

THE RELATIONSHIP BETWEEN TEACHING SATISFACTION AND THE
BOQUINHAS® METHOD

*A RELAÇÃO ENTRE A SATISFAÇÃO DE ENSINAR E O MÉTODO DAS
BOQUINHAS®*

*LA RELACIÓN ENTRE LA SATISFACCIÓN DE ENSEÑAR Y EL MÉTODO
BOQUINHAS®*



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ABSTRACT: Literacy generates impacts throughout the individual's life, being a moment when the child is inserted in society, becoming part of this group. Failures in this acquisition can have emotional consequences for all involved, educators and learners. The objectives of this research were to investigate the degree of satisfaction, motivation, self-esteem, professional involvement and ease of teachers/clinicians, who apply the Boquinhas® Method in the literacy and rehabilitation process, as well as their appreciation of the same feelings regarding their student. This is quantitative research, in which two questionnaires were applied and the results obtained indicated high levels of reliability in all items surveyed, both in the perception of the educator and of his student. There was also a high significant correlation, mainly in the greater number of courses taken and study time in relation to learning and recommendation of the methodology. It was concluded, therefore, that the educator feels benefits for himself and for his students/patients when applying the Boquinhas methodology.

KEYWORDS: Literacy. Satisfaction in teaching. Learning and Self-esteem. Educators.

RESUMO: A alfabetização gera impactos em toda a vida do indivíduo, sendo um momento em que a criança é inserida na sociedade, tornando-se parte desse grupo. Insucessos nessa aquisição podem acarretar consequências emocionais para todos os envolvidos, educadores e aprendizes. Os objetivos dessa pesquisa foram investigar o grau de satisfação, motivação, autoestima, envolvimento profissional e facilidade dos professores/clínicos, que aplicam o Método das Boquinhas® no processo de alfabetização e reabilitação, bem como sua apreciação sobre os mesmos sentimentos em relação ao seu aprendiz. Trata-se de uma pesquisa de natureza quantitativa, na qual foram aplicados dois questionários, e os resultados obtidos apontaram altos índices de confiabilidade em todos os itens pesquisados, tanto na percepção do educador, como de seu educando. Também houve alta correlação significativa, principalmente na maior quantidade de cursos realizados e tempo de estudos em relação à aprendizagem e recomendação da metodologia. Concluiu-se, portanto, que o educador sente benefícios para si e para seus aprendizes ao aplicar a metodologia Boquinhas.

PALAVRAS-CHAVE: Alfabetização. Satisfação de ensinar. Aprendizagem. Autoestima. Educadores.

RESUMEN: La alfabetización genera diversos impactos a lo largo de la vida del individuo, desde el momento en el que el niño es insertado en la sociedad, hasta que termina de integrarse en su grupo. Fallas en el desarrollo de esta competencia pueden ocasionar consecuencias emocionales para todos los involucrados, tanto educadores como alumnos. Los objetivos de esta investigación fueron analizar, por un lado, los grados de satisfacción, motivación, autoestima, participación profesional y la facilidad de los profesores/clínicos al aplicar el Método das Boquinhas® en el proceso de alfabetización y rehabilitación. A su vez, se pretendió analizar estas mismas variables, pero en relación al alumno. Fueron aplicados dos cuestionarios, cuyos resultados obtenidos apuntaron a altos niveles de confiabilidad en todos los ítems analizados, tanto en la percepción del educador, como en la del alumno. También hubo una correlación significativa alta, principalmente en la mayor cantidad de cursos realizados y tiempo de estudios en relación al aprendizaje y recomendación de la metodología. Por lo tanto, fue concluido que el educador siente beneficios para sí y para sus alumnos/pacientes al aplicar el Método das Boquinhas.

PALABRAS CLAVE: Alfabetización. Satisfacción de enseñar. Aprendizaje. Autoestima. Educadores.

