate in the rest of the class, creating a negative atmosphere. As Mariel; et. al. (2006) present that the way the teacher treats the students attention can lead them to reduce their interaction in class and also can contribute to their non-self-confidence. They will feel that they are not

capable to do the activity reducing their participation, because they feel apprehensive after the complaint received.

Presenting this point of view, Mariel; et. Al. (2006 : 8) says: "The interviewees also reveal to be bother with the way that teachers call their attention in the classroom, with verbal aggression, which causes a distancing in the relationship and creates an antipathy on the part of adolescents⁶". Considering the quotation as ansituation which the student faces in class, it is possible that they will not feel comfortable in front of the ircolleguesa fter the teachercal lthe attention. Comparing the narration with the attitude the teacher, from the class analyzed, we canperceive the difference and the athmosphere of the classislassagressive thanthenarrationfromthestudent, the students keep interacting bet ween theircolleguesandtheteacher.

In some procedures that involves the grammar, and the content of the class, the teacher subtly demonstrates impatience to show that most of the students was talking during the explanation, especially because students who were letting the teacher feel uncomfortable with the situation were the ones who did not bring the book to this class.

Abstract

Thinking on the importance on the role of a foreign language teacher, specifically English, can exercise in the classroom to provide the student with appropriate and essential support to motivate students by helping them to create, or growth, students' self-confidence. The evolution of the study has been the focus for teachers and schools offering another perspective about the learning process and showing the importance by knowing that students also carry a 'history' from their life to schools and classes. Considering that self-esteem is part of affection and that motivation have an important role in order to help the students to acquire the interest to study the English language, this article will has as base these theories to analyze some classes from the Extension course offered by the UniversidadeEstadual da Paraíba. Our objectives in this article will be focused on the case study involving three observations: (1) the attitudes that the teacher plays in the classroom; (2) how students react to such teacher attitudes and (3) later what happens to the atmosphere of the classroom. We cover, in the research, theoretical aspects on what is said about the different types of motivation (ARNOLD, 2005 HARMER, 1985 and LOWES and Target, 1988), showing how positive contribution may

⁶ "Os entrevistados também revelam incomodar-se com a maneira pela qual os professores chamam a sua atenção na sala de aula, com agressões verbais, o que provoca um distanciamento na relação e antipatia por parte dos adolescentes" Mariel; et. Al. (2006 : 8).

improve their performance in school, as well as the negative factors may regress their production in school, and Finally, the interference that self-esteem has on the self-confidence of the student in the classroom (Tamiozzo, 2011; MARRIEL, ASSISI, Avanci, OLIVEIRA, 2006 and SOUZA, SPILMANN, 2014). This article has a case study using the qualitative methodology, carried out by monitoring three classes at an English class level IV offered by Universidade Estadual da Paraíba. The results will show that the attitudes of teachers and students can contribute positively or not in production, interaction and self-confidence of the student

Keywords: Motivation and self-esteem as a study of case. English language teaching. Teachers' attitudes in the classroom.

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Acessed on: September, 29, 2014.