



REFLECTIVE OBSERVATION IN THE SUPERVISED ENGLISH LANGUAGE INTERNSHIP: A LOOK AT LEARNING IN A PUBLIC SCHOOL IN BRAGANÇA- PA¹

Elizangela Vieira da Silva²

Marcus Alexandre Carvalho de Souza³

ABSTRACT: The present article has as purpose reporting the experiences developed in the Internship High School observation of the High School, the English Language Undergraduation Course at the Federal University of Pará. Where we sought to analyze a class the 2nd year high school, from the public school system, in the city of Bragança-Pa, at the Integral High School Prof. Bolívar Bordallo da Silva. It general aimed to reflect on the experience of the observation internship in high school, from the perspective of the students involved; and for specific goals to analyze how students are encouraged to participate in activities in the English discipline and how they can contribute to the promotion of new knowledge from their experiences. The methodological procedures were based on the analysis of the Observation Internship Report, realizing how the student's relationship with the English discipline took place. For observations, we were guided by a questionnaire on Google Forms, with questions related to different aspects that are experienced by students, such as: if they like the English subject, if they think the time of hours/classes, during the week, favor yours learning, etc. The results showed that the students like the subject of English, but that learning is a great challenge, where the little time of weekly classes makes learning difficult. Moreover, students would like to have more diversified activities. This research is extremely important for the academic community, since the results can contribute to the formation of pre- service teachers.

Keywords: Learning. Students. Observation Internship.

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² Discente do curso de Licenciatura em Letras – Inglês. Faculdade de Línguas Estrangeiras (FALEST). Universidade Federal do Pará, campus Bragança. E- Mail: ellenviei00@gmail.com

³ Titulação do professor orientador. Docente do curso de Licenciatura em Letras – Inglês. Faculdade de Línguas Estrangeiras (FALEST). Universidade Federal do Pará, campus Bragança. E- mail: acarvalho@ufpa.br

RESUMO: O presente artigo tem o propósito de relatar as experiências desenvolvidas no Estágio de observação do Ensino Médio, do curso de Letras Língua Inglesa, da Universidade Federal do Pará. Onde buscou-se analisar uma turma do 2º ano da rede pública de ensino, na cidade de Bragança- Pa, na Escola de Ensino Médio Integral Profº Bolívar Bordallo da Silva. Tem como objetivos gerais refletir sobre a experiência do estágio de observação no Ensino Médio, a partir da perspectiva dos alunos envolvidos; e por objetivos específicos analisar como os estudantes são estimulados a participarem das atividades na disciplina de Inglês e como eles podem contribuir para a fomentação de novos conhecimentos a partir das suas experiências. Os procedimentos metodológicos se basearam na análise do Relatório de Estágio de Observação, percebendo como se dava a relação do aluno com a disciplina de Inglês. Para as observações nos guiamos por um questionário no Google Forms, com perguntas relacionadas a diferentes aspectos que são vivenciados pelos alunos, tais como: se eles gostam da disciplina de Inglês, se eles acham que o tempo das horas/aulas, durante a semana, favorecem o seu aprendizado, etc. Os resultados apontaram que os alunos gostam da disciplina de Inglês, mas que aprendê-la consiste num desafio, onde o pouco tempo de aulas semanais dificulta seus aprendizados. Assim como, gostariam de ter atividades mais diversificadas. Essa pesquisa é de suma importância para a comunidade acadêmica, uma vez que os resultados podem contribuir para a formação do futuro professor.

Palavras-chave: Aprendizagem. Estudantes. Estágio de Observação.

INTRODUCTION

In this article, we intend to reflect about the results of the supervised observation Internship of the English Language course, which took place at the Profº Bolívar Bordallo da Silva State School of Integral Secondary Education, in a 2nd year class. The Supervised Observation Internship of High School was a very important moment, because I could see *in loco* how the English subject is taught in the classroom, realizing the challenges that permeate the teaching profession, especially when we talk about education in the public network and in a delicate moment of a pandemic (when the internship and observations of this research took place).

Reflecting these challenges becomes more important, since students (in general) spent two years taking online classes, where some could not effectively participate in classes, for different reasons, whether due to lack of Internet, not having a cell phone or even having a single cell phone to share with the family, lack of a computer, etc. All these factors affected the learning of the English language and the students returned to the classroom with more difficulties in their learning.

