

# Investigating students' engagement and motivation within the context of the Pedagogical Residence Program

*Investigando engajamento e motivação de estudantes no contexto do Programa de Residência Pedagógica*

**Edvaldo Santos de Lira**  

edvaldolira17@hotmail.com

Universidade Federal de Campina Grande - UFCG

**Walison Paulino de Araújo Costa**  

walliecoast@yahoo.com.br

Universidade Federal da Paraíba - UFPB

## Abstract

This article aims at reflecting on how the Pedagogical Residence Program (PRP) clears the way for residents to be conscious of the importance of promoting activities which students could be motivated and engaged in. As such, an analytical eye is turned upon six reflective reports, written by two residents, participants of the Spanish/English Group from the Department of Modern Foreign Languages at Federal University of Paraíba. In these reports, the residents discussed a sequence of activities that they proposed to a high school group. It is investigated how students' motivation and engagement are described in their writings, as well as how residents employed strategies to get the students involved in the activities. The discussion relies on concepts, such as motivation (BROPHY, 2010; BROWN, 2000; DORNYEI, 1994; GARDNER, 1985; MITCHELL; SCHUSTER; JIN, 2020), class observation, the Pedagogical Residence Program (ANDRADE; SANTOS; FONSECA, 2019; BIAZI; GIMENEZ; STUTZ, 2011; LIRA; LIMA; MEDRADO, 2019; LIRA; MEDRADO; COSTA, 2020), and second language learning (LORENZUTTI, 2014; CUNHA, 2016). Results suggest that, although the residents faced challenges, they could create strategies which helped the students to feel motivated and, consequently, to engage in the activities proposed. Finally, it was also possible to observe the development of the residents' sense of responsibility for a reflective teaching attitude that regarded students as active beings, taking their needs into consideration from planning to evaluation.

## Keywords

Pedagogical Residence Program. Motivation. Second language learning.

## Resumo


Este artigo objetiva refletir sobre como o Programa Residência Pedagógica (PRP) abre caminho para que residentes tornem-se conscientes da importância de promover atividades nas quais os estudantes possam se sentir motivados/as e engajados/as. Para isso, um olhar ana-

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lítico é voltado para seis relatos reflexivos, escritos por dois residentes, participantes do Núcleo Espanhol/Inglês do Departamento de Letras Estrangeiras Modernas da Universidade Federal da Paraíba. Nesses relatos, os residentes discutiram uma sequência de atividades que promoveram em uma turma de ensino médio. Nesse sentido, é investigado como a motivação e o engajamento dos/as alunos/as são descritos nesses relatos, além de como os residentes mobilizaram estratégias para que os/as estudantes se envolvessem nas atividades. Como suporte teórico, a discussão se apoia em conceitos como motivação (BROPHY, 2010; BROWN, 2000; DORNYEI, 1994; GARDNER, 1985; MITCHELL; SCHUSTER; JIN, 2020) observação de sala de aula, o Programa Residência Pedagógica (ANDRADE; SANTOS; FONSECA, 2019; BIAZI; GIMENEZ; STUTZ, 2011; LIRA; LIMA; MEDRADO, 2019; LIRA; MEDRADO; COSTA, 2020) e o ensino de línguas estrangeiras (LORENZUTTI, 2014; CUNHA, 2016). Os Resultados indicam que, embora os residentes tenham enfrentado desafios, eles conseguiram criar estratégias por meio das quais os/as alunos/as se sentiram motivados/as e, consequentemente, engajados/as nas atividades propostas. Por fim, também foi possível observar o desenvolvimento do senso de responsabilidade dos residentes em promover um ensino reflexivo que compreenda os/as estudantes como sujeitos ativos, considerando suas necessidades desde o planejamento das atividades didáticas até a avaliação da aprendizagem.

#### Palavras-chave

Programa de Residência Pedagógica. Motivação. Ensino de línguas estrangeiras.

## Introduction

This article aims at analyzing how motivation and engagement are described in reflective reports<sup>1</sup> written by two residents, participants of the Pedagogical Residence Program (PRP). They participated in the Spanish/English Group at the Department of Modern Foreign Languages at Federal University of Paraíba. In these reports, the residents reflected on a sequence of activities they proposed to a high school group. Therefore, the discussion proposed here may shed some light on the following question: To what extent does the Pedagogical Residence Program create opportunities for pre-service teachers to be aware of the importance of proposing activities that can motivate and engage their students?

PRP is a set of actions that incorporates the National Policies for Teacher Education (ANDRADE; SANTOS; FONSECA, 2019) and its primary aim is to insert undergraduate students in their future work environment. The first call for proposals of the Program lists other objectives, which are: to improve pre-service teacher education for undergraduate students by immersing them in the development of projects that expand the practice field, to lead them to experience the relationship between theory and practice, and to enhance the relationship between universities and schools (BRASIL, 2018).

The *Base Nacional Comum Curricular* (BNCC)<sup>2</sup> is a regulatory document valid in the whole Brazilian territory, and as such it was considered in the con-

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1 Reflective report should be understood as a genre within the possibilities that reflective writing can express. We opt for such a term owing to the fact that it represents more faithfully the experiences we had had in our local context.

