FEDERAL UNIVERSITY OF TECHNOLOGY - PARANÁ

ACADEMIC DEPARTMENT OF LANGUAGE AND COMMUNICATION

ACADEMIC DEPARTMENT OF MODERN FOREIGN LANGUAGES

LANGUAGE ARTS PORTUGUESE/ENGLISH COLLEGE

ISIS PESCH-DUCAT MARTINS

AFFECTIVITY AND THE TEACHING OF THE ENGLISH LANGUAGE OF BLIND STUDENTS

SENIOR RESEARCH PAPER

CURITIBA

2015

ISIS PESCH-DUCAT MARTINS

AFFECTIVITY AND THE TEACHING OF THE ENGLISH LANGUAGE OF BLIND STUDENTS

Senior Research Paper presented to the Language Arts English/Portuguese College of Academic Department of Modern Foreign Languages – DALEM – and the Academic Department of Language and Communication – of the Federal University of Technology – Paraná, as a requirement to obtain the Teaching degree.

Advisor: Doctor Miriam Sester Retorta

CURITIBA

2015

TERMO DE APROVAÇÃO

AFFECTIVITY AND THE TEACHING OF THE ENGLISH LANGUAGE OF BLIND STUDENTS

por

ISIS PESCH-DUCAT MARTINS

Este Trabalho de Conclusão de Curso foi apresentado em 19 de Fevereiro de 2015 como requisito parcial para a obtenção do título de Licenciada em Letras Português-Inglês. A candidata foi arguida pela Banca Examinadora composta pelos professores abaixo assinados. Após deliberação, a Banca Examinadora considerou o trabalho aprovado.

_____
Profª Miriam Sester Retorta
Profa. Orientadora

_____
Profª Silvana A. Polchlopek
Membro titular

_____
Profª Eglantine Guély Costa
Membro titular

- O TERMO DE APROVAÇÃO ASSINADO ENCONTRA-SE NA COORDENAÇÃO DO CURSO -

I dedicate this work to my husband Hélio
and my son Davi.

AKNOWLEDGEMENTS

If I speak in the tongues of men or of angels, but do not have love, I am only a resounding gong or a clanging cymbal. If I have the gift of prophecy and can fathom all mysteries and all knowledge, and if I have a faith that can move mountains, but do not have love, I am nothing. If I give all I possess to the poor and give over my body to hardship that I may boast, but do not have love, I gain nothing. (BIBLE, I Cor. 13; 1-3)

RESUMO

Este trabalho está inserido na área de Linguística Aplicada e tem por objetivo estudar a importância do papel da afetividade entre alunos com deficiência visual e o professor para o aprendizado da Língua Inglesa. Como aporte teórico utilizamos os textos de Vygotsky, Piaget e Wallon. Para coleta de dados foi realizado um estudo com alunos cegos através de observação de aulas e levantamento de dados com questionário. No começo do ano, os alunos eram tímidos e não falavam muito com o professor. Quando esses alunos foram inscritos no Facebook e o grupo English for Us foi criado, as interações melhoraram muito. Os alunos começaram a enviar mensagens agradecendo pelas explicações ou se desculpando pelas faltas. As interações dentro e fora de sala aumentaram e além de aprenderem a usar a tecnologia para se comunicarem, eles começaram a interagir entre si e com os alunos de Letras e professor. Foi possível perceber que a afetividade desenvolvida pelos professores, alunos de Letras e alunos cegos contribuiu muito para o processo de aprendizagem da lingual inglesa. Os resultados mostram que a afetividade não foi demonstrada no começo do curso como no final do ano

Palavras-chave: Ensino-aprendizagem. Afetividade. Motivação. NEE. Cegos.

ABSTRACT

This study has been conducted within the Applied Linguistics area and aims at studying the role of affection between students with visual impairment and the teachers for learning the English language, and to pursue the motivations of students in the acquisition of this new language. The theoretical ground for this investigation was based on Vygotsky, Piaget and Wallon. For data collection we observed classes and used an online questionnaire with blind students. Earlier in the year, the students were shy and did not talk much with the teacher and in-service students When these students were enrolled on Facebook and the group English for Us, interactions improved a lot. Students began sending messages thanking for the explanations or apologizing for their absences in class. Interactions in and out of the classroom increased as technology started being used to communicate. They began to interact with each other and with in service students and the professor. . It could be observed that the affection developed by the teachers, in service and blind students contributed to the learning process of the English language. The results show that affectivity was not present in the beginning of the course, but it was built up and improved until the end of the year.

Keywords: Learning process. Affectivity. Motivation. Blind. SEN.

LIST OF ILLUSTRATIONS

LIST OF ACRONYMS

SEN   Special Educational Needs

UTFPR   Universidade Tecnológica Federal do Paraná

ICT   Information and Communication Tehnologies

ZDP   Zone of Proximal Develpment

ADEVIPAR Associação dos Deficientes Visuais do Paraná

NVDA   Non Visual Desktop Access

SUMMARY

INTRODUCTION

The teaching of the English language began in Brazil after the 1809 decree which was signed by King John VI. In this decree, the prince of Portugal claimed the necessity of teaching English and French aiming at trading partnerships between Portugal, England and France. However, the French language was considered universal and only in 1930 the English language took a turn after political tensions that culminated in the Second World War.

Since its implementation, the teaching of English language has gone through different paradigms, since the inclusion of the discipline in schools up to the exclusion of the language in the curriculum by the Law of Directives and Bases of National Education between 1961 and 1971. Currently, the English language is offered in different contexts in junior and high schools public and private, colleges, language institutes and even on Internet sites which offer video lessons, lectures with teachers from Brazil or native speakers.

Students with special educational needs (SEN) have also sought to learn a second/foreign language, especially because many companies have implemented social inclusion programs for this population, and the foreign language qualification is a requirement. Apart from professional needs, it is perceived that learning foreign languages in students with some kind of visual impairment help them improve their communication skills, and also encourage their personal development. But even with the demand of the foreign languages learning, schools are not prepared to teach them to students with SEN because they do not have materials specifically designed for them, even though, according to the European Commission, it is the responsibility of the teacher to ensure equitable access to opportunities for language learning by all members of a class or group.

Due to these gaps, the Federal University of Technology (UTFPR) initiated an extension project of teaching English for the visually impaired in order to investigate which technologies, specifically Information and Communication Technologies (ICT) may be used in the teaching/learning of English. This project is coordinated by Professor Miriam Sester Retorta and Allan Martins Mohr. Undergraduate students of the Portuguese and English Languages and Literatures help and assist the blind ones.

Classes are held on Saturday mornings, and in this project the students arrive at the university very early and often alone to learn English using a methodology in which they can acquire the language and interact with other people, blind or not. While implementing these classes, new materials have been designed, which is all printed in Braille and in large letters (font style 45). Other materials used as a resource to assist these students are the recording of audios in mp3 through students' mobiles, so they can listen to the recordings at home and practice the dialogues and vocabulary taught in class with the objective of learning the structures and sentences and improving pronunciation.

While using these materials with the students, it was noticed that the interaction and affection among students and teacher were interesting elements to be considered. Therefore, due to the lack of studies in this field, the general objective of this paper is to investigate how affection among students with visual impairments and the teacher(s) occur while they are learning the English language. Three specific objectives were designed to contribute to achieving the general objective which are to investigate the reasons why the visually impaired have to learn English, to point out the difficulties they face in order to acquire the language and also to discuss how affectivity may influence the acquisition of a foreign language.

The ground theory which underlines this investigation comes from Vygotsky (1998), Piaget (1997) and Wallon (1938) based on the affectivity and motivation. The investigation was based on the extended project of teaching English to blind students at UTFPR, through observation, and a questionnaire, which later was analyzed grounded in a qualitative research and the interpretative method.

The justification for this study is due to its importance of teaching students with special needs in Applied Linguistics and also because of our experiences as English teachers. After the experience of teaching blind students, we strongly believe that the affection between teacher/student is an important fact that should be taken into account. When a teacher motivates his/her students, they feel more secure and trust their teachers and thus, the learning process will be more effective. As the process of second language acquisition is a complex undertaking, we believe that this study will contribute to the area of methodology related to affectivity and motivation.

1 FROM INCLUSION TO AFFECTIVITY

This section provides a brief overview of the history of the visually impaired people, since from the ancient up to the contemporary times, going from the suffering and total exclusion to the inclusion of disabled people in our society. In addition, we are going to talk about the advances in inclusion, the difference between social and school inclusion as well as inclusion and integration. At the end of this chapter, there is also a brief overview of investigations carried out in the educational area considering affectivity.

1.1 THE HISTORY OF THE VISUALLY IMPAIRED

If we go back to Ancient History, it is possible to perceive that, since the Middle Ages, the rejection of people with any kind of disabilities was common in some places such as Greece. Children who were born with a disability were killed or thrown in the sea. Unfortunately these people were ignored and treated indifferently and in a preconceived manner, many were exploited in commercial houses, taverns and brothels, used for entertainment in circuses for simple fun of the powerful people, or for simple services and sometimes humiliation. However, some of them survived because some people felt compassion and sheltered them.

From the moment that Christianity was spread around the world, people with disability began to be seen differently. Besides love which was born from Christianity, charity, humility and simplicity of life were also disseminated, and the gospel considered all human beings, with no exception, children of God who should not be discriminated. Therefore, the blind was not a stigma of guilt anymore. For these reasons, hospitals which attended the poor also started receiving the disabled, even though it was common sense that these hospitals had to just remove them from the street, as most disabled people were all homeless (FRANCO e DIAS, 2005).Throughout the centuries, and with the oncoming wars, some countries became more benevolent towards people with disabilities, as many soldiers returned to their homes amputated and needed special care (GARCIA, 2011).

According to Willings (2014), people started to pay attention to the blind after 1260, when King Louis the Ninth of France started providing fund to a charity

institution for the blind. However, during this period, there were no special education methodologies for the visual impaired and therefore, people used their creativity to elaborate methods such as a writing system of pinpricks and silk embroidered onto cardboard. After 1784, many schools for the blind were established, and, in 1824, Louis Braille presented a new method in which blind and visual impaired could read.