The theme was chosen at the time of the supervised high school observation internship, where I sought to learn more deeply how students can contribute to the construction of knowledge, as I realized that the construction of knowledge does not come only from the teacher, but is done together and Students are essential in the learning process.

During the internship, we started contact to teaching practice and, as suggested by Cruz (2007, p. 192) “talking about teaching practice in the classroom is talking about a teacher’s know-how full of nuances and meanings”⁴. In this context, the internship discipline is not only a curricular need for students teachers⁵, but it helps, in a reflective and critical way, in how to reflect the teaching practice, taking into account the student, that is, an education centered in the student. Felício and Oliveira (2008, p. 217) say that “the curricular internship, if well-founded, structured and oriented, is a moment of great importance in the training process of future teachers”.⁶

The internship made it possible to reflect on existing beliefs and perceptions, Li (2012, apud Kandilla, 2018, p. 64) “denotes that beliefs have a key role in language teaching”. The first belief was that teaching students who already have a background knowledge in English would be simpler, since during my undergraduate, I had the opportunity to give classes to my classmates, which was very productive. In this sense, one of the beliefs of the student teacher in teaching English is that teaching high school students would be an easy task. (KANDILLA, 2018).

However, I realized, through the practice of observation, that teaching real students, in a different context, requires research, requires accepting that the construction of knowledge cannot come only from the teacher, as a content reproducer, however that he has to detach

⁴ Falar de prática docente em sala de aula é falar de um saber-fazer do professor repleto de nuances e de significados (CRUZ, 2007, p. 192).

⁵ The term "Student teacher" quoted in this research is of Kandilla and means "teachers in training".

⁶ O estágio curricular se bem fundamentado, estruturado e orientado, configura-se como um momento de relevante importância no processo de formação dos futuros professores (FELICIO, OLIVEIRA, 2008, p. 217).

himself from this role as the main actor in the class and give space for the students to contribute. We know that the student is a subject who brings with him a baggage of knowledge, they ask, they give examples, he is a critical and inquiring being, that is why teaching cannot be seen as a transfer of knowledge, teachers need to be open to inquiries and curiosities from the students (FREIRE, 1996).

In this sense, from the reflections in the Supervised Internship of observation of high school, it is possible to perceive some factors that hinder the teaching of English, in the class in which I made my observations, not because of the teacher's practice, however because of several factors, such as: poor school structure, the pandemic moment that affected the lives of these students and left them unmotivated, among others. The school is gradually getting organized, which is not an easy thing.

Thus, the present study has general aimed to reflect on the experience of the observation internship in high school, from the perspective of the students involved; and for specific objective to analyze how students are encouraged to participate in activities in the English discipline and how they can contribute to the promotion of new knowledge from their experiences.

The following section will present the literature review, where some of the authors who contributed to the construction of this article will be available.

LITERATURE REVIEW

The references used for the preparation of this academic research contribute to the reflections made in the supervised observation internship of high school, as it brings authors who debate the importance of pedagogical approaches in teaching English, as well as highlighting how significant it is to invest in student-centered methodologies, that seek to highlight the autonomy of students and that diversify the way of teaching the English language. In this sense, the research will bring debates from authors such as: Silva, Paulo Freire, B. Kumaravadivelu, Abha Gupta, Kandilla, Arda, Doyran, among others.

Silva (2005) presents a study on the perceptions that pre-service teachers hold concerning the teaching of the four skills in English as a foreign language, with a view to understanding how perceptions relate to pedagogical practice. His research takes place during the internship, where he experiences the conflicts and dilemmas between the theory and the experiential practice of the internship. Silva (2005, p. 13) "That is to say, the distance between

experiential and theoretical knowledge may determine the amount of conflict and dilemma pre-service teachers have during their Teacher Education course”. His research is similar to the research presented here, as it deals with the experiences lived in the internship, reflecting on how it is possible to articulate the theory learned at the university with the practice experienced at school.