2 BNCC is a common core curriculum that regulates education in Brazil.

struction of the Program. Therefore, one of PRP's aims is to adapt all the activities it developed to the requirements presented in the document. That implies that everything designed and performed by the residents should line up with what the BNCC determines. Moreover, the PRP also proposes to reformulate the curricular practicum, based on the experience acquired during the Program. Residents were therefore supposed to propose activities that considered the competencies and abilities presented in the BNCC.

Upon discussing possibilities highlighted by the Program for teacher education, Medrado and Costa (2020) assert that the PRP allows pre-service teachers a much deeper experience in schools as well as the conduction of collective work otherwise unavailable to other educational settings. This is due to the time frame the students are given to develop and organize their activities and tasks. For the first edition of the Program (2018-2020), the activities developed by students in the Spanish/English Group from the Department of Modern Foreign Languages at UFPB were divided as follows: setting up, observing, planning and teaching. Input meetings were held every fifteen days. Furthermore, each resident needed to develop an intervention plan according to their conclusions after the observation stage (LIRA; MEDRADO; COSTA, 2020).

During the setting up, the residents were given questions to guide their reflection on the various aspects of the school work. These questions comprehended the rapport of the school community (staff/relatives and parents/people in the community) and the structural and social environments of the school. It is noteworthy that residents were divided into three schools in the cities of Bayeux and João Pessoa in the state of Paraíba, Brazil.

During the PRP, pre-service teachers were able to observe students for an extended period of time, during which they analyzed a range of features related to the school environment, both inside and outside classrooms. Consequently, the Program allowed them to get acquainted with their field of practice as well as the students' likes, dislikes, how they behaved during classes when teachers employed different resources, for instance songs, movies or simply writing on the whiteboard.

Andrade, Santos and Fonseca (2019) argue that the setting up and the observation stages are essential for residents to understand how classes work and plan their own lessons and interventions. Therefore, these stages of the Program raise awareness of how to motivate students when they finally get to teach classes. In addition, the observation is a pivotal period for the construction of shared knowledge and for the construction of the residents' own identity, in dialogue

with permanent reflection on socio-historical issues (BIAZI; GIMENEZ; STUTZ, 2011). Observations allow for teachers/residents to get to know the space in which they are inserted; to work more effectively; to regard students as active beings; and to understand the role of language in this context.

Cunha (2016) reflects on the relevance of incorporating the students' context in the dynamics of foreign language classes. According to the author (2016), the link between what teachers do in the classroom and the outside world is essential for teaching language. Teaching a foreign language using songs, for instance, could be an interesting opportunity to address these aspects in the classroom, since students' affective bonds with the language could be expanded.

Thus, with the English language, teachers could explore many social issues through verbal and non-verbal texts, for instance the students' contexts. So, it is important to introduce activities through which students can reflect on their place in the world, recover their previous knowledge, work in groups and build their identity as a foreign language learner, in addition to recognizing her/himself as part of the learning.

Given the goals of the present article, our corpus comprises six reflective reports written by two residents between April-May/2019. The analysis involves concepts, such as motivation (BROPHY, 2010; BROWN, 2000; DORNYEI, 1994; GARDNER, 1985; MITCHELL; SCHUSTER; JIN, 2020), observation and the contexts of the Pedagogical Residence Program (ANDRADE; SANTOS; FONSECA, 2019; BIAZI; GIMENEZ; STUTZ, 2011; LIRA; LIMA; MEDRADO, 2019; LIRA; MEDRADO; COSTA, 2020), as well as second language learning (CUNHA, 2016; LORENZUTTI, 2014). The use of sources from the 1980s reflects their importance and productivity for current discussions on motivation and teaching practices, especially at school. In the next sections, we discuss motivation and second language learning, present the methodological procedures and, finally, develop the analysis of the reflective reports.

## **1 Motivation and second language learning environments**

Motivating students is an important aspect of teaching (ALIZADEH, 2016) since motivated students are more interested in what they learn and more comfortable to participate in classroom activities. Thus, the more interested they are, the more comfortable he\she would be to participate in activities proposed in the classroom. But what is motivation and how to motivate students?

Motivation is a very used term in the second language learning environ-

ment (GARDNER, 1985; BROPHY, 2010; MITCHELL; SCHUSTER; JIN, 2020). Gardner (1985, p. 10) sees motivation as “the combination of effort plus desire to achieve a goal of learning the language plus favorable attitudes toward learning the language”. However, he insists that being motivated involves more than the aspiration to achieve something; but the combination between the desire to achieve a certain goal and the attitude towards it.

Discussing the classroom context, Brophy (2010) asserts that the conception of students’ motivation refers to explaining the level of their engagement in the activity. *Attention* and *effort* to achieve the goal of the task are two of the key points of motivation in the classroom. Nevertheless, motivating students is a complex task (BAHOUS; BACHA; NABHANI, 2011), for school contexts present many features that challenge students’ motivation. Brophy (2010) lists four of these aspects. The first is the syllabus, which teachers need to follow. According to this author, students have no voice in choosing what they want to study; the curriculum content is based on what the society feels they need to learn. The second is the elevated number of students in the classroom, which prevents teachers from working on individual needs: “as a result, some students sometimes are bored, and others sometimes are confused and frustrated” (BROPHY, 2010, p. 10).