1.2 ADVANCES IN INCLUSION

In the early XX century, after the Second World War and the Universal Declaration of Human Rights, blind people were accepted in regular school. The concept *integration* emerged. In this context, the visually impaired had to change to adapt themselves into society. According to Vargas (2007, p. 1) integration happens when the blind is accepted in the family, in the school and in the society interacting with other people in each place and using resources to help him/her in this integration. There was a lot of criticism because people saw this adaptation impossible as many of these people would never recover the abilities they had lost or never had in order to be able to integrate to the society.

Considering integration and inclusion as important processes for the visually impaired, it is important to clarify the difference between them. The concept of integration refers to the necessity of modifying the person with special educational needs, in one way that this person is able to identify himself/herself to any other citizen, and is able to integrate and associate to live in the society. The idea of integrating the person in the society focuses on the change in the impaired person, and it seeks for the normalization of this person with a disability. It seems that being different is a problem of inferiority.

People with special needs are like any other person. They have the same rights as anybody else in society and that is the concept of inclusion. Social inclusion looks at both sides, not only the impaired person, but also society. It is concerned with the process of development of the impaired and the readjustment of the social reality, i.e., society has to adapt to the impaired and not the opposite.

After the concept of inclusion was presented and taken up by our society, some changes were required in order to help society be prepared to deal with impaired people, and in 1994, the Salamanca Statement (1994) was conceived

during the World Conference on Special Education in Spain. This document states that it is necessary to build a society that guarantees education for everyone, including people with disabilities. It also advocates that schools should accommodate any person with any type of disability, i.e., these places should be adapted to serve these people's needs. Discrimination of the disabled should come to an end as well. Besides these issues, it is also important to guarantee the access, permanency, and the success of impaired students in the school system (SALAMANCA, 1994).

Another decree was signed during the Guatemala Convention in 1999. It states that all kinds of discrimination against any kind of disability should be eliminated, and the Convention aims at preventing and eliminating all forms of discrimination against disabled people and promoting their full integration into society (GUATEMALA, 1999). In 2001, the National Guideline for Special Education in Basic Education (BRASIL, 2001) was elaborated. It helps all the school community to include the students with special needs and to prevent discrimination.

In order to include students with special educational needs (SEN), schools need to be prepared to receive them, because according to Correia (1999 p. 48) "there is a SEN when a problem affects the learning process to the point in which a new curriculum is needed, a modified or special curriculum, or the learning process is adapted so the student can receive an appropriated education".

Correia believes in an inclusive education where there is no need of a modified curriculum and this is what school should focus on, impaired people have the same right as any other people and they should not be discriminated or seen as inferior people because they have any of disability. They can think, react, and learn on the same way any other people can.

1.3 SOCIAL AND SCHOOL INCLUSION

Inclusion has been a strong issue nowadays. The number of programs to include people who are considered having any special needs are increasing. Inclusion is related to anyone who does not have the same opportunities in society from people who do not have financial conditions within the standards imposed by the society to the elderly, people with special needs and minority groups such as Indian and African descendants. In 1981, specific laws were created to include each

of these groups into the society. The Organization of the United Nations created a decree in which people with special needs must have the same rights as the others. From this perspective, changes have been made from simple access ramps made in schools, churches, restaurants, theaters and busses in order to give access to disabled people up to more academic changes such as curriculum, didactic materials and technology. Also, companies need to have a quota for this population as well. For instance, if a company has between 201 and 500 employees, it needs to have 2% of people with any kind of disability. Schools also need to enroll them, and with the numbers of new students with special educational needs (SEN), they need to qualify teachers and staff and improve methodology (BRASIL, 2006).

According to Caliman (2011, p. 2) many schools have been modified both structurally and methodologically in order to receive the SEN, but teachers must also be ready to help the SEN to accomplish their goals in terms of education and also have the knowledge on how these students should be treated in class and how the other children who do not have any special needs can help their classmates in any activity or necessity. The most important concept mentioned by Caliman (2011) is that it is not the inclusion that must fit in school, but the school must seek for knowledge to receive this diversity. And considering this, there is a need of changing the way schools receive the SEN, because they need to be included into the society and not integrated, as the concept of integration sustain the idea that the person needs to be changed in order to take place in the society.

1.4 INVESTIGATION IN AFFECTIVITY

Leite (2012), from Campinas, Sao Paulo-Brazil conducted a study at the University of Campinas in which he aimed at identifying and analyzing pedagogical decisions, planned and developed by teacher and the impacts on affective relations which are established between the students and the school contents. To accomplish this study, a group was created in 1990. The participants of this group were advisees in different levels i.e. Ph.D., master's and scientific initiation. During the period of their research, they could collect data and analyze them within a qualitative approach. Leite (2012, p. 365) concluded that affectivity is presented in all decisions made by the teacher, producing positive or negative impacts in the subjectivity of

students. Therefore, it is a strong factor in relationships established between students and the learning contents. Considering the pedagogical mediation, he concluded that it is one of the main determinants of the quality established between subjects/students and object/contents. He assures that it is not possible to plan teaching conditions without considering the possible emotional impact that inevitably, these conditions affect students. Within an educational perspective, this affective aspect points to a school environment committed to the success of the student learning, which can be implemented though a pedagogical project assumed and developed by teachers who are also committed to the learning process.

Some investigations have been conducted considering affectivity, not only considering the teacher/student, but on the discourse of the Portuguese Language teacher as Saheli (2013) analyzed. She aimed at observing how the affective aspects are expressed in Elementary school Portuguese Language teachers' discourse. To do so, an interpretative study was done and four teachers were interviewed. Saheli concluded in her research, that most of the times, teachers are responsible for creating the affectivity between teacher/student. Even though the affectivity can be related to the teacher's speech in class, it can also be related to the goal in learning a language, in this case, Portuguese. At the end of the paper, she mentioned that there are not many studies considering affectivity and she believes it should be analyzed because it is an important role in the language acquisition.

Another research was accomplished by Aragão (2008) at the Federal University in Minas Gerais, Brazil, in which he suggests that the western thought has marginalized research that tries to understand the relationship between emotions and the learning of a new language. Aragão aimed at studying an area of applied linguistics which is denominated as Second Language Acquisitions and which focuses on affectivity and motivation in the language learning. In conclusion he believes that it is important to understand how students relate their learning and expectations including the reasons that motivate them, but it is necessary to leave individuality which indicates affectivity. Aragão agrees that a few studies have been made in Brazil to focus in the dynamics of classrooms, and the historical, political and ideological contingencies of students generate emotions that block and limit learning. For him, dealing with students' anxiety in the classroom is one way to create classes with relaxing environment where the acquisition of a second language can be easier.

Dantas e Medrado (2012) analyzed, the way two visually impaired students conceived the process of inclusion in an English language classroom. After interviewing the students, it was possible to observe the positive impact didactic strategies and teacher's attitude had on the way these students face learning the language. They concluded that pedagogical actions must be reflected by foreign language teachers with blind students, because teachers need to look for this subject in order to create an interaction atmosphere where the blind student feels comfortable and able to follow classes without any problem. It is important, according to the writers, that teachers think about strategies to facilitate students' learning, they need to understand the students' rhythm to write in braille if necessary, to record some words, and it is the teacher's role to encourage the interaction between all the students in the class. Considering the interview made with the students, it was also possible to see the important role that their teacher had in the learning process. Both students said the teacher was really necessary to them and she knew how to treat them in one way they could feel motivated and comfortable in class which facilitate the learning.

Araluc (2002) carried out an investigation for a doctoral thesis in Ciudad Real, Spain, focusing on the affective factor in the teaching of English to Blind and Visually impaired young learners. The main objective for her was to explore the difficulties that blind students face when learning a new language. For this research, she focused on the tactile method to facilitate the learning process. She believed that when students are taught into a method that takes into consideration their sensory deficiency, they address both their cognitive and affective aspects, the pupils attitude toward the new language improve. In order to verify this, two pilot studies were created to be carried out in private schools, and all the tactile material created was based on interviews with teachers, students and experts in the field of visually impaired and class observation. Araluc concluded that the use of a special material for visually impaired made blind students more motivated to study a second language and the affective factor increased as pupils felt comfortable to work with non-visually impaired. Their creativity in the activities was developed, as they did not have a textbook, children needed to improve their creativity in order to understand and comprehend some tactile material.

2 AFFECTIVITY AND MOTIVATION

This section provides an overview about the theory of Vygotsky where we explain the semiotic mediation and internalization. After this, we analyze the concept of affectivity in Vygotsky, Piaget and Wallon. At the end of this chapter, there are also some examples of studies related to motivation which need to be taken into consideration in relation to affectivity.

2.1 SEMIOTIC MEDIATION AND INTERNALIZATION BY VYGOTSKY

To begin this section, it is essential to start with the definition of higher mental functions according to Vygotsky.

> The use of artificial means – the transition to the semiotic mediation – changes, essentially, all psychological operations, as well as the use of instruments expands without limits the range of activities in which new psychological functions can operate. In this context, we can use the term higher mental function, or superior behavior to refer to the combination between the instrument and the sign in the psychological activity (VYGOTSKY 1998 p. 78).[1]

Lev Semenovich Vygotsky was born in Russia in 1896 and lived there until 1934 when he died of tuberculosis. Even though he lived for just 38 years, he contributed a lot to research in the development of psychology, education and psychopathology, many of which were not concluded due to his early death. His theory was based on the individual development in a socio-historical process, highlighting the importance of the language and the learning in an ongoing way. His central theme revolves around the acquisition of knowledge by the interaction of the individual and the society.

Vygotsky defended that semiotic mediation is the acquisition of knowledge holding an intermediate link between man and the environment. Mediation has an important role in this process because the higher mental functions – mental functions which are conscious behavior of men i.e., voluntary attention, perception, memory and thought – develop. For him, there are two mediator elements, the instruments

---

[1] O uso de meios artificiais – a transição para a atividade mediada – muda, fundamentalmente, todas as operações psicológicas, assim como o uso de instrumentos amplia de forma ilimitada a gama de atividades em cujo interior as novas funções psicológicas podem operar. Nesse contexto, podemos usar o termo função psicológica superior, ou comportamento superior com referência à combinação entre o instrumento e o signo na atividade psicológica. (VYGOTSKY, 1998 p. 78)

and the sign, which are mental representation that substitute objects in the real world, i.e., if a teacher asks students to draw a tree, probably many people will draw a big tree, with green leaves and a large bole. This is a sign that a tree represents for many people, but for some others a tree can be completely different, without leaves and very thin. The different kinds of trees happen because of the interaction people have, depending on the place they live; they know big trees or small trees, and this is interaction to the world and the environment is where the learning process happens.