Introduction

All individuals know, even if intuitively, what emotions are, and can even exemplify them as fear, anger, joy or sadness (COSENZA; GUERRA, 2011). The same authors claim that emotions are manifested in human beings through changes in their physiology and mental processes, mobilizing cognitive resources such as attention and perception and can also be considered a central phenomenon of human beings, directly influencing in their learning and memory. They also ensure that anxiety and prolonged stress can be harmful, causing an adverse effect on learning. Therefore, the environment for learning must be planned in order to mobilize positive emotions (satisfaction, enthusiasm, curiosity, involvement, challenge), while negative emotions (fear, anxiety, apathy, frustration) must be avoided so that they do not hinder learning process. It is important to point out, however, that not only the learners' emotions must be taken into account, since emotional language is body language, before being verbal, and the educator's posture, attitudes and behavior assume an importance that many times it is not considered as it should. As a consequence, what is transmitted can be very different from what was planned to be taught (COSENZA; GUERRA, 2011).

Guerra (2020) states that if teachers are unmotivated, they cannot fulfill their obligations to students and educational institutions. Nor do they achieve full professional satisfaction advocated by Miranda (2012) when he says that this is strongly determined by the success obtained by learners in terms of evolution, development and appreciation of learning. Tapia and Ribbon (2003, p. 88, our translation) state that “if the teacher is not motivated, if he does not carry out his profession satisfactorily, it is very difficult for him to be able to communicate enthusiasm and interest in school tasks to his students, that is, if the teacher does not feel motivated, nor will he be able to promote good results”. Reaffirming the importance of motivation for student learning, Willingham (2011) says that teachers need to reconsider the way in which they encourage their students to think, in order to maximize the chance of making them think for the pleasure that comes from successful thinking.

Moran (2000) defines education as a way of collaborating so that teachers and students transform their lives into permanent learning processes. For this author:

[...] is to help students build their identity, their personal and professional path – their life project, in the development of understanding, emotion and communication skills that allow them to find their personal, social and professional spaces and to become fulfilled and productive citizens (MORAN, 2000, p. 58, our translation).

The educator's work is carried out based on previously defined goals and objectives to be achieved, so that in order to carry out the activities proposed in the teaching and learning processes, it is necessary for him to feel motivated, satisfied, professionally involved and with the high self-esteem. Silva (2012) states that public school teachers are becoming increasingly demotivated. The author relates this demotivation to several problems that occur within classrooms, among them, lack of interest on the part of students and devaluation on the part of the government and society. Motivation needs to be present at all times in the teaching-learning process (SAUL; VIEIRA, 2004; SILVA, 2012; VERÍSSIMO, 2013).

The Boquinhas Method®, according to Jardini (2017), is characterized as a neurofunctional, phono-visual-articulatory literacy methodology, which uses a multisensory approach in order to develop the necessary and fundamental skills for the learner to appropriate reading and writing in a safe, effective and in a short time. According to the author's assumptions, using a methodology that concretizes the sounds of the letters, through a "mouth" that translates them, makes its users, students and learners take ownership of the method, feeling like co-authors, the that favors their satisfaction and self-esteem in applying it (JARDINI, 2018).

The Boquinhas Method® has been used for more than 20 years in all Brazilian states, in addition to Portugal and Mozambique, and the informal reports received from users boosted this research, which aimed to know the degree of satisfaction, motivation, self-esteem, professional involvement and ease of teachers and clinicians who apply the aforementioned methodology in the literacy process, as well as their appreciation of the same feelings in relation to their students.

With this, it was intended to find out, through the application of questionnaires, the impact of using the Method of Boquinhas® on the educator's self-esteem, if this use enables more professional involvement and if it brings satisfaction and gains to all stakeholders, including learners.

It is believed that the quality of teaching is largely linked to the teacher's level of satisfaction, and, consequently, this can be transmitted to their apprentices. Therefore, understanding how this methodology contributes to users' satisfaction, motivation and professional well-being, as well as how they perceive these same aspects in their apprentices, can promote the possibility that more educators (teachers and clinicians such as educational psychologists, neuropsychologists, speech therapists, among others), get to know better and use this literacy/rehabilitation practice throughout the national territory and even in other countries.