A third point of demotivation is related to the fear of being judged, since classrooms are a stage on which we can see “social settings” (BROPHY, 2010). Lastly, the author discusses that students are mostly grade-oriented missing the personal benefits that certain activities could trigger. Nonetheless, Brophy (2010) argues that strategies could also be established in order to motivate students in the learning process. Despite abiding by a pre-defined syllabus, teachers can adapt their content to foster opportunities for students to engage in the tasks. In fact,

[...] the degree to which a particular motivational disposition develops, as well as the qualitative nuances it takes on in the individual person, are influenced by the modeling and socialization (communication of expectations, direct instruction, corrective feedback, reward and punishment) provided by “significant others” in the person’s social environment. Along with family members and close friends, teachers are “significant others” in the lives of their students, and thus in a position to influence the students’ motivational development (BROPHY, 2010, p. 11).

Consequently, students would stop viewing activities as mandatory and start considering them as an opportunity to learn and to be engaged in.

Brown (2000) devises three different notions of motivation. The first refers to the *behaviorist perspective*, which sees motivation as “the anticipation of re-

ward". In this sense, past experiences stimulate our behavior. From this perspective, "our acts are likely to be at the mercy of external forces" (BROWN, 2000, p. 160). The second, the *cognitive view*, claims that the individual's decisions play a crucial role in motivation. Lastly, the *constructivist perspective* places social context as the most important aspect of motivation. According to Brown (2000, p. 161), "each person is motivated differently, and will therefore act on his or her environment in ways that are unique". These unique and diverse ways are associated with the social and the cultural backgrounds that cannot be split from the individual context. Hence,

Motivation is something that can, like self-esteem, be global, situational, or task-oriented. Learning a foreign language requires some of all three levels of motivation. For example, a learner may possess high "global" motivation but low "task" motivation to perform well on, say, the written mode of the language (BROWN, 2000, p. 162).

In this regard, students are either intrinsically or extrinsically motivated to engage in activities. According to Brown (2000), the concept of *intrinsic motivation* is related to the learners being motivated by themselves; thus, "intrinsically motivated behaviors are aimed at bringing about certain internally rewarding consequences, namely, feeling of competence and self-determination" (BROWN, 2000, p. 164).

Ryan and Deci (2000) argue that social-contextual situations, especially positive feedback, are responsible for enhancing intrinsic motivation. In this regard, Liu et al. (2020, p. 585) claim that "intrinsic motivation is regarded as an important psychological construct related to self-determination, academic achievement, and personal well-being." As such, motivation is inherent to behavior, and it not only involves satisfaction and engagement, but also how an activity could allow for cognitive and social development (MITCHEL; SCHUSTER; JIN, 2020).

*Extrinsic motivation*, in turn, is fairly similar to the behaviorist perspective of motivation, and it is related to the "anticipation of reward" (BROWN, 2000). Despite the differences between the two types of motivation, Brophy (2010) defends that classroom activities should combine both types. The author (2010, p. 183) claims that "when motivation is purely extrinsic, the activity itself is not valued except as an instrument that students can use to obtain rewards that they do value". Indeed, Mitchell, Schuster and Jin (2020, p. 325) support that extrinsic motivation could become a powerful feature in fostering engagement in classroom tasks; if aligned with "self-determined values, identity, and personal goal". Hence,

activities should make use of both types of motivation for better cooperation and commitment.

Dornyei (1994) outlines three sets of motivational components related to the learning environment: *course-specific motivational components*; *teacher-specific motivational components*; and *group-specific motivational components*.

The first set of components is based on four elements: *interest*, *relevance*, *expectancy*, and *satisfaction*. Dornyei (1994) claims that *interest* is related to one's natural curiosity about themselves and their context. *Relevance* is related to the connection between the instruction and students' personal needs; *expectancy* "concerns perceived task difficulty, the amount of effort required, the amount of available assistance and guidance, the teacher's presentation of the task, and familiarity with the task type" (DORNYEI, 1994, p. 277). Finally, *satisfaction* is related to the outcome of the tasks. This latter category combines intrinsic and extrinsic motivation, since it requires teachers to acknowledge learners' efforts to achieve their goals as well as their pride and joy in that achievement.

The second set, *teacher-specific motivational components*, is divided into three aspects. The first is *the affiliative drive*: the students' need to do well in activities implicates pleasing teachers or another "significant other" (BROPHY, 2010) whom they appreciate. The second is *the authority type* which concerns "sharing responsibility with students, offering them options and choices, letting them have a say in establishing priorities, and involving them in the decision making" (BROPHY, 2010, p. 278). The latter is *the socialization of students' motivation*, which includes the *modeling*, *task presentation*, and *feedback* processes.