Camile Monroe (2014 p.1) explains that for Vygotsky a person needs to be inserted in a society to have interaction and learn from the others. As an example she shows the idea of a child playing near a candle. The mother tells this child not to touch the fire because it can burn him/her. This knowledge can be acquired as an advice from the mother. Later, the kid will associate this knowledge to the candle and the possible burn: this is the internalization of knowledge. According to Monroe, the interaction between people has an important role on the internalization process, because for Vygotsky the way an object takes up to the children and from the children to the object only happens because of another person, in this case, it can be a teacher who mediates the knowledge up to the students.

Considering that the human needs to be inserted in a society to develop the higher mental functions and the teacher can work as a mediator in the learning process, Vygotsky (1998) also brought the concept of zone of proximal development (ZPD). The concept of the ZPD suggests that the learner can do some things on his/her own, without any help, but some other things he/she can do only with an older or more experienced person or even with the teachers' help, so in a classroom, the tutor will guide students to achieve a goal. The picture below can show how it works.
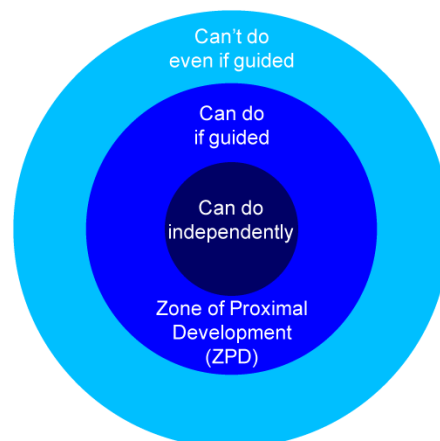

Figure 1: Zone of Proximal Development

Source: blog.matbury.com

In figure 1 we can see the division of the three zones: the zone of actual development, the zone of potential development and the zone of proximal development. In the first one, the zone of actual development, there are the psychological functions which are developed independently. It is the capacity acquired by the person to accomplish tasks on his/her own. Differently from the first one, it is in the zone of proximal development (ZDP) where the student needs to be helped to accomplish a task or solve a problem (VYGOTSKY, 1978, p. 32). In his words,

> It is the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers. (VYGOTSKY, 1978, p. 33)

Considering Vygotsky's theory about the importance of having a tutor to mediate the learning process to internalize the new acquisition, and to reach the zone of proximal development, we believe that the participants of this research, as any other student, need the teacher's help to learn a new language and achieve their goal of being proficient in English.

2.2 AFFECTIVITY

Affectivity and its implications for education has been an increased discussed topic in the academic environment according to Leite (2012, p. 356). In this section we will explain the theories of Vygotsky, Piaget and Wallon on affectivity and its contribution to the learning process.

2.2.1 VYGOTSKY

One of the most remarkable and real sentences from Vygotsky about the human essence says, "It's though others that we become ourselves."

According to Kohl and Rego (2003, p. 16), Vygotsky wrote several texts about emotions, even though they were incomplete because of his early death. Between the years 1931 and 1933 he wrote different versions of a manuscript which were not

published during his lifetime, and in 1984 in the Sovietic Union the book "Theory of emotion: a historical psychological research" was published.

Vygotsky defended that existing theory of emotions were dualistic because they separated body and mind. In another section, affection and cognition were also treated separated, as Kohl and Rego (2003, p. 17) say, it is an isolable dimension of human psychological functioning. Vygotsky sought to develop a new perspective that related body and mind and cognition and affection. The authors claim (2003, p. 18) that for Vygotsky there is a necessity to comprehend the human thought and it is only possible when the affective-volitional base is understood. It is believed that it is important to stablish a close relation between thought and affection because according to him:

> Whoever separates from the beginning the thought from affection closes the possibility of explaining the causes of thought forever, because a deterministic analysis will lead man to discover their reasons, the necessities and the interests, the impulses and the trends which rule the movement of thought in one or another direction. Similarly, whoever separates thought from affection, denies in advance the possibility of studying the inverse influence of thought in an affective level, volitional of psychic life, because a deterministic analysis of the latter includes assigning to though a magical power to sharp the human behavior exclusively as an internal system of the individual. Also, as to turn thought into a useless appendage behavior into a unnecessary and powerless shadow. (VYGOTSKY, 1993, p. 25)[2]

He believed that affection and cognition were dialectically related and in this perspective, emotional life is connected to other psychological processes and to the development of consciousness. With this, the subject is a product from the development of physical and mental, cognitive and affective, internal and external process and the interaction with other people represents essential factors for the comprehension of the involved process. (KOHL AND REGO, 2003, p. 19)

Kohl and Rego (2003, p. 20) claim that the affective and cognitive process, the way we think and feel, are loaded with concepts, relations and social practices which are constructed within a historical and cultural environment. In a Vygotskian point of view, this happens because of the use of tools and signs, which are mediators of

---

[2] Quem separa desde o começo o pensamento do afeto fecha para sempre a possibilidade de explicar as causas do pensamento, porque uma análise determinista pressupõe descobrir seus motivos, suas necessidades e interesses, os impulsos e tendências que regem o movimento do pensamento em um ou outro sentido. De modo igual, quem separa o pensamento do afeto, nega de antemão a possibilidade de estudar a influência inversa do pensamento no plano afetivo, volitivo da vida psíquica, porque uma análise determinista desta última inclui tanto atribuir ao pensamento um poder mágico capaz de fazer depender o comportamento humano única e exclusivamente de um sistema interno do indivíduo, como transformar o pensamento em um apêndice inútil do comportamento, em uma sombra sua desnecessária e impotente. (VYGOSTKY, 1993, p. 25)

psychological processes. From this perspective, Kohl and Rego (2003, p. 22) affirm that the human affectivity is culturally constructed and that emotions are organized depending on the cultural groups, i.e., jealousy and betrayal are different in monogamous and polygamous societies; the fear of death has distinctive character in groups which believe in reincarnation and those who believe that life is designed as a biological phenomenon which ends in death, so each individual is going to react according to his/her culture.

Considering these facts, it is believed that the language has a special role as an instrument to constitute the affectivity in society. The authors mentioned (2003, p. 20) that for Vygotsky in primitive emotions the biological and instinctive reaction is very clear, the fear is an example of self-preservation and the anger would be self-preservation in an offensive way, but with the development of the human being, these emotion will be transformed. They move away from biological origin and constitute as a historical and social phenomena.

Another key fact mentioned by Kohl and Rego (2003, p. 21) is the idea of rationalism for Vygotsky. Even though this topic is complex and brings a lot of controversy, it is explained that the adult can control the reason which is connected to the affectivity, as the adult can build a complex emotional universe and not a lack of emotions like children usually do. In this theory, the language has an important role because it gives each individual a group of concrete categories to define their contents.

Vygotsky (apud KOHL AND REGO, 2003, p. 24, 25) studied the genetic plans and separated them in three groups: phylogenesis (history of human species), ontogenesis (the history of each person) and sociogenesis (history of each cultural group). In each group, he described the main behavior, the main psychological evolution during a turning-point and the link to each development. In order to study the phylogenesis, Vygotsky studied the differences between chimpanzees and the human being. He could observe that chimpanzees use tools to get food and this is also present in humans, this is part of the development of higher mental process, but in human, different from chimpanzees, there are the elementary mental functions. The man can transform nature, build signs and tools to perform some tasks and transmit these functions to his similar.

Kohl and Rego (2003, p. 15) concluded that in a Vygotskian point of view, the changes in social and psychological life are associated to the tools, the work and semiotic instruments, which give support to the sociocultural activities and bring qualitative modifications for the development. They affirm that because of affectivity, humans can express their feelings using the language and the interaction between people, because during interaction man can express feelings and thought differently of animal.

It is though interaction and the use of the language that people can express their affection and interests, especially in the learning process, this is how the individual is going to express his/her feelings and affection. If a student feels confident and close to a teacher, he/she will feel the learning process is easier. Differently from Piaget that studied the individual and internal process of the learning process as we will explain in the next section.

2.2.2 PIAGET

Jean Piaget was born in Neuchatel, Switzerland, in 1896. He was always interested in philosophy, religion and science and he graduated in Biology by the age of 23. He moved to Zurique, where he started to study children's discourse on the perspective of experimental psychology. Piaget was the most famous person in education and pedagogy, even though he said his studies were not related to pedagogy as he was a biologist and dedicated his life to observe the acquisition of knowledge by human being. He summarized the goal of education as "The principle goal of education in the schools should be creating men and women who are capable of doing new things, not simply repeating what other generations have done."

According to Ferrari (2011, p. 1) Piaget dedicated his life to observe the acquisition of knowledge by human being especially the children. From the study of children's conception of time, space, physical causality, motion and speed, Piaget created a field of research called genetic epistemology, a theory of knowledge centered on the natural development of the child. Besides this, Piaget defended the theory of constructivism which believed that the teacher needs to stimulate the search for knowledge. Piaget also explained that children do not think the same way

as adults do, they learn by assimilation, first they observe and later they incorporate the object in their mindset (FERRARI, 2011, p. 2).

Piaget defined affectivity as the actual feelings, in special the emotions, and the variety of trends, including the superior tendency, especially in this case, the desire (2014 p.39). He believed that affectivity interferes in intelligence operations, it can stimulate or disturb them, and it can cause an acceleration or a delay in the intellectual development without modifying the structures of the intelligence (2014, p. 37). According to him, if a student is motivated in the classroom he/she will have more desire to study and the learning process will be easier. As an example, he uses a student who is studying mathematics. If this student does not feel motivated, he can have an affect block, and feel inferior, which can prevent him/her to comprehend something easy like an addition.

Piaget (2014, p. 39) concluded that affective and cognitive function cannot be separated, because there is no cognitive mechanism without affective elements. For example, when a student decides to solve a problem in mathematics, he/she is completely involved with the problem and during the process he/she can feel demotivated as the problem is too difficult, or he can feel tired, happy or excited. The author also agreed that there is no pure affective state without cognitive elements. According to him, some instincts do not happen only because of affection, but they occur because of precise stimulus, i.e., a baby starts walking because he sees other people walking and the mother can motivate this child's first steps.