Methodology

This project was submitted to the Ethics Committee of the Pontifical Catholic University of Minas Gerais and approved under CAEE : 54256221.0.0000.5137. All participants agreed to the Informed Consent Form, sent together with two structured questionnaires prepared in *Google Forms*, with a link requesting participation in the social media of the company Boquinhas. The survey was carried out from April to June 2022, with the final sample consisting of 275 individuals, teachers and/or clinicians who use or have used the Boquinhas Method® and/or other pedagogical products of the company, in their practices for literacy/rehabilitation, whether in kindergarten, elementary school, EJA or in clinical practice.

The study was configured as research of a quantitative nature and the filling of the forms was completely online, without any identification or face-to-face contact with the research subjects.

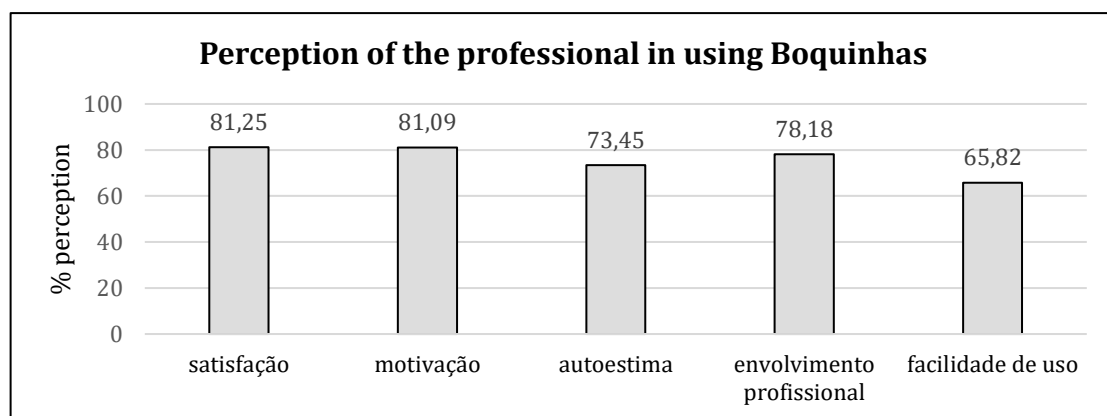
Two questionnaires were applied, the first on a 5-point *Likert scale*, with grade 1 = *totally disagree* and grade 5 = *totally agree*. Questionnaire 1 had 10 odd-numbered questions relating to feelings of pleasure: satisfaction, motivation, and self-esteem of educators (questions 1, 3, and 5) and even questions (2, 4, and 6) about the same feelings in relation to their students. The feelings attributed to learning: professional involvement and ease in using the methodology had questions 7 and 9 for educators and 8 and 10 for students. Questionnaire 2 also had 10 questions that investigated the sociodemographic data of the participants, including questions regarding time of use of the methodology, number of courses taken, perception of learning and recommendation of the methodology, which were studied and correlated to Questionnaire 1. Both questionnaires are presented in the Annexes.

Data were tabulated, analyzed using statistical programs, systematized and discussed in light of the current literature by the researchers.

Results

Exploratory factor analysis was performed with both sets of items, perceived professional satisfaction itself and related to perceived professional satisfaction about the student. Both presented acceptable indices that indicate suitability for factorability of the data set, which can be considered unidimensional factors. Regarding questionnaire 1, the averages of the items related to the satisfaction perceived by the professional (questions 1, 3, 5, 7, and 9) demonstrate that there is high prevalence (maximum value 5.0) of satisfaction (4.78), motivation (4.75), self-esteem (4.61), professional involvement (4.72), ease of use (4.52), and acceptable reliability index (>0.70), with Cronbach's alpha value of 0.92 (HAIR JR *et al.*, 2019), as shown in Graph 1.