Finally, the third set of components, *group-specific motivational components*, dialogues with the constructivist perspective of motivation by recognizing classroom diversity. Dornyei (1994) divides the set into four aspects: *goal-orient edness*, *norm and reward system*, *group cohesion*, and *classroom goal structure*. The first aspect relates to the different goals a student or group of students might have and how it might differ from the "official goal" (BROPHY, 2010). The second aspect is concerned with the students participating in the construction of norms and reward system within the classroom. The third is related to the relationship of the students and their support towards one another. The fourth has three subdivisions: *competitive*, *cooperative*, and *individualistic* - the latter of which, according to Dornyei (1994, p. 279), is the cooperative classroom goal structure the most powerful and "it leads to less anxiety, greater task involvement, and a more

emotional tone”.

Dornyei (1994) lists 30 possible strategies to enhance students' motivation in a second language learning environment. They are divided into five sections: *language level, learner level, learning situation level: course-specific motivational components, teacher-specific motivational components, and group-specific motivational components.*

**Table 1 – Strategies to enhance students' motivation in a second language learning**

SECTIONS	Strategies
Language level	<ul style="list-style-type: none"> <li>-Include a sociocultural component in the L2 syllabus.</li> <li>-Develop learners' cross-cultural awareness systematically.</li> <li>-Promote student contact with L2 speakers.</li> <li>-Develop learners' instrumental motivation.</li> </ul>
Learner level	<ul style="list-style-type: none"> <li>-Develop students' self-confidence.</li> <li>-Promote the students' self-efficacy with regard to achieving learning goals.</li> <li>-Promote favorable self-perceptions of competence in L2.</li> <li>-Decrease student anxiety.</li> <li>-Promote motivation-enhancing attributions.</li> <li>-Encourage students to set attainable subgoals.</li> </ul>
Learning situation level: course-specific motivational components	<ul style="list-style-type: none"> <li>-Make the syllabus of the course relevant</li> <li>-Increase the attractiveness of the course content.</li> <li>-Discuss with the students the choice of teaching materials.</li> <li>-Arouse and sustain curiosity and attention.</li> <li>-Increase students' interest and involvement in the tasks.</li> <li>-Match difficulty of tasks with students' abilities.</li> <li>-Increase student expectancy of tasks fulfillment.</li> <li>-Facilitate students satisfaction.</li> </ul>



Teacher-specific motivational components	<ul style="list-style-type: none"> <li>-Try to be empathic, congruent, and accepting.</li> <li>-Adopt the role of a facilitator.</li> <li>-Promote learner autonomy.</li> <li>-Model student interest in L2 learning.</li> <li>-Introduce tasks in such a way as to stimulate intrinsic motivation and help internalize extrinsic motivation.</li> <li>-Use motivating feedback.</li> </ul>
Group-specific motivational components	<ul style="list-style-type: none"> <li>-Increase the group goal-orientedness</li> <li>-Promote the internalization of classroom norms.</li> <li>-Help maintain internalized classroom norms.</li> <li>-Minimize the detrimental effect of evaluation on intrinsic motivation.</li> <li>-Promote the development of group cohesion and enhance intermember relations.</li> <li>-Use cooperative learning techniques.</li> </ul>

Source: adapted from Dornyei (1994, p. 281).

Another author that lists strategies concerning second language learning is Brophy (2010). The scholar presents motivational strategies necessary to foster students' autonomy, such as decision making. Another strategy cited by the author implicates the promotion of interaction in the classroom through collaborative tasks such as debates, role-play and group projects. Interactive activities contribute to possible motivational aspects for they point directly to the students' needs, "as well as potential learning benefits because they engage students in the social construction of knowledge" (BROPHY, 2010, p. 202).

We have discussed the relevance of context to motivate students. The BNCC plays a fundamental role in the understanding of this matter, since residents have to develop their activities based on what the document outlines. Therefore, input meetings were held throughout the first edition of the PRP focused on raising the residents' awareness to the work proposed by the document.

A crucial term employed in the document is "contextualized curriculum knowledge", which concerns the dialogue between the content proposed by the BNCC and the students' contexts. For instance, teaching contextualized gram-

mar topics in terms of language use to develop meaningful learning. Abstract examples given in class that fail to reflect the student's reality, are soon forgotten by students. However, using the students' contexts articulated to theory increases their chances of recalling content upon remembering the context. Furthermore, it would also motivate students, as we have mentioned before.

Finally, the high school language components – in terms of both the subjects and their content and the themes in the syllabus – have the purpose of improving students' skills and abilities by articulating curricular knowledge and socio-emotional situations (LIRA; LIMA; MEDRADO, 2019).

## **2 Methodological procedures**

This article holds an interpretative and analytical approach to analyze reflective reports written by two residents, participants of the Spanish/English Group from the Department of Modern Foreign Languages at Federal University of Paraíba. The analysis seeks to investigate how motivation and engagement appear in a sequence of activities named "Radio Stations" that was developed by both residents during their participation in the PRP.