The author believed that there is a conflict between affectivity and thought (2014, p. 286), but this conflict only occur between ways of thinking or intelligence in a certain level and the feelings in another level, usually in an inferior level, it means, the conflict occurs when the elements in conflict are not on the same level. If cognitive and affectivity are not on the same baseline, "there will be correspondence, complementary between energetics and structure, affectivity constituting, the engine of conduct, or the acceleration of mechanism" (PIAGET 2014, p. 286). For example, a person by the age of 15 does not have the same level of thinking of a person by the age of thirty. The same way a five-year-old-child will express herself/himself in a different way as the people mentioned before, because the child does not know how to be as social as the others do.

Piaget defended the theory that affectivity can accelerate or delay the development. In order to explain this theory he constituted the "affective structures": the interests and importance, the desire and moral feelings and the element of intellectualization. The first one says that the interests are divided in a scale of importance (PIAGET, 2014, p. 288). The more interested the person is in something, the more affective the person will have with this object. In a classroom for example, some students can learn a language easier than other students can because they are more interested in it, the more interested they are, more affection they will have for the language and the comprehension will be easier as well. The second structure is about moral feelings and wishes. In this structure there is a set of rules which can be expressed by mutuality, preservation. According to this structure when the child gets to the youth, he/she already knows what can be good or bad for him/her, he/she can make plans for the future and follow his/her wishes. The third structure is called the element of intellectualization in relation to objects. Piaget (2014, p. 291) advocated that the intellectual and affective changes made between people and object, with other people and yourself form the value system of the person. The values come from the projection of feelings to objects that after the interpersonal exchanges and intellectualization of feelings will cognitively be organized. In this concept, the judgment is intellectualized – discursive formulation to conflicts and emotion – but the content is affective – the interest, the necessity and sympathy for something, even though some people do not show it, they feel that. (PIAGET, 2014, p. 290)

It is possible to see that for both Piaget and Vygotsky there is a necessity of communication and interaction for the acquisition of knowledge, even though most of Piaget's theory was about the development of the individual itself. Henry Wallon also studied the affectivity in the learning process and his concept is similar to Vygotsky and Piaget as we will see in the next section.

2.2.3 WALLON

Henri Paul Hyacinthe Wallon was born in Paris, France in 1879. He graduated in medicine, psychology and philosophy. He worked as a doctor in the First World

War, helping to take care of people with psychiatry disorder and in 1925, he created a laboratory to study children in relation to psychology. He believed that, "The individual is social not as a result of external circumstances, but because of an inner need."

He dedicated his life to study childhood and the children's learning process. His pedagogical theory says that the intellectual development involves more than a simple brain. He brought some changes to the educational system, especially because he defended the theory that the child, in a classroom, is not just a body: it is important to take into account all his/her feelings and emotions.

According to Salla (2011, p. 1), when Wallon studied the children's affectivity he did not consider the intelligence as a main object of development. He defended that the psychic life is formed by three dimensions: motor, affective and cognitive aspects, that coexist and act in an integrated way. For Wallon (apud MOHONEY and ALMEIDA, 2005, p.16), the process of evolution depended on the biologic ability and the environment this person is inserted, which can affect the development. When explaining about the environment Wallon affirms that:

> The environment is completely indispensable to the person. It can correspond to the necessities and sensory motor capability, and later on the psychomotor […]. It is not less true that society places man in the presence of new environment, new needs and new features that enhance individual development opportunities. The biological constitution of the child at birth is not the only law of his/her subsequence destination. Its effects can be widely transformed by the circumstances of his/her existence, in which a possibility of personal choice cannot be excluded […]. The way in which the child lives and those with which he/she dreams constitute the "form" that shapes his/her person. This is not about a tag passively accepted. (WALLON, 1975, p. 164-167)[3]

The three dimensions created by Wallon, motor, affective and cognitive, are used to explain the psyche and to explain something that is inseparable, the person. (MAHONEY and ALMEIDA, 2005 p. 18). The affective is responsible for the emotion, the feelings and the passion; it is originated from internal sensibilities of interception (related to the entrails) and proprioception (related to the muscles). These feelings

---

[3] O meio é completamente indispensável ao ser vivo. Ele deverá corresponder a suas necessidades as suas aptidões sensório-motoras, depois, psicomotoras [...]. Não é menos verdadeiro que a sociedade coloca o homem em presença de novos meios, novas necessidades e novos recursos que aumentam possibilidades de evolução individual. A constituição biológica da criança, ao nascer, não será a única lei de seu destino posterior. Seus efeitos podem ser amplamente transformados pelas circunstâncias de sua existência, da qual não se exclui sua possibilidade de escolha pessoal [...]. Os meios em que vive a criança e aqueles com que ela sonha constituem a "forma" que amolda sua pessoa. Não se trata de uma marca aceita passivamente. (WALLON, 1975, p. 164 a 167)

connected to external sensibilities result feelings and emotion which are specific, i.e., fear, happiness, anger, jealousy. The motor is related to the movement of the body in relation to time and space. The cognitive dimension is related to the memory, the intelligence and it permits the acquisition and the maintenance of knowledge by the use of images, notion, ideas and representations.

For Wallon (1975 apud MAHONEY and ALMEIDA, 2005, p. 19), affectivity is divided into three segments: emotion (predominance of physiological activation), feeling (representational activation) and passion (self-control activation). Emotion is the externalization of affectivity, it is the first connection between organic and social, because emotions can be explained as attitude systems, reveled by tones that can appear in the early moments of life, i.e., in a newborn, the spasm is a contraction of muscles and the energy retained is expressed by the spasm, laughter or crying, with the externalization of emotion as crying, the child would start to have access to the symbolic universe of culture. From this, the creation of emotional bonds the child develops essential instruments to act in the society, including the language. As the emotion is connected to the physiological activation, they can be represented as different reactions as fear, anger, happiness, jealousy and sadness.

The feeling correspond to the representational expression of affection and it is not expressed instantly as emotions. The adults have more control about their feeling because they usually think before they act in a situation. Moreover, the passion reveals the self-control to control a situation, it is marked by exclusivity, jealousy and demand (MAHONEY and ALMEIDA, 2005, p. 21)

Mahoney and Almeida (2005 p. 25-26) summarized Wallon's ideas concerning affectivity in the learning process. The principles, which regulate it, are similar in children and in adults, but they have different approaches, they are syncretism to differentiation, imitation, reception, development of functional sets and conflict situations. Any learning process starts in the syncretism and slowly goes to the differentiation, categorization. By syncretism we can understand that it,

> The syncretism refers to the main feature of the child's thinking: lack of differentiation between elements, i.e., the information the child receives from the environment, personal experiences and fantasies mix. The syncretism correspond to a moment in the evolution of human thought and has its own

logic, different from that observed in the adult phase, which is marked by categorization. (WALLON apud SALLA, 2011, p.3)[4]

Imitation is a powerful instrument for the learning process because it conducts to a dialectical relation to the opposite process, beginning with switching games up to the personalization for the life. Reception is related to being welcomed in each situation, by the family, friends, school and work. Considering the development of functional sets, it needs to be divided in affective, motor and cognitive. Each one of them has different rhythm according to the organic-social which is expressed by the person and this limitation needs to be respected (MAHONEY and ALMEIDA, 2005, p. 25).

Mahoney and Almeida (2004) summarize the idea of emotion, feelings and passion according to Wallon's theory:

> Emotions, feelings, passion, involve different levels of visibility, intensity, control and predominance. Emotion is visible, fleeting, intense and out of control when compared with the feeling that overlaps the outer movement; therefore, loses its appeal and visibility is longer lasting, less intense and more controlled. Passion is more hidden, longer lasting, stronger, more focused and has self-control over the behavior. (MAHONEY and ALMEIDA apud SAHELI 2013, p. 14)[5]

The affective theory defended by Wallon is based on the organic activity and has manifestations of emotion, feelings and passion. As affectivity moves way from the organic origin, it gets close to the social base which is ruled by the culture. It is possible to conclude that for Wallon, affectivity is an essential set of manifestations that contribute to the development of the person. On the same way as for Piaget and Vygotsky, who believe that for the development of the person, he/she needs to be inserted in the society.

---

[4] Sincretismo refere à principal característica do pensamento da criança: a ausência de diferenciação entre os elementos - as informações que ela recebe do meio, as experiências pessoais e as fantasias se misturam. O sincretismo corresponde a um momento da evolução do pensamento humano e possui uma lógica própria, diferente daquela observada na fase adulta, que é marcada pela categorização. (WALLON apud SALLA, 2011, p. 3)

[5] Emoções, sentimentos, paixão, envolvem diferentes níveis de visibilidade, de intensidade, de controle e de predominância. A emoção é visível, fugaz, intensa e sem controle, quando comparada com o sentimento que se sobrepõe ao movimento exterior; portanto, perde seu recurso de visibilidade e é mais duradouro, menos intenso e mais controlado. A paixão é mais encoberta, mais duradoura, mais intensa, mais focada e com mais autocontrole sobre o comportamento. (MAHONEY and ALMEIDA apud SAHELI 2013, P. 14)

The concept of the higher mental functions by Vygotsky is characterized by the attention of the student in what he/she is doing, it is the interest for the object. This is also the concept adopted by Piaget, because when the student establishes a relation with the teacher, interacting with the teacher, his/her interest in the object will increase, work as a motivation to learn. Wallon and Vygotsky's theories also have something in common in relation to cognition, saying that it would be connected to affectivity. As an example of this relation we can mention that a good affectivity between teacher and student can build knowledge by discussing ideas.

3 METHODOLOGY DESIGN

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

3.1 METHODOLOGICAL CHOICE – THE QUALITATIVE AND INTERPRETATIVE RESEARCH

The qualitative research was chosen based on the fact that the reality of each participant on this study must be taken into account. Moita Lopes (1994) agrees that social facts need to be considered because the subject is inserted in the society and this reflects in each personality and character. Mason (2002 p.7) clarifies that the qualitative research needs to be strategically conducted, flexible and contextual, for the reason that the researcher should make decisions on the basis considering the research strategy and the sensitivity to the changing contexts and situations where the study takes place.

