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**Affectivit  et Motivation: contributions de  
la rh torique et de la th orie des repr sentations  
sociales   l' tude de l'apprentissage en classe scolaire**

**Abstract:** This study raises a few questions concerning the affective dimension of learning motivation in a formal context – where the learning experience involves the teacher and the pupil, in the context of the classroom. The theoretical framework we use draws on the works of Dewey, Maturana and Piaget. We relate affectivity to the cognitive changes that are involved in the construction and transformation of social representations and outline the rhetorical aspects of educational practices. The analysis of the relationship between social representations and educational practices starts from their underlying argumentative processes. It is our assumption that argumentative processes sustain the teaching – learning relationship and they help the construction of knowledge. Our proposed articulation between these areas of research is meant to establish a methodology for observing the contribution that affectivity brings to classroom learning, and provide teachers with tools to build educational practices that would be highly motivating for their pupils. We hope this discussion will encourage other researchers to explore further the affective dimension of learning motivation, an area that receives little attention in current studies on educational practices.

**Keywords:** social representation, rhetoric, affectivity.