In the Spanish/English Group, all residents were instructed to write reflective reports after every visit to the school where they were developing their activities to record their decisions, difficulties, plans, actions, conflicts, and many other aspects of their teaching work (LIRA; MEDRADO; COSTA, 2020). It is noteworthy that both residents developed their activities in the same institution as partners, working together from planning to teaching. It is also important to mention that all residents were accompanied by one preceptor in each school, in addition to being supervised by a professor at university. Thus, the collective work happened in each and every space of the Program.

In this article, we refer to the residents by their fictional names Julio and Fernando. As residents, Julio wrote twenty-six reports; meanwhile, Fernando wrote forty reports; but the present corpus is composed of six reflective reports: three written by Julio and three written by Fernando. These six reports were divided into 11 excerpts that describe the development of the sequence of activities named "Radio Stations", which lasted four 50-minute class, and 25-30 students participated in the activities. All students were from the second grade. The choice of working with this group relied on two factors: firstly, the grammar topic proposed in the syllabus, and secondly, the residents had experience teaching only

for two grades: first and second grade.

Finally, to complement the present analysis, we retrieve information from their final reports and lesson plans, since they provide detailed descriptions of their activities.

### 3 Analyzing motivation and engagement through reflective reports

The activities described in this section were developed in a full-time school in the city of Bayeux in the state of Paraíba. Based on the observations performed during the setting up stage of the PRP, the residents Julio and Fernando put together a sequence of activities entitled “Radio Stations” focused on teaching the simple past tense. The group chosen for this sequence was the second year of high school since simple past was part of the syllabus, as we can see in the first excerpt of Julio’s report.

*Excerpt 1. Julio*

We decided to work on this tense because it is proposed in the syllabus for the 2nd bimester, and also because the text contained many verbs in the past, since it tells the story of how the radio was invented (translated by the authors).<sup>3</sup>

*Excerpt 2. Fernando*

Since we were talking about the invention of the radio and simple past, why not to work with a song by The Beatles? After all, there is a group in that class that loves them (translated by the authors).<sup>4</sup>

We could observe from these first excerpts that residents followed the syllabus (*We decided to work on this tense because it is proposed in the syllabus for the 2nd bimester*). However, based on Brophy (2010), adjustments were made to create opportunities for the pupils engage in the activities. Hence, it seems that Julio and Fernando were aware that they needed to adapt the tasks according to the students’ personal likes (*why not to work with a song by The Beatles? After all, there is a group in that classroom that loves them*).

These first two excerpts also show how PRP allows residents to prepare their classes, reflecting on how their activities can motivate students. Moreover, approaching a verbal tense prescribed by the syllabus using the students’ likes

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3 Original in Portuguese: Resolvemos trabalhar este tempo verbal porque ele é proposto na organização da professora para o 2º bimestre, e também pelo fato de que o texto trazia muitos verbos no passado, já que narra a história da invenção do rádio.

4 Original in Portuguese: Como estávamos falando sobre a invenção do rádio e do Simple Past, por que não levar uma música dos The Beatles? Afinal, tem um grupo naquela sala que adora eles.

and characteristics (The Beatles' song) reveals the residents' concern – conscious or not – towards students' intrinsic motivation. As Brown (2000) and Mitchell, Schuster and Jin (2020) argue, activities must combine the two types of motivation. In addition, intrinsic motivation could trigger positive consequences in the development of the tasks, such as a “feeling of competence and self-determination” (BROWN, 2000, p. 164).

Furthermore, two strategies listed by Dornyei (1994) frequently appear in what the residents reported initially: *how to make the syllabus of the course relevant, and how to increase the attractiveness of the course content*. By claiming that, “*there is a group in that classroom that loves them [the band].*” Fernando confirmed his concern for the students' motivation and commitment to the task. Discursively, the excerpts show that both residents were aware that, by bringing a song from a band which the students appreciate, the students would be more engaged, and the content would become attractive and, consequently, more relevant (DORNYEI, 1994).

### 3.1 The invention of the radio

As observed in the excerpts analyzed in the previous section, both residents started working on the invention of the radio to explore the students' language skills. In their reports, they explain that they worked with a written text entitled “The Invention of the Radio”, which they asked students to read and answer interpretation questions. Concerning the reading moment, Julio stated the following:

*Excerpt 3. Julio*

This 2nd grade is very participative, even the noisiest students take part in our activities and always have doubts about the vocabulary or the themes [we are] working on (emphasis added, translated by the authors).<sup>5</sup>

Given Julio's report of this moment, we could notice that motivation influenced the way students reacted to what the residents had proposed (“*even the noisiest students take part in our activities [...]*”). In addition, Julio discursively addressed that the engagement fostered by their lessons involved every student in the classroom. Two key points of motivation are noteworthy at this moment:

5 Original in Portuguese: Esta turma do 2º ano é muito participativa, inclusive os alunos mais agitados participam das nossas atividades e sempre têm dúvidas com relação ao vocabulário ou as temáticas trabalhadas.

attention and effort (BROPHY, 2010). These features become present in the resident's claim that the students were always asking about vocabulary and themes worked on in the classes. In other words, these two points demonstrated that they were interested and concentrated on the task.