Graph 1 – Distribution of percentages of professional perception when using Boquinhas⁵

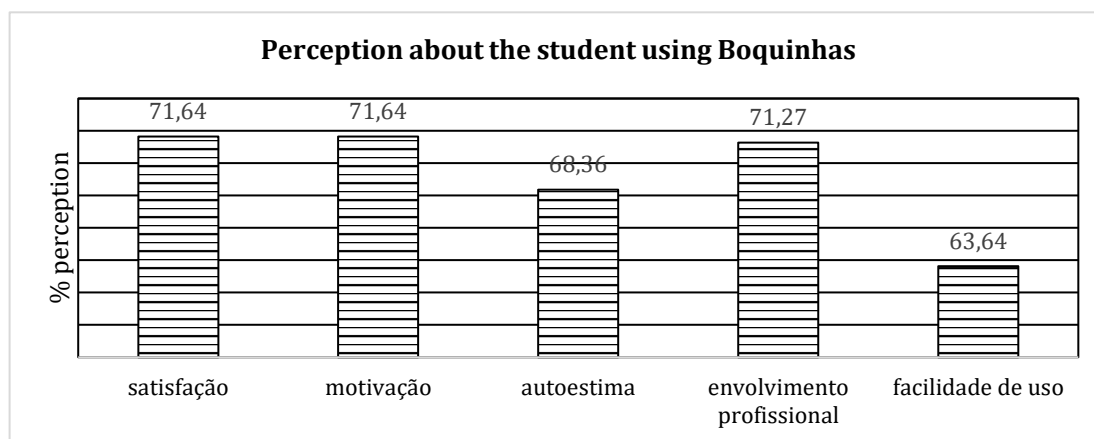


Source: Prepared by the authors (2022)

Still in Questionnaire 1, the means of the items related to the satisfaction perceived by the professional regarding the apprentices (questions 2, 4, 6, 8 and 10) were also considered high (maximum value of 5.0), suggesting a perception of satisfaction (4.65), motivation (4.65), self-esteem (4.60), professional involvement (4.65) and ease (4.53), and acceptable reliability index (> 0.70), with an alpha value of Cronbach of 0.95 (HAIR JR *et al.*, 2019), as shown in Graph 2.

⁵ From left to right: Satisfaction; Motivation; Self-Esteem; Professional Involvement; Facility of use.

Graph 2 – Distribution of percentages of professional perception about their student/patient when using Boquinhas.⁶



Source: Prepared by the authors (2022)

The sociodemographic results surveyed in Questionnaire 2 point to a sample with a prevalence of professionals in the area of pedagogy or teachers (69.45%) aged between 36 and 50 years (57.82%). Regarding the variables related to professional involvement, the research sample shows a prevalence of professionals who use the method “less than 1 year ago” (34.18%) or “more than 3 years” (34.18%). The prevalence of the place where the method is used occurs in schools (59.27%) and the first contact with the method was via “social media advertising” (40.73%). Participants also report, for the most part, using the method “because I believe and see results” (78.55%), because they see “very significant advances” (81.82%), “because the results are very positive” (90.18%) and 41.09% of the sample reported having taken more than one course on the Boquinhas Method®. The method is mainly used with elementary school classes (41.45%).

Spearman Correlation coefficient was used in the frequencies of responses to Questionnaires 1 and 2, adopting $\alpha = 0.05$ as the significance level. The correlation relationship between two variables does not indicate cause and effect between them, that when a variable increases/decreases the other correlated also increases/decreases and this correlation is greater the greater the or, being $0 < r < 1$.

Questionnaire 1 has the odd questions attributed to the educator's feelings, while the even questions attributed to the educator's perception of the same feelings investigated in their students. Questions 1, 2, 3, 4, 5 and 6 investigate feelings of pleasure, while questions 7, 8, 9 and 10 investigate feelings of learning to apply the methodology. Regarding Questionnaire 2,

⁶ From left to right: Satisfaction; Motivation; Self-Esteem; Professional Involvement; Facility of use.

questions 1 (time of use of the methodology), question 4 (number of courses taken), question 9 (perception of learning) and question 10 (methodology recommendation) were correlated.

As shown in Chart 1, there were very high and significant correlation rates between all items of the educator's perception in relation to the same feelings of their students. That is, the more the educator feels satisfied, the more he perceives this in his learner, and the same for the other investigated feelings.