The interpretative research method was also applied for the investigation of data considering that there was an interaction between the researcher/teacher and the student, and also the context in which each participant takes place, taking into account their professional e private lives. Moita Lopes (1994, p.331) understands that "meaning is not the result of individual intention but the interindividual intelligibility", which means that the meaning is constructed socially and not individually.

3.2 METHODS AND DATA COLLECTION

The main method of data collection used in this research was an online questionnaire designed at Google Forms. After observing classes for two months, we decided to create this questionnaire. The participants were invited to answer this study by responding it during class time. In order not to interrupt classes, we took one by one to a different room where they could feel comfortable to answer and talk about their feelings towards other students and the teacher.

The questionnaire was pre-tested with a student, but according to her answers it was noticed that some changes were needed. After remodeling it, we could start with the data collection. The first two items on it are related to personal information of each participant. Items 3 and 4 focus on their motivations to study the language followed by four questions to check their development as students and the difficulties faced in acquiring the language and the technologies used on the learning process. Items 10 to 26 focus on their interaction with the teacher(s) and their classmates.

The second time the questionnaire was applied, it was noticed that, even though we had a questionnaire to guide our interview, participants gave us more information than the questionnaire asked, and in order not to disregard information and data, we started recording what they said. Besides classroom observation and the questionnaire, another method used to collect data was Facebook private messages, and group chats, emails and Whatsapp messages, which were collected during the semester.

3.3 THE SCENARIO

The scenario chosen for this research was set on the extended project of teaching English to blind students at the Federal University of Technology - Parana (UTFPR), in Curitiba-Parana, Brazil. The classes are held on Saturdays mornings in room E 107 from 9:30 to 12:00.

3.4 THE PARTICIPANTS

The participants are from the Associação dos Deficientes Visuais do Paraná (ADEVIPAR) and the Blind Institute in Curitiba. Their ages range from nineteen to their fifties, both males and females. Altogether twelve people participated in this research. Considering their literacy, all of them have completed high school and some of them have graduated from university. Most of them work and three are still studying or in high school or at the university. They come from simple families, middle class and considering their previous knowledge of the language, all of them consider they are basic level.

Most of them were not born blind. They had health problems during their lives, lost vision which led to a total loss, and they had to learn to read Braille. Some of them are becoming blind and are still able to read in large font. During the interviews, we could notice that even though they face difficulties going to UTFPR and their schools or colleges, they do not give up their dreams and the learning of English can help them be successful in their professional lives as it can open doors in relation to work and travelling abroad.

The main goal in this chapter was to present the methodology design in this study. In order to achieve this, we presented the qualitative paradigm and interpretative research method, explaining the data collection, the scenario and the participants. For the next chapter, we show the results and the analysis of the data using the sources consulted throughout this research.

4 MAKING SENSE OF DATA

In this section that follows, the data gathered thought the questionnaire, class observation and private messages on Facebook and text messages on cell phones are analyzed and discussed in order to discover if the affection between teacher/students is important to the learning process, and assure how these interactions have motivated the students to learn a new language.

4.1 ANALYZING THE QUESTIONNAIRE

The questionnaire contains 26 questions divided as follows: questions one and two are related to personal information of each participant. Items 3 and 4 focus on their motivations to study the language followed by four questions to check their development as students and the difficulties faced in acquiring the language and the technologies used in the learning process. Items 10 to 26 focus on their interaction with the teacher(s) and their classmates. As the first two items are about their personal information, we will start our analysis with question 3: "Why do you study English?"

The answers varied a lot. Some participants said they were studying the language because they had never had any other opportunity before. Four students said they studied it because of school, as they had difficulties in learning English in regular school, so they registered in the course to improve their English. One of the participants mentioned that she tried to study in a language institute, but the price they were charging was exorbitant considering she was blind and needed special material and private tutors. Three students said they needed English because of work, so they would be able to get a promotion. Three students viewed learning English as a personal enrichment and one student was there just to accompany a relative who was also studying the language.

The fourth question that was asked: "What motivates you to study English?" was answered by thirteen students. Motivation for some students was related to the reasons they studied English as we can see in the graph 1 that follows. Twenty-three percent mentioned that they could find a better job if they spoke the language. However, for two students the motivation was the teacher. In the case of the teacher,

in they mentioned: "she calls us when we don't come to class, and she is always worried about us. She motivates us to come to class and learn English". Not only the teacher wants students to enjoy this opportunity to improve their knowledge, but also these students showed that their motivation goes beyond work and school.

It is important to mention here Vygotsky's theory about the higher mental functions not only for the interaction between teacher/students, but also for the person to use the higher mental function as voluntary attention and logical memory (KOHL apud NETO, 2012, p. 18). By analyzing the participants' answers it is possible to see that they are studying the language because they want to, not because somebody sent them there to study the language. Vygotsky also defended that the formation of the individual's thinking is intrinsic to the area of motivation, the person must have some motivation as a need to do something, like a compromise, or an interest (KOHL apud NETO, 2012, p. 16) and this can be perceived in the students answers.
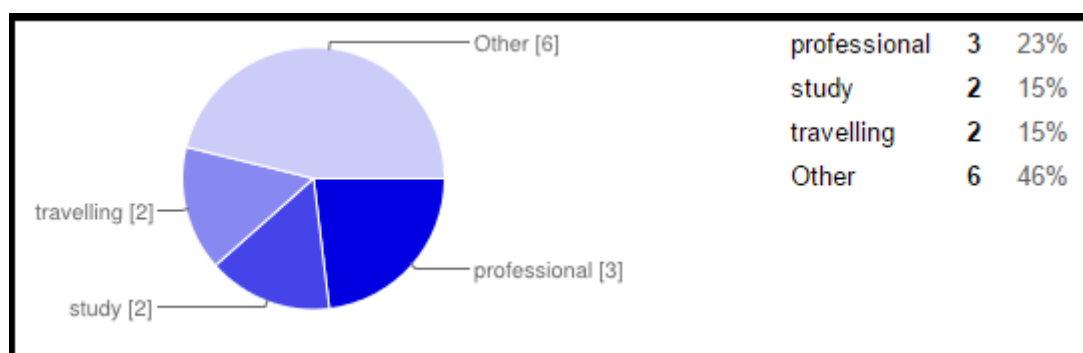

Graph 1 – Motivation to learn English
Source: Google Forms (2014)

The answers given to question 5, "Have you ever used the knowledge acquired in the classroom?" follow.

Even though this group was a basic level, the idea of this question was to verify if they have contact with the language outside the classroom in the real world. 31% have never had the opportunity to speak English with a native speaker, but 69% could use the language in different scenarios as well. 15% have friends abroad, and their communication before the course was by text messages using Facebook and Google translator. One students told that after she started the course she gave up the translator as "it never translates correctly" and she is getting more confident to

write in English by herself. At the end of the semester, this same student mentioned she started talking to her friend by Skype, even though she was afraid to make mistakes and her friend did not understand her.

Moving on to question 6: "How do you rate your performance as a student?" we may analyze their answers about their English performance. It was possible to discover that many students did not consider themselves excellent students because they think they could do much more than they were doing at the moment of the interview. Only 15% considered themselves excellent, as they listen to music in English, sing songs and talk to foreign people. 15% also rated themselves as very good students. 31% considered themselves good or fair and 8% said they are poor because they do not have time to study or as one student mention, "the teacher does so many things for us that comparing to what I do for me, it seems nothing."

Excellent	2	15%
Very good	2	15%
Good	4	31%
Fair	4	31%
Poor	1	8%
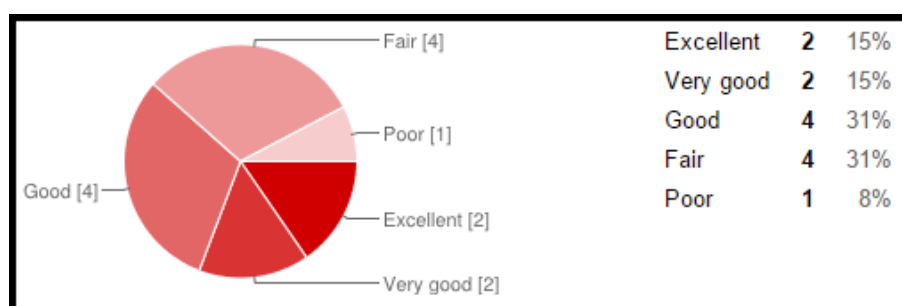
Graph 2 –Students' performance
Source: Google Forms (2014)

In question 7: "What are the difficulties in learning English?" we have to consider that all the students are visually impaired and some of them have other health problems that can lead to more difficulties in learning a foreign language i.e., deaf, autism, schizophrenia. The goal of this question was to verify if the main difficulty was with the material that has been produced, accessibility to the material, difficulties in understanding the teacher or any other problem they could mention. According to the graphic, it was possible to see that the major problem is not related to any difficulty mention before, but other problems. To clarify it, 55% mentioned that for them the major problem was speaking, a common problem to that occurs to visually impaired and people without any sight problem. So, learning how to speak is not a difficulty restricted to the visually impaired. 23% mentioned that accessibility to the material is a problem because they do not read Braille and they do not have

internet or accessibility to a laptop computer. 8% do not understand the teacher, this student mentioned that he has hearing loss and he has problems to listen to the teacher. 15% said the material is difficult to understand because the material is in braille.
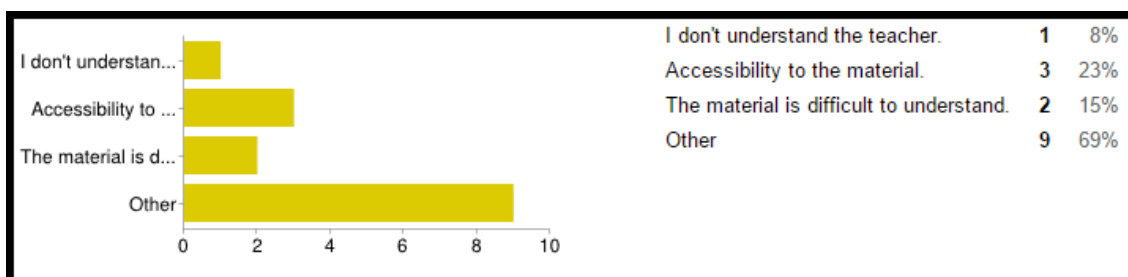
Graph 3 – Students' performance
Source: Google Forms (2014)

In question 8: "What are the technological means most used by you in learning?" we could perceive that technology has been a useful instrument in learning, especially for blind students. They can interact with other students using the internet, and during the course, the teacher tried to use different technologies in order to facilitate the learning. In this question, they could choose more than one option. We could see that 77% tended to use the mp3. This happened because not all of the students have access to the internet and that is why mp3 was the first on the scale. 69% of students have bought new smartphones that have tools that can be used for the blind, and with this new kind of phones, they could have access to the internet and social network. Even with the technology of smartphones and access to social network, only 38% use the Facebook as a tool to learn English; 23% use Edmodo, 8% use tablet considering that the other students do not have one; 38% said they use email as a tool of communication in English not so much to learn the language.