After discussing the invention of the radio, the residents brought as a link to the written text, the song "I Saw Her Standing There" by the British band The Beatles. The choice of the song relied on some of the students' love for that band (excerpt 2). Furthermore, "if we think about the radio in the 1960s-90s, their songs were the most played" (Fernando's final report, translated by the authors).<sup>6</sup> Additionally, as claimed by Lorenzutti (2014) and Cunha (2016), music is a relevant motivational tool in learning a second language. The next excerpt enables a deeper reflection on how students were committed to the activities promoted by the residents and how they were observed by others.

*Excerpt 4. Fernando*

When the students left the classroom, V. [the preceptor] came to talk to us, congratulating us on the classes. She said that the students [when the class finished] reacted like: "aaaaaah, is it over? already?" They didn't even want to leave the classroom. I did not notice these reactions, but I confess that I was extremely touched after the preceptor told us about it (emphasis added, translated by the authors).<sup>7</sup>

Based on Fernando's report in excerpt four, the students' involvement in the proposed activities were spontaneous and natural (BROPHY, 2010). Thus, there was intrinsic motivation. As supported by Brophy (2010), being motivated is the combination of the desire to reach the objective and the attitude to achieve it. Their reaction at the end of the lesson shows motivation in addition to a desire to continue the class. Students did not want it to end because they were engaged and focused on completing the task. Moreover, from what he reported discursively, we could also identify the residents' motivation – based on the preceptor's feedback – from the students' reactions (*I confess that I was extremely touched after the preceptor told us about it*).

As supported by Mitchell, Schuester and Jin (2020) and Dornyei (1994), teachers should introduce tasks to stimulate intrinsic motivation and to help internalize extrinsic motivation, as well as to increase students' interest and involve-

6 Original in Portuguese: se pensarmos em rádio nos anos 60-90, o que mais tocava eram músicas desse grupo.

7 Original in Portuguese: Quando os/as alunos/as saíram, V. veio conversar conosco, nos parabenizando pelas aulas. Ela disse que nas duas turmas, os/as aluno/as fizeram "aaaaaah, a aula já acabou?" Eles/as nem fizeram questão de sair da sala. Eu não percebi essas reações, mas confesso que fiquei extremamente emocionado quando a preceptora nos disse isso.

ment in the tasks. Based on what both residents linguistically claimed in the excerpts, their work involved tasks that stimulated students to be motivated and engaged in the activities. The next topics elaborate on this understanding.

### 3.2 Finding someone who was...

The second class in the sequence of activities to teach the simple past started with the residents prompting students to recall what they had studied previously, then introducing the content of the class – specifically the past tense of the verb to be. In the first part of the lesson, the students took notes on the rules and uses of the verb to be in the past. In the second part, the residents proposed a dynamic called “Find Someone Who Was” which consisted of students looking for other students to find similar aspects/experiences to their own.

Specifically reflecting on the impact of these activities, both residents discussed that, despite some confusion in the beginning, the results were very positive, as seen in excerpts five and six.

#### *Excerpt 5. Julio*

They accepted the dynamic well; at first, they did not seem to understand what they needed to do, but after they stood up and tried to ask the first sentence, they began to feel more comfortable and, apparently, liked the feeling, for the class ended and the other students who had class in the same classroom were already waiting outside and they [the students engaged in the activity] didn't even notice and continued doing the activity [...] this ending was very positive for me, precisely because of the engagement I could see in them (emphasis added, translated by the authors).<sup>8</sup>

#### *Excerpt 6. Fernando*

We explained all the activity, but we forgot to interpret some phrases from the. We thought this would be a problem, but on the contrary, it was great, because they helped each other. The class ended, and they didn't realize it. They only realized that the class had ended when the students from the other class entered the room (translated by the authors).<sup>9</sup>

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8 Original in Portuguese: A dinâmica foi bem aceita por eles, que no início pareciam não ter entendido o que teriam que fazer, mas depois de ficarem de pé e experimentarem o uso da sentença a primeira, se sentiram mais a vontade e ao que parecem gostaram, pois a aula acabou e os outros alunos que iriam para a sala que estávamos já estavam esperando do lado de fora e eles nem se quer perceberam e continuaram fazendo a dinâmica e esse final foi muito positivo para mim, justamente por esse engajamento que pude notar neles.

9 Original in Portuguese: Explicamos toda a atividade, mas esquecemos de interpretar algumas frases da tabela. Achamos que isso seria um problema, mas muito pelo contrário, foi ótimo, porque eles/as se ajudaram entre si. Acabou a aula e eles/as todos/as não se deram conta. Só perceberam que a aula acabou quando os/as alunos/as da outra turma entraram na sala.

These excerpts highlight an important aspect of the class: group cohesion (DORNYEI, 1994). As stated by Fernando, students helped each other to understand the sentences, supporting one another (*it was great, because they helped each other*). This attitude led to greater motivation in the task and a “more emotional tone” (DORNYEI, 1994, p. 219).