Chart 1 - Correlation between the educator's perceptions of feeling and the same perceptions in relation to their student

Question 1	2	4	6	8	10
1	r= 0.9797 p=0.0048*	-	-	-	-
3	-	r= 0.9856 p=0.0003*	-	-	-
5	-	-	r=1 p= 0.000*	-	-
7	-	-	-	r=1 p= 0.000*	-
9	-	-	-	-	r=1 p= 0.000*

Values of $p < \alpha$, statistically significant, being $*p \leq 0.05$. N=275

Source: Prepared by the authors (2022)

Charts 2 and 3 reveal high correlation rates between the educators' feelings of pleasure and learning, and the same feelings in relation to their students. That is, the more satisfaction the educator feels in using Boquinhas method, the more involvement in learning is awakened in their students and the same for the other feelings.

Chart 2 - Correlation between the user's feelings of pleasure and learning feelings

QUESTION	1	3	5
7	r=0.9856 p=0.0003*	r=0.9856 p=0.0003*	r=1 p=zero*
9	r=0.9856 p=0.0003*	r=0.9856 p=0.0003*	r= 0.9429 p=0.0048*

Values of $p < \alpha$, statistically significant, being $*p \leq 0.05$. N=275

Source: Prepared by the authors (2022)

Chart 3 - Correlation between feelings of pleasure and feelings of learning from the user's perception of his student

Question	2	4	6
8	r=1 p=zero*	r=1 p=zero*	r=1 p=zero*
10	r= 0.9429 p=0.0048*	r= 0.9429 p=0.0048*	r= 0.9429 p=0.0048*

Values of $p < \alpha$, statistically significant, being $*p \leq 0.05$. N=275

Source: Prepared by the authors (2022)

Chart 4 analyzes the correlation between the two questionnaires, with feelings of pleasure and learning of Questionnaire 1 with the indices of time of use, number of courses taken, effectiveness in learning and recommendation of the methodology of Questionnaire 2, all with very high positive correlation results. That is, the longer the use and the more courses the educator takes, the higher the perception of learning by the students and the recommendation of the methodology.

Chart 4 - Correlation between the user's feelings in Questionnaire 1 with relative topics in Questionnaire 2

Quest2\Quest1	1	3	5	7	9
1 Time	r=0.9276 p= 0.0077*	r=0.9276 p=0.0077*	r=0.8856 p=0.0188*	r=0.8856 p=0.0188*	r=0.9429 p=0.0048*
4 Quantity of courses	r=0.8986 p=0.0149*	r=0.8986 p=0.0149*	r=0.8286 p=0.0415*	r=0.8286 p=0.0415*	r=0.9429 p=0.0048*
9 Learning	r=0.9856 p=0.0003*	r=0.9856 p=0.0003*	r=0.9429 p=0.0048*	r=0.9429 p=0.0048*	r=1 p=0.000*
10 Recommendation	r=0.8676 p=0.0251*	r=0.8676 p=0.0251*	r=0.8117 p=0.0498*	r=0.8117 p=0.0498*	r=0.8986 p=0.0149*

Values of $p < \alpha$, statistically significant, being $*p \leq 0.05$. N=275

Source: Prepared by the authors (2022)

All the maximum scores of the educator's feelings were also correlated with all the maximum scores of the same feelings perceived in his student, obtaining $r=0.90000$ and $p=0.0374*$, that is, a high correlation between all of them.

Discussion

As in the study presented here, statistically significant results were also seen in socio-emotional issues of educators and students interviewed in a similar survey related to the use of the Boquinhas Method in Youth and Adult Education (EJA), such as social participation in the group, self-esteem, self-exposure, participation in the proposed activities and pleasure in learning, which obtained the maximum score for all individuals surveyed (JARDINI *et al.*, 2016).

The results of this research clearly showed that the professionals interviewed showed a high degree of satisfaction, motivation and self-esteem when using Boquinhas. It is believed that this fact was due to the fact that the Boquinhas Method®, as it is a neuroliteracy that uses multisensory and concrete clues to obtain literacy, is easy to apply and understand by teachers and clinicians. The fact of presenting itself with empathy of use – mouths that articulate the sounds of the letters, without requiring expensive resources and being directly linked to the user, owner of their mouth, causes positive impacts on the acceptance and applicability of the methodology, as shown in this research and already reiterated by the author (JARDINI, 2018). These data corroborate Almeida's assertions (1993), when he states that there must be an inseparable action between intelligence, affectivity and desire for learning to take place.