Considering the efficiency of these technologies, asked in question 9, 100% of the students considered the private group on Facebook as the most efficient ICT, as the teacher posted exercises and mp3 that students could access without any difficulty.
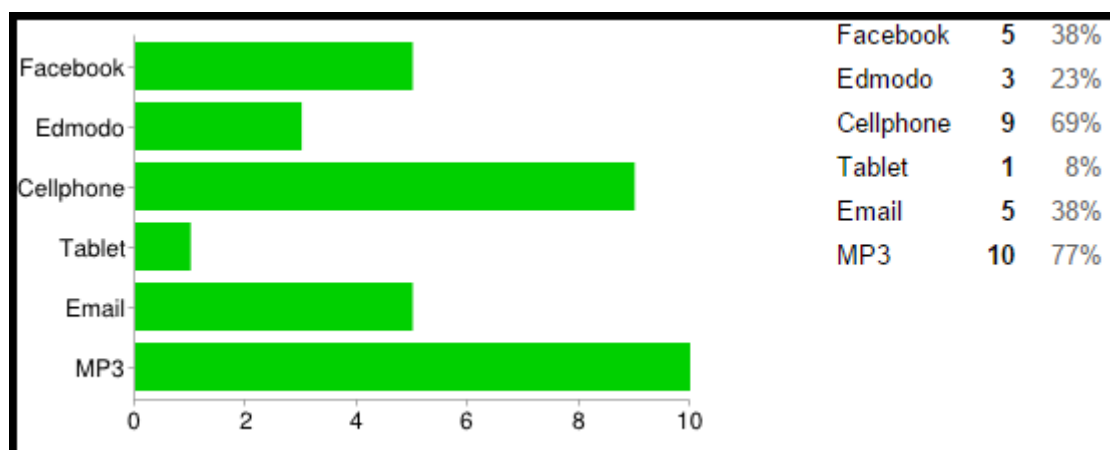
Graph 4 – Technology preference
Source: Google Forms (2014)

Moving on to question 10: "Do your teacher and the assistant teachers help you find new resources?" we could see that it was not a surprise to find out that many 12 out of the 13 participants answered "Yes". However, during class observation, it was possible to notice that after bringing new resources to class, some students witnessed that some of the resources needed to be updated, i.e., one of the students mentioned that the program NVDA, used to read the screen of the computer is not one hundred percent reliable, because when an update happens in a website, this program cannot read as there is not an update for this program. It was also observed that students have contact with new technologies and they also help teacher to use these technologies and to adapt in the English course.

In question 11: "How important are the teacher and the assistants in your learning?" the results showed that 100% of the students think the teacher and assistants were very important. It is possible to say that, as visually impaired look for new technology in their daily lives, they could use technology to improve their knowledge, but, for them the teacher is more than important. As we could see in answer 4, the teacher and the assistants were a motivation to study English.

To find out more about how a teacher can help his/her students learn a language question 12: "What do you think a teacher needs to be a good teacher?" was asked. The purpose of this question was to verify the concept of a good teacher for the students. It is confirmed that a teacher needs to explain well, as 100% of them checked this option. 77% said a teacher needs to be dynamic, so classes would not be boring, 54% checked a teacher should be loving, 54% energetic. 8 % said the

teacher needs to be reserved, because some students do not like when the teacher is too friendly. 85% said a teacher needs to be patient, and 3% mentioned others – receptive, welcoming, have knowledge of new technology and Braille.
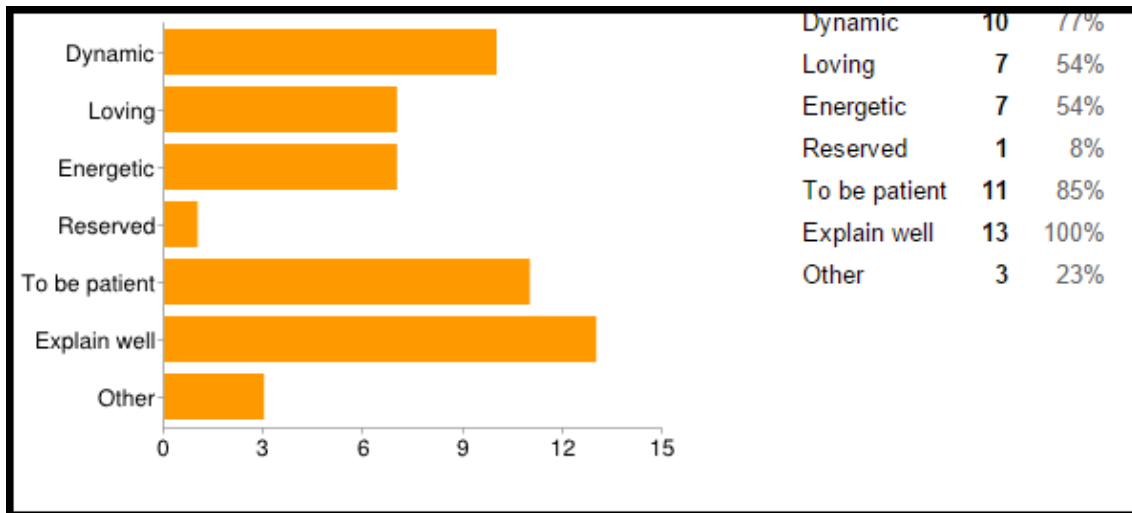
Graph 5 – A good teacher
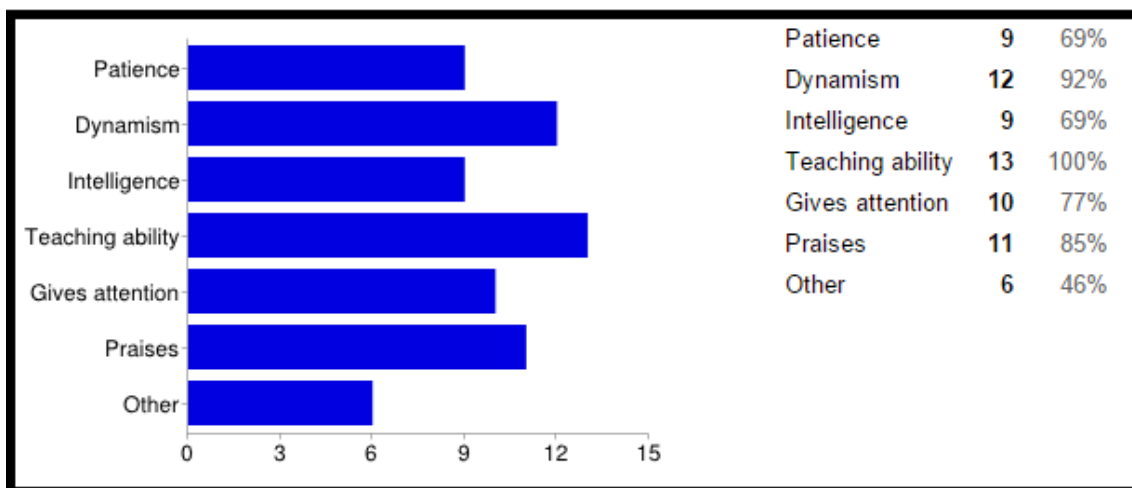**Source: Google Forms (2014)**

In question 13: "Do you like it when the teacher talks to you?" we could perceive that there were 12 participants, 92% of the participants, who mentioned that they liked when the teacher talked to them and only one answered that it depended, as he talked to the teacher about the class and if the teacher did not want to talk to him, he would not talk.

Considering the issues they like to talk about the teacher, in question 14, most of the students, 62% said they prefer to talk about their lives, the teacher's life and their daily routines. One fact that occurred while the interview was happening was an example for this question. Before starting the question with a student, I was asked about my life, what was my son like, his age, where he studied and some other questions related to my private life. 62% feel they can ask questions related to our private lives because the participants are very friendly, and the teacher's family, husband and two sons, is participating in this project as well, so they like to talk about it. During July vacations, the teacher traveled and created a group on Facebook where she could share her pictures with the students who were participating on this project. The students mentioned that they really liked the posts because nobody had ever included them in their lives as this teacher did.

Vygotsky defended that people need to be inserted in a society and have interaction to learn from others (apud MONROE, 2014, p.1). Here it is possible to see that talking about other subjects, which were not related to class, interacting to the teacher and the assistants made students feel more confident in class, as they felt close to them, and according to his theory, the acquisition of knowledge is easier in such context.

In question 15: "What do you admire in your teacher?" we could verify what they liked their teacher. The item teaching ability was unanimous, 100% said the teacher is able to teach very well, considering that 69% said that their teacher is patient, 92% said she is dynamic, 69% agreed she is intelligent. 77% mentioned she gives attention as she is worried about their learning and their lives. 85% said she is always praising their learning. 46% of students, mentioned other qualities that are humble, dedication, communicative, nice, motivating, welcoming and as a student said, "the teacher is always there for us, she calls us or texts us." We can verify that the admiration is not only the teaching ability, but the fact that they care about the teacher and the teacher cares about them.

None of the participants answered question 16 which asked about things they did not like about the teacher because they considered her an excellent teacher and did not have any complaint about her.