In previous sections, we discussed three learning environment-specific motivational components introduced by Dornyei (1994). The last two excerpts seem to emphasize *course-specific motivational components* since both residents reported that students were so concentrated on the task that they did not realize the class was over (*they [the students engaged in the activity] didn't even notice and continued doing the activity; the class ended, and they didn't realize it*). This report leads us to the four key aspects of *course-specific motivational component*. Interest, as the students showed curiosity about their context; *relevance*, for the seemingly incomplete instructions turned out to be incredibly positive (students helped each other); *expectancy*, since students made efforts and developed a good relationship with the task; and finally, *satisfaction* in their attempts to reach the goal, as well as their happiness and comfort with the achievement. As a result, the students were engaged and, consequently, motivated in the task.

### 3.3 What is on the radio: creating a radio show

To conclude the sequence of activities, the residents proposed a task that required the participation of the whole class. They named it “Radio Show.” They started the class by forming a circle with the desks to clear the middle of the classroom. Then, they placed three posters on the walls of the classroom with the words *Like*, *Dislike*, and *Indifferent*. Next, they explained that parts of songs by different artists and genres would be played and they should move to the poster that best described their feelings towards that specific song. The music playlist relied on Julio's and Fernando's observations of the students' likes. This strategy aims to contemplate individual interests (BROPHY, 2010).

The next excerpt demonstrates that promoting activities considering students' contexts and interests makes way for greater engagement in oriented tasks.

#### *Excerpt 7. Julio*

[...] when they arrived in the classroom, the students showed little interest in the class; when we asked them to form a circle, many of them showed discontent,

which only increased when we asked them to stand up. But their mood quickly changed when they realized that we were going to propose a simple activity for them. With the songs they got comfortable and more and more relaxed, even those who were not willing to take part in the class were already super excited. With the songs playing, they participated a lot and asked for songs, but it was not possible to add them all. In the end, when we paused to give directions for the activity, we had a little difficulty because they were very euphoric, and they almost didn't let us talk (translated by the authors).<sup>10</sup>

Julio demonstrated he was worried about how demotivated students looked like (*when they arrived in the classroom, the students showed little interest in the class; when we asked them to form a circle, many of them showed discontent, which only increased when we asked them to stand up*); however, the feeling only lasted until the students realized that the activity involved something they liked. In this case, the residents were characterized as *significant others* and played an essential role in influencing the students' motivational development (BROPHY, 2010).

As supported by Cunha (2016), working with music in a second language learning environment can expand students' effective bonds with the language. Additionally, the students' cultural backgrounds (BROWN, 2000) seem to have been considered, as Fernando says "*the students did not want to end the dynamic. They loved radio stations. There was a moment of praise, choir, sofrência, passinho*"<sup>11</sup> [...] (Excerpt 8, translated by the authors).<sup>12</sup>

The climax of the sequence took place after the residents proposed that students, organized into four groups, created their own radio shows, according to their interests. This is described by Julio in Excerpts 9 and 10.

*Excerpt 9. Julio*

We explained them that they should create a radio show in groups; they should create the name of the show, a phrase that would be the slogan of the program,

10 Original in Portuguese: [...] quando chegaram na sala, os alunos mostravam está pouco interessados para a aula, quando pedimos para que eles formassem um círculo, muitos deles demonstraram descontentamento que só aumentou quando pedimos para que eles ficassem de pé. Mas esse clima rapidamente mudou quando eles perceberam que iríamos fazer um trabalho muito mais leve para eles. Com as músicas eles foram se soltando e ficando cada vez mais descontraídos, inclusive os que estavam sem querer participar da aula, já se mostravam super animados. Com as músicas tocando, eles participaram muito e pediam por músicas, mas não deu para colocar todas. No final quando paramos para dar as orientações para atividade, tivemos um pouco de dificuldade porque eles estavam bastante eufóricos, e quase não deixaram a gente falar.

11 Styles of music popular in Brazil.

12 Original in Portuguese: Os/as alunos/as não queriam parar com a dinâmica não. Amaram as estações de rádio. Teve momento de louvor, de coral, de sofrência, de passinho [...].



the genre, and [choose] songs that would play on the radio (emphasis added, translated by the authors).<sup>13</sup>

*Excerpt 10. Fernando*

The students are very creative. We asked them to present some moments in English. They introduced themselves individually in English, and some groups even announced the songs in English (the next song is... etc.). We let each group play 15/20 seconds of 5 songs that they had chosen to be the TOP 5 OF THE WEEK. Everyone loved the idea. Some questioned why the songs had to be in English, so I talked to Julio so they could possibly mix songs in English and Portuguese [...] (translated by the authors).<sup>14</sup>

After giving the instructions, the students seemed to be performing in an autonomous and protagonist way (BROPHY, 2010). As Fernando linguistically pointed out in Excerpt 10, the students seemed to be involved in the task, being creative and comfortable to speak in English. A likely trigger for that was working with features from the students' contexts and interests, as well as including the students in the decision-making process of the tasks.

Features from the third motivational component presented by Dornyei (1994) were revealed in both excerpts. The *group-specific motivational components* is divided into four points and three of which were read in what the residents linguistically reported: *norm and reward system*, *group cohesion*, and *classroom goal structure*. Norm and reward system has to do with the residents' concern to involve the students in the construction of norms and reward system of the classroom. The *official goal* (BROPHY, 2010) was constructed collectively and adjusted when necessary (*Some questioned why the songs had to be in English, so I talked to Julio so they could possibly mix songs in English and Portuguese*).