The numerous reports obtained from Elementary School students who learn with Boquinhas, in which the acceptance and use of mouths exceeds the teacher's expectations (JARDINI, 2017), favor professional involvement and ease of use. This fact, confirmed in this research, corroborates the opinions of Guerra (2000) and Tapia and Fita (2003), when they declare that without motivation and professional involvement learning is not established. In addition to this, the plentiful opportunity to access materials, free or paid, available in the official bodies of Boquinhas, can contribute to promoting the security and credibility that the professional seeks when he proposes to know the new and obtain the competence technique necessary for the exercise of their profession.

The dissemination of the methodology throughout the national territory already covers about 300 municipalities, involving more than 500 training courses, with an approximate contingent of more than 200 thousand professors and clinicians involved. This creates a scenario of robust scope in exclusivity and transparency of national and international use, greatly favoring access to certified training, corroborated here in this study by the positive correlation between results and number of courses taken.

Added to this, the Boquinhas collection has about forty books written by the author and co-authors, physical and digital, about forty games, physical and digital, classroom support materials, as well as more than twenty types of courses with varied themes, which cover the inclusive learning of children, young people and adults, neurotypical and with alterations, which diversifies the application and guarantees the necessary variability that the curricular matrix related to literacy demands. It is believed that the content presented in the Boquinhas books contemplates, in addition to the linguistic processes involved in the Alphabetic Writing System (SEA), also the diversity of textual genres, providing authorship and feedback to the self-learning of reading and writing itself, applied in a way individual, respecting the times and degrees of acquisition, but maintaining the same context for all, favoring interaction and rapport (JARDINI, 2016).

In the work of the analyzed method, the aspects between the Alphabetic Writing System (SEA) and literacy are naturally intertwined, providing effective and real results regarding the use of reading and writing in an authentic and autonomous way, as a continuity of the classroom, as proposed by Soares (2020), which, it is believed, was favorable to the recommendation of its use. Jardim (2018) is based, reiterating Soares (2020), on the fact that literacy and literacy are distinct cognitive and linguistic processes and, therefore, the teaching of one and the other are fundamentally different in nature, however, they are simultaneous processes and interdependent, according to the sciences on which they are based and the pedagogy they suggest.

It is also necessary to consider the scope of the Boquinhas methodology, which is not restricted to literacy *per se*, but encompasses knowledge and learning related to children's education, elementary school 1 and 2, as well as youth and adult education (EJA), favoring everyone to become fulfilled and productive citizens in society, as highlighted by Moran (2000). This entire collection certainly contributed to this research obtaining high levels of satisfaction and professional involvement with the methodology.

Several authors have discussed methodologies for literacy, with no consensus on what or how this learning should be adequately worked on (SEABRA; DIAS, 2011; MORTATTI, 2010). However, the high correlations between the user's perceptions in relation to the same perceptions of satisfaction in their apprentice obtained here in this study can be highlighted by the methodological objectives of Boquinhas, in which both, educator and student, build their learning together, being this the focus of the work, and not the type of methodology used.

From the results obtained, high correlations can be observed between the pleasure of teaching and the time using the methodology, as well as the number of courses that educators, professors and clinicians take, making us believe that the user of the methodology is interested in learning more and more for the authentic exercise of their practice, which obviously leads to a more satisfactory and safe learning. All this leads to the conviction, on the part of the user, that the Boquinhas methodology should be recommended in view of the real learning observed in their students, as demonstrated in the results of this research.

Conclusions

The statistical results of this research show, in a significant way, that there are very positive correlations between the pleasure of applying the Boquinhas® Method and the learning of those involved.

This research is expected to contribute to future studies, including other sociodemographic variables, such as gender, education, family income, number of apprentices assisted, as well as comparative studies between results of classes that use the Boquinhas Method and classes who use another literacy method. The study considering scales of perceived satisfaction with work and professional involvement can also be an alternative for comparison and search for evidence of differences between groups.

It is important to emphasize that this study prioritized the Boquinhas methodology, in particular, obtaining high levels of satisfaction on the part of users, but it does not intend to assert the supremacy of these results in relation to any other current literacy methodologies, being, therefore, only a suggested reference that was chosen to study.