Patience	9	69%
Dynamism	12	92%
Intelligence	9	69%
Teaching ability	13	100%
Gives attention	10	77%
Praises	11	85%
Other	6	46%

Graph 6 – The teacher
Source: Google Forms (2014)

Questions 17 to 20 referred to their relationship among the classmates. 62% of them considered their relationship good, even though only 10 students, 77%, have

contact with others outside of course. Some of them study together taking another course in the *Instituto de Cegos*, or at school. 50% of the participants mentioned they have contact to each other using the internet, as the group English for Us was created on Facebook, they started to chat online as well.

Questions from 21 to 24 referred to their interaction with the teacher, in which 54% of them consider their relationship excellent. On the date this interview happened, 38% mentioned they did not have contact with her outside the classroom and 54% talked to her by email, cellphone and text messages – Facebook and Whatsapp.

Vygotsky defended that mediation and interaction are important for the learning process (MONROE 2011, p. 3), because of this the concept of mediated learning gives the teacher a privileged role. In questions 21 to 24, it was seen that their interaction increased as besides learning English, students are learning how to use technology to study and to interact to other people. Thus, at the end of the course students interacted more with the teacher using messages and email, showing that the teacher was important for their learning.

On questions 25 and 26, the main purpose was to understand the way students felt the teacher expressed affectivity and the way they expressed affectivity. According to the results, 54% express affectivity by thanking the class, 15% of them said they give presents, even though during the interview they said they would like to give more gifts but they could not afford more presents. One student mentioned he never expressed affectivity because he did not know how to do that, even though he mentioned the teacher was always helping him not only with the new language acquisition but with technology and some material to learn English.

Piaget, Wallon and Vygotsky demonstrate that affectivity can be expressed by different ways, even by talking to the teacher. When a student shows his/her interest discussing the topics studied in the classroom as an example of affectivity. It is possible to say that when a student does not talk to the teacher, he/she does not have an object of interest, and is not interested in the class. The interest and the interaction with the teacher work as a motivation and facilitates the learning process.
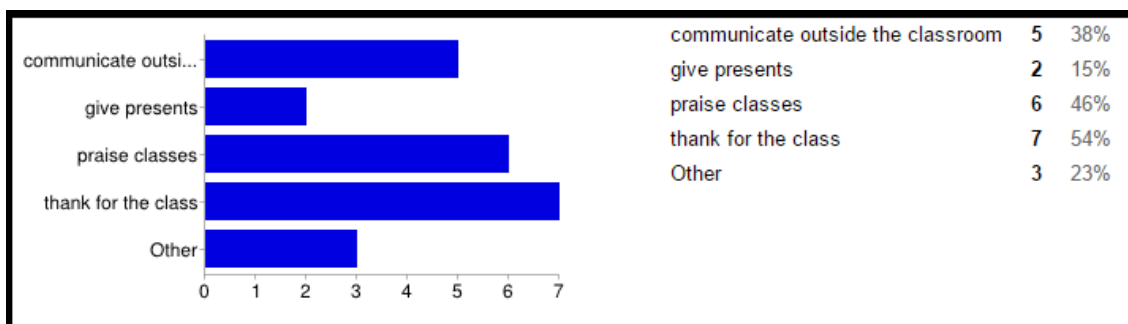
Graph 7 – Affectivity expressed by the students
Source: Google Forms (2014)

During the class observation and the questionnaire, we could see that some students did not know how to express affectivity or gratitude for the teacher and all her dedication to classes,

The picture below, on the contrary, shows that some students gave the teacher some gifts thanking her for all the support, help and dedication.

Picture 1 – Present given to the teacher

The way that the teacher expressed affectivity revealed by students was praising their learning, 54% of them said she gave them presents i.e. when she traveled to Compostela she brought some souvenirs for the students. They also

mentioned the fact that every class she brought coffee and some food for a snack and sometimes they went out to have lunch after class all together. One of the students mentioned the teacher used to give them a ride when it was raining, as it is difficult for them to walk on the street when it is raining. Besides it, communication outside the class, as we have mentioned before, was something that 62% agreed that most teachers do not do it. As one student said on Facebook,

> We would like to thank you for the special day we had today in class. For the wonderful and delicious lunch shared with you, José and all the classmates and tutors, dear Language students who have been tireless and dedicated like yourself" We can also thank you so much and say that you will always be in our hearts. A great teacher, a very special person, a wonderful example of acceptance and effort! With affection and friendship, many kisses and a great Sunday! Oh! I almost forgot… Our chilli is ordered and it will arrive in October, ok? Kisses! J, student from the English classes. [6]

This is one example of the interaction outside the classroom between teacher and students. As they have learned how to use Whatsapp in class, they also quickly started to express their affection:

> Teacher Miriam, J. from the English course, sorry to bother you on a Saturday afternoon, but I'm here extremely excited. I've just talked to my America friend from the United States by Skype. It was a mess. But we could understand each other. Ed spoke a little bit too. Most of it was in English, because it is easier for me, but we spoke a little in Spanish.[…] it was an amazing experience, very nice, this course is worth a thousand. I just want to thank you for all the opportunities, the tips, the effort you've been having with us, and the willingness, OK? […] God bless you, thank you. (J. English student by whatsapp)[7]

The affective interaction took place after students learned how to use Whatsapp, this interaction is explained by Wallon, when the says that the motor cognitive affective interaction is related to the interaction with the environment, the

---

[6] Tbm queremos agradecer muito pelo dia especial que tivemos hj na aula. Pelo almoço maravilhoso e delicioso compartilhado com vc, o José e todos os colegas e tutores, alunos queridos de Letras que tem sido incansáveis e dedicados como vc mesma! Nós só podemos dizer muito, muito obrigado e dizer que vc mora para sempre em nossos corações. Uma grande mestra, uma pessoa muito especial, um maravilhoso exemplo de acolhida e de esforço! Com carinho e amizade, muitos bjsss e um ótimo domingo! Ah! Ia esquecendo.... nosso chilli está encomendadíssimo e chegará em outubro ok? Bj grande!

[7] Professora Miriam, J. do curso de Inglês, desculpe por incomodar num sábado a tarde, mas eu estou aqui extremamente empolgada. Eu acabei de falar com minha amiga americana dos Estado Unidos pelo Skype. Foi uma confusão. Mas nós nos entendemos. Ed falou com pouco também. A maior parte foi em inglês, porque é mais fácil para mim, mas falamos um pouco de espanhol também. [...] Foi uma experiência maravilhosa, muito bom, o curso está valendo nota mil. Eu só queria te agradecer por todas as oportunidades, pelas dicas, todo o esforço que você tem tido conosco e a boa vontade, OK? Deus te abençoe, Obrigada.

person reacts because of stimulus received from other people inserted in a society. (apud NETO, 2012, p. 24). Another example of the importance of the interaction between people and the society happened after a class which topic was about food, in which students could learn about food and drinks. A special lunch was served for them, the chilli con carn mentioned on the testimonial above, as we can see in the picture below that was published on Facebook.

Picture 2 – Chilli lunch
Source: Facebook 2014

After analyzing the data collected with Vygotsky, Wallon and Piaget's theory, it was possible to comprehend the theory applied in a classroom with visually impaired

students. Interaction increased over the semester and one could notice that interaction was an important role for their learning process. Teacher's mediation also had an important role, considering she worked hard so that students could learn the language in a creative way, as not all the students read Braille. The affectivity between teacher/student, student/student increased as well. Even though the theory does not mention the necessary time for affectivity begins to be showed, it was possible to see that by the end of the semester students were closer to their classmates and their teacher, and by the end of the year they were going out together to parks, to church and to each other's house. Activities outside the classroom became more common and they put in practice what they were learning in class as their interaction by internet was possible too.

In this section we could analyze the data collected and conclude the research considering that affectivity needs to be taken into consideration inside a classroom because as Piaget's theory mentions, when there is a good interaction between teacher/student in the classroom the motivation increases and learning process is easier. Considering the reasons for learning English, it is possible to see that many reasons apply as travelling abroad, professional, and even the motivation by the teacher. The difficulties faced by visually impaired in order to acquire the language are not related to the blindness but to common difficulties faced by any other student, i.e. understand a native speaker, and maintain a conversation in English.

CONCLUSION

The main goal of our research focused on the observation of aspects related to affectivity between teacher and students in the acquisition of English as a foreign language for blind students. In order to accomplish this goal we adopted a qualitative and interpretative research investigation. The data was collected on an online questionnaire, class observation and text messages on Facebook and Whatsapp.

After collecting our data, we started analyzing the material based on the theories of mediation and internalization of Vygotsky, affectivity by Vygotsky, Wallon and Piaget. It is possible to imply, as a result of the analyses, that affectivity was not the same in the beginning of the course as at the end. In the beginning of the year, students were shy and did not talk much to the teacher as in the end. Interaction was increasing as they had more classes and learned how to use technology to talk and interact to other people. When the questionnaire was applied, some participants had not shown any affection to the teacher because they did not have any opportunity to do so, but at the end of the year, when they made profiles on Facebook and joined the group English for Us, the speech was different. Students started sending messages to the teacher thanking for the classes and explaining the reasons for not coming to classes. They also sent several messages to the Letras students who were part of the project.

Considering the investigations and the analyses carried out for this research paper, it was possible to realize the way affectivity is shown by the teacher and students and how this affective dimension can contribute to the learning process. Considering the results, this is a topic which needs to be explored by more researchers of Applied Linguistics. We hope this work can contribute to this field and motivate studies in foreign language acquisition by putting together technology in the teaching for visually impaired students and the affectivity.

REFERENCES

ARAGÃO, R. C. *A dimensão afetiva no ensino e aprendizagem de L2.* In: MAGALHÃES, J. S de.; TRAVAGLIA, L. C. Múltiplas perspectivas em Linguística, Uberlândia, EDUFU, p. 2655-2662, 2008.

ARALUC, H. I. (2002) Teaching English as a Foreign Language to Blind and Visually Impaired Young Learners: the affective Factor. Tese de Doutorado da Universidade de Castilla La Mancha. Ciudade Real. Spain.

BASTOS, I. M. & PEREIRA, S. R., *A Contribuição de Vygotsky e Wallon na compreensão do desenvolvimento infantil.* Trabalho de Mestrado do Programa de Educação e Cultura da UDESC, Joinville, Brasil.

BRASIL. MEC/CNE. Diretrizes Nacionais para Educação Especial na Educação Básica. Aprovado em 03 de julho de 2001. Brasília: CEB, 2001.