The other two features – *group cohesion* and *classroom goal structure* – are also revealed in the way residents managed the development of the task. By working in groups, students were able to better connect with and support one another. Also, the activity made room for a cooperative classroom structure that,

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13 Original in Portuguese: conseguimos explicar que eles teriam que criar em grupos um programa de rádio, criando assim o nome do programa, uma frase que seria o slogan do programa, o gênero e músicas que tocariam na rádio.

14 Original in Portuguese: Os/as alunos/as são muito criativos/as. Pedimos para que a apresentação do grupo fosse em inglês em algumas partes. Eles/as se apresentaram individualmente em inglês, e alguns grupos ainda apresentaram as músicas em inglês (the next song is... e etc.). Deixamos que cada grupo tocasse 15/20 segundos de 5 músicas que eles/as escolheram para ser a TOP 5 OF THE WEEK. Todo mundo adorou a ideia. Alguns questionaram sobre as músicas terem que ser em inglês, desse modo, conversei com Julio sobre eles/as poderem mixar músicas em inglês e em português [...].

according to Dornyei (1994), can create a space in which the students were more integrated into the task.

Furthermore, *teacher-specific motivational components*, presented in previous sections, were the most outstanding features in this excerpt (DORNYEI, 1994). In this specific activity, residents seemed to share responsibility with the students, giving them space to make choices and establish priorities, as well as letting them be involved in every decision (DORNYEI, 1994). The residents developed a form of collective work in which the students were also heard and able to make choices. In other words, knowledge was shared. Besides, the excerpts also reveal the process of the *socialization of students' motivation*, that comprehend *modelling* – the preparation –, *task presentation* and *feedback* (DORNYEI, 1994) – which became one the students' grades, as we can see in the next excerpt –.

*Excerpt 11. Fernando*

We were invited to evaluate this activity for the construction of the second grade for the second bimester. The evaluation process started to be thought from this moment since we had to think of criteria that could contemplate all the intelligence and ways to show participation (translated by the authors).<sup>15</sup>

The issue Fernando linguistically addressed in this excerpt confirms how motivated and engaged students were throughout the sequence of activities. The preceptor's invitation for the residents to evaluate the students revealed that she believed in their capabilities. In addition, the invitation would have not been made if the preceptor had not recognized the students' interest and involvement in the tasks.

Fernando also showed, in his report, that he considered features of the *group-specific motivational components* (DORNYEI, 1994), given his concern on how to contemplate the individualities and the expressions of diversity in the group. This set of components involves three different aspects, of which *goal-orientedness* stands out. This feature is related to the recognition of the uniqueness of the students - something Fernando seemed to be aware and that led him to consider all demonstrations of interaction in the classroom as well as to (re)consider the evaluation process for that moment (*The evaluation process started to be thought from this moment since we had to think of criteria that could con-*

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15 Original in Portuguese: Fomos convidados a avaliar essa atividade para a construção da segunda nota do bimestre. O processo de avaliação começou a ser repensado a partir desse momento, visto que tivemos que pensar em critérios que pudessem contemplar todas as inteligências e formas de demonstrar participação.

*template all the intelligence and ways to show participation).*

## Final remarks

This article exposed the residents' commitment to critical and cautious planning in collaboration with the preceptor, their students, and other residents. An important reflection prompted by the analysis is that Julio and Fernando's work combined extrinsic and intrinsic motivation, both of which, supported by authors presented in previous sections, are essential for the success of language learning tasks.

Despite the overall positive results of the sequences, the residents also faced challenges that led them to think about their lesson planning and their classroom procedures. One example is seen in excerpt seven when Julio and Fernando needed to motivate themselves to continue the activity and to activate the students' engagement in the tasks. Therefore, it is possible to realize that the Pedagogical Residence Program allows the residents to reflect on the difficulties they may encounter in forthcoming experiences and how these situations demand adaptations.

Finally, we understand that the PRP contributes to the professional education of the undergraduate students integrated to the Program. These experiences revealed residents who were aware of the importance of activities focused on promoting the students' motivation and engagement by considering these a pivotal concern for their lessons, from planning to evaluating.

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## About the authors

**Edvaldo Santos de Lira** - Mestrando em Linguagem e Ensino pela Universidade Federal de Campina Grande (UFCCG); Campina Grande-PB. E-mail: edvaldolira17@hotmail.com. Lattes: <http://lattes.cnpq.br/3326918084400127> OrcID: <https://orcid.org/0000-0002-4874-2754>.

**Walison Paulino de Araújo Costa** - Doutor em Linguística. Professor do Departamento de Letras Estrangeiras Modernas (DLEM) da Universidade Federal da Paraíba (UFPB); João Pessoa-PB. E-mail: walliecoast@yahoo.com.br. Lattes: <http://lattes.cnpq.br/4369275393305027>. OrcID: <https://orcid.org/0000-0002-0047-8421>.