Paulo Freire (1996) brings reflections about the teaching practice, emphasizing that the teacher should not only teach content, but contribute to students becoming critical and thinking, in this way both the teacher and the students build knowledge. For Paulo Freire:

There is exactly in this sense that teaching is not limited to the superficially “treatment” of the object or content, but extends to the production of conditions in which learning critically is possible. And these conditions imply or require the presence of educators and students who are creative, instigators, restless, rigorously curious, humble and persistent [...] in the conditions of true learning, the students become real subjects of the construction and reconstruction of the knowledge taught, alongside the educator, who is also the subject of the process (FREIRE, 1996, p. 14).⁷

Paulo Freire's studies make it possible to rethink pedagogical practice, take out the teacher as the center in the teaching process, but taking into account that students are also key players in the knowledge process.

Kumaravadivelu (2001) discusses a postmethod pedagogy that deals with possibilities, where his thoughts converge with Paulo Freire's ideas, because they bring to the pedagogical practice reflections about considering the students' social and individual issues at the time of teaching-learning, in this sense education should be seen as a space for social transformation. Kumaravadivelu argues that:

Language teachers can ill afford to ignore the sociocultural reality that influences identity formation in the classroom, nor can they afford to separate the linguistic needs of learners from their social needs. In other words, language teachers cannot hope to fully satisfy their pedagogic obligations without at the same time satisfying their social obligations (KUMARAVADIVELU, 2001, p. 544).

Abha Gupta's research (2019, p. 50) deals with seven principles and practices of teaching English language learners, where the author will present various approaches and

⁷ É exatamente neste sentido que ensinar não se esgota no “tratamento” do objeto ou do conteúdo, superficialmente feito, mas se alonga à produção das condições em que aprender criticamente é possível. E essas condições implicam ou exigem a presença de educadores e de educandos criadores, instigadores, inquietos, rigorosamente curiosos, humildes e persistentes [...] nas condições de verdadeira aprendizagem os educandos vão se transformando em reais sujeitos da construção e da reconstrução do saber ensinado, ao lado do educador, igualmente sujeito do processo (FREIRE, 1996, p. 14).

strategies to prepare English teachers. His research outlines the principles underlying best practice with an emphasis on English as a Second Language learners as well other of learning situations and learners, the principles are:

- Know your student and motivation to learn the second language;
- Create a welcoming classroom environment;
- Build Background knowledge;
- Provide comprehensible Input by building vocabulary;
- Include frequent opportunities for interaction and discussion;
- Use multiple modalities during instruction;
- Conduct ongoing review and assessment.

Gupta (2019) points out that if the teacher seeks to put these seven principles into practice in the classroom, it will produce effective results. For Gupta (2019, p. 56): “As our classrooms become more diverse, educators need to consider the needs of English as Second Language students by providing them the opportunities to learn and creating a shared learning environment”. Gupta (2019) also emphasizes how important it is to create a motivating environment at the time of class, as “Motivation is considered one of the main determining factors in picking up a second language” (GUPTA, 2019, p. 51).

Kandilla's studies (2018) are focused on teaching practice and how it is affected by student teacher beliefs. In his study he emphasizes that beliefs play a fundamental role in language teaching, since they are personal perceptions and that often create a certain resistance for student-teachers to innovate in their pedagogical practices, sticking to their own conceptions, which is something subjective.

For Kandilla (2018, p. 64) “their beliefs affect on planning the lessons, adopting types of decisions, choosing classroom activity and managing the classroom”. In this way, the teaching practice is related to the decisions taken in the classroom, because from the beliefs, the student-teachers will make decisions, based on what they believe and often leaving aside the theory.

Arda e Doyran (2017), do an analysis on the Attitudes toward learning, explaining that attitudes have a significant effect on learning, for Arda, Doyran (2017, p. 01) “each language learner has the potential to develop different kinds of attitudes towards language learning”. Just as teenagers start to have negative attitudes towards learning English when they feel unmotivated. Para Arda, Doyran (2017, p. 02) “teenagers tend to be less motivated and

reluctant for learning”. For that it is highly important to be aware of the attitudes of both age group, and choose activities of accord for each age group.

The following section will present the methodology of this article will be presented.

METHODOLOGY

The methodological procedures in this article were based on the analysis of the Observation Internship Report that took place from 06/01/2022 to 06/15/2022, with a group of the 2nd year of high school, at Escola Estadual de Ensino Médio Bolívar Bordallo da Silva, realizing how the students' relationship with the discipline of English was. The class was quite large, with 34 students, all of whom attended the class, being very participative in the activities inside the classroom.