_____. ONU. Convenção sobre os Direitos das Pessoas com Deficiência. 29 de Agosto de 2006. Brasília: 2006.

CALIMAN, L. (2011) *Educação e pratica inclusiva.* Faculdade Faveni. Disponível em < http://faveni.edu.br>. Acesso em 20 de Outubro de 2014.

CORREIA, L. M. (1999). *Alunos com necessidades educativas especiais nas classes regulares.* Porto: Porto Editora, Coleção Ed. Especial.

DANTAS, H. (1992). Afetividade e a construção do sujeito na psicogenética de Wallon. In: Piaget, Vygotsky e Wallon: teorias psicogenéticas em discussão. São Paulo: Summus Editorial Ltda.

DANTAS, R. & MEDRADO. B. (2012) *"Ela Sempre Tava Do Nosso Lado": Percepções Da Inclusão Por alunos Deficientes Visuais Em Língua Inglesa.* Línguas e Letras. Vol. 13, nº24 p.13-34

FERRARI, M. (2011) Jean Piaget. In Educar para crescer. Disponível em <http://educarparacrescer.abril.com.br/aprendizagem/jean-piaget-307384.shtml>. Acesso em 20 de janeiro de 2015.

FINO, C. N. *Vygotsky e a zona de desenvolvimento proximal (ZDP): Três implicações pedagógicas.* Revista Portuguesa de Educação, vol 14, nº2, p, 273-291

FRANCO, J. R. & DIAS, T. R. da S. *A pessoa cega no processo histórico: um breve percurso.* In. Revista Benjamin Constant. Edição 30. Abril de 2005. Disponível em <

http://saci.org.br/?modulo=akemi&parametro=17110>. Acesso em 15 de Outubro de 2014.

GALVÂO, I. (2003) *Expressividade e emoção segundo a perspectiva de Wallon.* In Afetividade na Escola: Alternativas Teóricas e Práticas. São Paulo: Summus, 2003, p. 71-88.

GARCIA, V. G. As pessoas com deficiência na História do Mundo. Disponível em < http://www.bengalalegal.com/pcd-mundial>. Acesso em 11 de Julho de 2014.

GUATEMALA. (1999). Convenção Interamericana para a Eliminação de Todas as Formas de Discriminação contra as Pessoas Portadoras de Deficiência. Aprovado em 6 de Junho de 1999. Guatemala.

KOHL, M. REGO, T. C. (2003) *Vygotsky e as complexas relações entre cognição e afeto.* In Afetividade na Escola: Alternativas Teóricas e Práticas. São Paulo: Summus, 2003, p. 13-34.

LEITE, S.A. da S. (2012) *Afetividade Nas Práticas Pedagógicas. Temas em Psicologia.* Vol. 20, nº 2, p. 355-369. Universidade Estadual de Campinas, São Paulo.

LIMA, L. F. F. & MORAES, M. Inclusão e Cegueira: Encontros na escola regular. In. Revista Psicologia Argumento. Curitiba. Vol. 27 n. 59, p. 355-356, Out./Dez. 2009.

MAHONEY, A. A. & ALMEIDA, L. R. de. Afetividade e processo de ensino-aprendizagem: contribuições de Henri Wallon. São Paulo: 2004. Disponível em: <http://www.scielo.br/scielo.php?script=sci_arttext&pid=S0104-40602010000300015> Acesso em: 25 Agosto de 2014.

MASON, J. (2002). *Qualitative Researching.* London SAGE Publications. Disponível em: < http://www.uk.sagepub.com/rose/Docs/Mason.pdf>. Acesso em 20 de Outubro de 2014.

MOITA LOPES, I.p. (1994). *Pesquisa Interpretativa em Linguística aplicada: a linguagem como condição e solução.* In :DELTA, Vol. 10, nº2, p.329-338.

MONROE, C. (2011). *Vygotsky e o conceito da aprendizagem mediada.* In: Revista Nova Escola, Edição 243, Julho de 2011. Disponível em <http://revistaescola.abril.com.br/formacao/vygotsky-conceito-aprendizagem-mediada-636187.shtml> Acesso em 25 de Setembro de 2014.

NEE-Language 4 all. Disponível em <http://em-languages4all.blogspot.com.br/p/nee.html >. Acesso em 11 de Julho de 2014.

NETO, G. B. (2012) *Uma breve visão sobre a afetividade nas teorias de Wallon, Vygotsky e Piaget.* Trabalho de Conclusão de Curso (Licenciatura em Ciências Biológicas) – Universidade Presbiteriana Mackenzie – São Paulo.

PIAGET. J. (2014) *Relações entre a Afetividade e a Inteligência no Desenvolvimento Mental da Criança.* Rio de Janeiro: Wak Editora.

SAHELI, Y. D. (2013) *A Afetividades no discurso do professor de língua portuguesa: a valoração do discurso de senso comum.* – Trabalho de Conclusão de Curso (Licenciatura em Letras Português-Inglês) – Universidade Tecnológica Federal do Paraná, Curitiba.

SALAMANCA - Declaração de Salamanca (1994). Conferência Mundial sobre Necessidades Educativas Especiais: Acesso e Qualidade – Salamanca-Espanha.

SALLA, F. O que afeta a criança – O conceito de afetividade de Henri Wallon. In: Revista Nova Escola, Edição 246, Outubro de 2011. Disponível em < http://revistaescola.abril.com.br/formacao/conceito-afetividade-henri-wallon-645917.shtml >. Acesso em 7 de Julho de 2014.

SCHUTZ, R. (2011) *Motivação e Desmotivação no Aprendizado de Línguas.* English Made in Brazil. Disponível em <http://www.sk.com.br/sk-motiv.html>. Acesso em 30 de Novembro de 2014.

SOUZA, M. T. C. C. (2003) *O desenvolvimento Afetivo Segundo Piaget.* In Afetividade na Escola: Alternativas Teóricas e Práticas. São Paulo: Summus, 2003, p. 53-70.

VARGAS, M. do B. (2007) *A adaptação do cego e sua família na sociedade.* Unicentro. Disponível em < http://www.unicentro.br/pesquisa/anais/proic/2007/pdf/artigo_148.pdf>. Acesso em 19 de Outubro de 2014.

VYGOTSKY. (1998) *A Formação Social da Mente.* 6ª edição. Trad. José Cipolla Neto, Luis S. M. Barreto e Solange C. Afeche. São Paulo: Martins Fontes, 1998.

WERNECK, C. *Integração ou Inclusão? Conceitos básicos para usar este manual.* In: Manual da mídia legal 1: jornalistas e publicitários mais qualificados para abordar o tema inclusão de pessoas com deficiência na sociedade. – Rio de Janeiro: WVA, 2002, p. 16 a 17.

WILLINGS, C. *History of Visual Impaired.* Disponível em < http://www.teachingvisuallyimpaired.com/history-of-visual-impairments.html>. Acesso em 15 de Outubro de 2014.

ATTACHMENT A - QUESTIONNAIRE

Google Forms ©

AFFECTIVITY AND THE ACQUISITION OF THE ENGLISH LANGUAGE OF BLIND STUDENTS

1. What's your name?

[   ]

2. How old are you?

[   ]

3. Why do you study English?

[   ]

4. What motivates you to learn English?n

○ professional

○ study

○ travelling

○ Other: [   ]

5. Have you ever used the knowledge acquired in the classroom?

○ Yes

○ No

6. How do you rate your performance as a student?

○ Excellent

○ Very good

○ Good

○ Fair

○ Poor

7. What are the difficulties in learning English?

☐ I don't understand the teacher.

☐ Accessibility to the material.

☐ The material is difficult to understand.

☐ Other: [   ]

8. What are the technological means most used by you in learning?

☐ Facebook

☐ Edmodo

☐ Cellphone

☐ Tablet

☐ Email

☐ MP3

9. Which is more efficient?

	Excellent	Very Good	Good	Fair	Poor
Facebook	○	○	○	○	○
Edmodo	○	○	○	○	○
Cellphone	○	○	○	○	○
Tablet	○	○	○	○	○
Email	○	○	○	○	○
Mp3	○	○	○	○	○

10. Do your teacher and the assistant teachers help you find new resources?

○ Yes.

○ No.

○ Sometimes.

11. How important are the teacher and assistants in your learning?

	1	2	3	
Very important	○	○	○	Not very important

12. What do you think that a teacher needs to be a good teacher?

☐ Dynamic

☐ Loving

☐ Energetic

☐ Reserved

☐ To be patient

☐ Explain well

☐ Other: [_____]

13. Do you like it when the teacher talks to you?

○ Yes

○ No
○ Depends

14. What are the issues that you like to talk to the teacher?

	I hate it.	I don't like it	I like it	I really like it	I love it.
The class	○	○	○	○	○
Technology	○	○	○	○	○
Education	○	○	○	○	○
My life	○	○	○	○	○
The teacher's life	○	○	○	○	○
Compliments of activities	○	○	○	○	○
My classmates	○	○	○	○	○
Daily life	○	○	○	○	○
Funny things	○	○	○	○	○

15. What do you admire in your teacher? *

☐ Patience
☐ Dynamism
☐ Intelligence
☐ Teaching ability
☐ Gives attention
☐ Praises
☐ Other: [_____]

16. Which attitudes of the teacher do you not like?

☐ Impatient
☐ does not prepare classes
☐ does not focus on classes
☐ does not explain very well
☐ gives tiresome and monotonous classes

17. How is your relationship with your classmates?

○ Excellent
○ Very good
○ Good
○ Bad

18. What do you talk about in class?l

[   ]

19. Do you have contact with your classmates out of UTFPR?

○ Yes

○ No

20. Under what circumstances?

[   ]

21. How is your relationship with the teacher?

○ Excellent

○ Very good

○ Good

○ Bad

22. What do you talk about in class?

[   ]

23. Do you have contact with your teacher outside the classroom?

○ Yes

○ No

24. If yes, under what circumstances?

[   ]

25. How do you express affection for your teacher?

☐ communicate outside the classroom

☐ give presents

☐ praise classes

☐ thank for the class

☐ Other: [   ]

26. How does your teacher expresse affection with the students?

☐ communicates outside the classroom

☐ gives presents

☐ praises learning

☐ Other: [   ]

[Submit]

Never submit passwords through Google Forms.