With the deepening of the research, it is intended to consider the Boquinhas methodology within the framework of a proposal for a Response to Intervention (RTI) model for literacy, involving research with control groups of non-use of the methodology, as well as the comparison with the application in parallel use of specific tests valid at the beginning and end of an intervention, which measure constructs related to cognitive, neuropsychological, learning, developmental, language, and other processes, which are in the course of continuous studies by the authors of this research.

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ANNEXES

QUESTIONNAIRE 1: LEVELS OF SATISFACTION WITH THE BOQUINHAS® METHOD

For each statement, assign a single score from 1 to 5, where 1 means strongly disagree and 5 strongly agree.

1. I have great SATISFACTION when using Boquinhas.
1 () 2 () 3 () 4 () 5 ()
2. My STUDENT/PATIENT has great SATISFACTION when using Boquinhas.
1 () 2 () 3 () 4 () 5 ()
3. I feel great MOTIVATION when using Boquinhas.
1 () 2 () 3 () 4 () 5 ()
4. My STUDENT/PATIENT feels great MOTIVATION when using Boquinhas.
1 () 2 () 3 () 4 () 5 ()
5. I increase my SELF-ESTEEM when I use Boquinhas.
1 () 2 () 3 () 4 () 5 ()
6. My STUDENT/PATIENT increases his SELF-ESTEEM when he uses Boquinhas.
1 () 2 () 3 () 4 () 5 ()
7. I get a lot of PROFESSIONAL INVOLVEMENT when I use Boquinhas.
1 () 2 () 3 () 4 () 5 ()
8. My STUDENT/PATIENT is very INVOLVED when using Boquinhas.
1 () 2 () 3 () 4 () 5 ()
9. I feel very EASY when I use Boquinhas.
1 () 2 () 3 () 4 () 5 ()
10. My STUDENT/PATIENT feels very EASY when I use Boquinhas.
1 () 2 () 3 () 4 () 5 ()

QUESTIONNAIRE 2: DEGREE OF INVOLVEMENT WITH THE BOQUINHAS® METHOD

How old are you?

- Between 18 and 25 years old; Between 36 and 50 years old;
 Between 26 and 35 years old; Above 51 years old.

In which city/state do you apply Boquinhas? _____

What is your profession when applying Boquinhas?

- Teacher or professional in the pedagogical area; Psychopedagogue;
 Speech therapist; Other clinical profession.

1. How long have you been using Boquinhas?

- I used it, I don't use it anymore; From 1 year to 3 years;
 Less than 1 year ago; More than 3 years

2. Where do you use Boquinhas?

- At school; At home;
 In the consulting room; All locations above.

3. How did you meet Boquinhas?

- At school;
 At the clinic;
 Advertising on social media;
 By recommendation of a colleague.

4. Have you ever taken a Boquinhas course?

- No, I learned by myself with the materials available on the internet;
- No, I learned from a colleague;
- Yes, a single course;
- Yes, more than one course.

5. Why do you use or used Boquinhas?

- I had to because the school/clinic bought the Boquinhas course;
- Because I wanted to try it out;
- Because I made investments and I want to enjoy them;
- Because I believe and see results.

6. In which group do you use Boquinhas?

- Child education;
- Elementary School;
- AEE, Special Education and/or EJA;
- All of the above.

7. If you are a clinical professional, which audience do you use Boquinhas with?

- Students with sensory and/or intellectual disabilities;
- Students with Autism Spectrum Disorder;
- Students with reading/writing disorders;
- All of the above options.

8. If you are a teacher, with which audience do you use Boquinhas?

- Only students with learning delay;
- Only certified students (with medical diagnosis);
- Only neurotypical students (no alterations);
- For all students.

9. How do you perceive the learning of your students/clients with the use of Boquinhas?

- I perceive delays in relation to other methodologies;
- I do not notice any difference from other methodologies;
- I notice moderate advances;
- I see very significant advances.

10. Based on your experience, would you recommend the use of Boquinhas?

- No, because I don't like to suggest a teaching method;
- No, because I did not notice anything special about this recommendation;
- Yes, because it is very easy to teach with Boquinhas;
- Yes, because the results are very positive with Boquinhas.