The school Bolívar Bordallo da Silva is located on Trav. João Paulo Ribeiro, s/n, Padre Luís Neighborhood, in the city of Bragança do Pará. The school has 20 classrooms, which fully serve high school students, some from the city and others from the countryside. It has ample space, both in the internal and external areas, it has a library, reading room, science laboratory, computer lab, covered and uncovered patio, auditorium, covered sports court, multifunctional resource room, storage of school supplies, audiovisual resources, canteen, cafeteria and a green area. Unfortunately, not all of these spaces are in operation, because the physical structure of the building is compromised by cracks and termites. Some walls and ceilings have props and are at risk of collapsing, so they have banned some classrooms, for example, the library, the computer lab, the science lab, the audiovisual resource classroom, some classrooms and a part of the covered patio are no longer working and are closed. In the school there 2 bathrooms, 1 for feminine and the other for masculine, they are spacious bathrooms, but with little lighting, they do not have mirrors, there are no locks in the individual cabins and they have collective showers, also because it is a full-time school, students can shower during the period after lunch. Unfortunately, due to the school's structural problems and the lack of lunch, comprehensive education has been harmed, as students come to class in the morning and are dismissed so that they can have lunch at their homes, and they should go back to school in the afternoon. Not everyone returns and missed class, because they live far away or even in the countryside. Although the school is full-time, what is perceived is that there is not a good structure for this type of teaching. The school board makes a schedule for the return of students to happen

gradually, since they spent two years taking remote classes. Students are adapting to these schedules.

PICTURE 1- Integral High School Prof. Bolívar Bordallo da Silva



Source: <https://www.facebook.com/ESCOLABBS/>

In all, the school has 19 English classes, it also has two teachers of the subject, and the one responsible for the class that was analyzed, works with 10 classes, from 1st and 2nd years.

The Bolívar Bordallo da Silva School has the Pedagogical Political Project- PPP, that regulates the school is based on the Lei nº 9.394/1996 de Diretrizes e Bases da Educação. It is a guide for school education actions that consist of the full development of students, where the following can be achieved:

Equal conditions for access and permanence in school; freedom to learn, teach, research and disseminate culture, thought, art and knowledge; pluralism of pedagogical ideas and conceptions; respect for freedom and appreciation for tolerance; valuing the education professional; democratic management of public education [...] link between school education, work and social practices. (PROJETO POLÍTICO PEDAGÓGICO, ESCOLA BOLÍVAR BORDALLO DA SILVA, 2017, p. 17)⁸

To Comparing the Pedagogical Political Project to what was analyzed in the internship, it is clear that there is a contradiction between the reality experienced by the school, because although the school has these guiding principles, in practice this does not materialize, since the deteriorated building and the lack of lunches for students do not guarantee that they will remain in school full-time. Because they are students who live in the city and countryside, some of these students are unable to return to school in the afternoon, which makes it difficult for these students to learn, not only in English classes, but also in other subjects. This problem does not

⁸ Igualdade de condições para o acesso e permanência na escola; liberdade de aprender, ensinar, pesquisar e divulgar a cultura, o pensamento, a arte e o saber; pluralismo de ideias e concepções pedagógicas; respeito à liberdade e apreço à tolerância; valorização do profissional da educação; gestão democrática do ensino público [...] vinculação entre a educação escolar, o trabalho e as práticas sociais. (PROJETO POLÍTICO PEDAGÓGICO, ESCOLA BOLÍVAR BORDALLO DA SILVA, 2017, p. 17)

happen because of the direction of the school, since the “implementation of full-time school meals depends on the PNE 2014/2024, which is intended to guarantee the necessary resources for achieving school meals” (OLIVEIRA, CARVALHO, 2021).⁹

The techniques used in this research consist of a field research. Marconi e Lakatos (2003, p. 188) they say “The interest of field research is focused on the study of individuals, groups, communities, institutions and other fields, aiming at understanding various aspects of society”¹⁰. Just as the observation technique was used, which is a data collection technique to obtain information using the senses to obtain certain aspects of reality (MARCONI, LAKATOS, 2003).

The research approach is qualitative, it is understood that all qualitative, social, empirical research seeks to typify the variety of representations of people in their living world (BAUER; GASKELL, 2008).

In this sense, the research's general objectives are to reflect on the experience of the observation internship in high school, from the perspective of the students involved; and for specific purposes to analyze how students are encouraged to participate in activities in the English discipline and how they can contribute to fostering new knowledge from their experiences.

As an instrument for data collection, we were guided by a questionnaire on Google Forms, with questions related to different aspects that are experienced by students and are related to teaching English, such as: if they like the English subject, if they think that the hours/classes during the week favor their learning, if they use audiovisual resources in the classes, etc. The research instrument chosen was a questionnaire with 7 questions. This type of research instrument, according to Lumpur (2016, p. 28) is “one of the most widely used tools to collect data in especially social science research. The main objective of using questionnaires in research is to obtain relevant information in most reliable and valid manner”.

A questionnaire is an instrument for collecting information, and according to Jenn (2006, p. 32) "A questionnaire is a very convenient way of collecting information from a large number of people within a period of time"

The questionnaire was applied to students in the class where the supervised high school observation internship took place. Data collection took place over 4 days, as follows: a Google

⁹ A implementação de uma alimentação escolar, em tempo integral, depende do PNE 2014/2024, a qual se destina a garantir recursos necessários à consecução da alimentação escolar” (OLIVEIRA, CARVALHO, 2021).

¹⁰ O interesse da pesquisa de campo está voltado para o estudo de indivíduos, grupos, comunidades, instituições e outros campos, visando à compreensão de vários aspectos da sociedade (MARCONI, LAKATOS, 2003, p. 188)

Forms link was sent to students in the 2nd year class, classroom 107. At the time of the research, a consent form was applied, and the names or e-mails of the participants will not be disclosed in this article, in order to guarantee the anonymity of those who answered the research. The class is composed by 34 students, which 31 answered the questionnaire. The questions that make up the questionnaire from 1st to 6th are multiple choice and the 7th question is of a personal nature. All are in Portuguese and referred to the English discipline, they are:

1º) Do you like the English subject?

2º) Do you think that the hours/classes during the week favor your learning of the English language?

3º) During classes, do you use audiovisual resources (television, video playback devices, projectors, sound devices and computers)?

4º) What skills are most practiced in English classes?

5º) What is your favorite way to keep in touch with the English language?

6º) Do you like to do activities with group dynamics, with interaction?

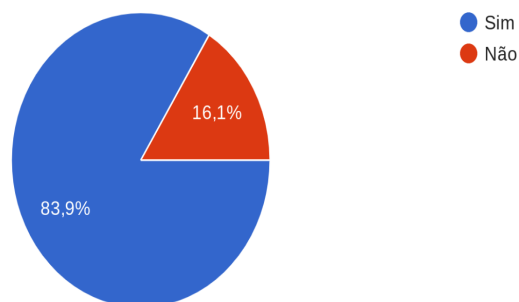
7º) What activity suggestions would you give to be worked on in English classes?

In the following section, the results and discussions of this research will be presented.

RESULTS AND DISCUSSIONS

In the 1st question: do you like the English subject?, most participants answered that they liked it. There were 83.9% who answered Yes, and the participants who answered No were 16.1%, as shown in Figure 1 below:

FIGURE 1: Percentage of students who like the English subject

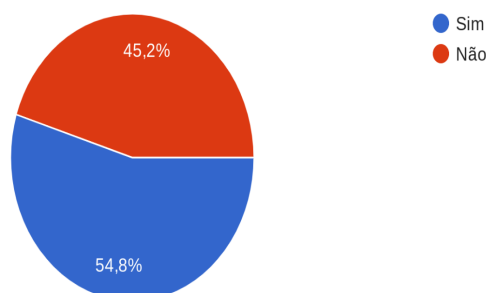


Source: Elaboration of the author/2022

During the research and observations, it was possible to verify that most students like the English subject, they see English as an interesting subject, important for communication, although they have difficulties in assimilating some contents. The students in the analyzed class are much participatory and the teacher tries to do diversified activities, which directly influences the interest and learning of these students in the English discipline. The teacher manages to keep them motivated and does different activities, according to the age of the class, which are between 15 and 19 years old. For Arda, Doyran (2017) “it is utmost significant to create a friendly, sincere and secure atmosphere in young language classrooms”.

In question number 2: Do you think that the time of hours/classes during the week, favor your learning in the English language?, Most students answered No, there were 54.8% of answers in this sense, while Yes answers totaled 45.2%, as shown in Figure 2:

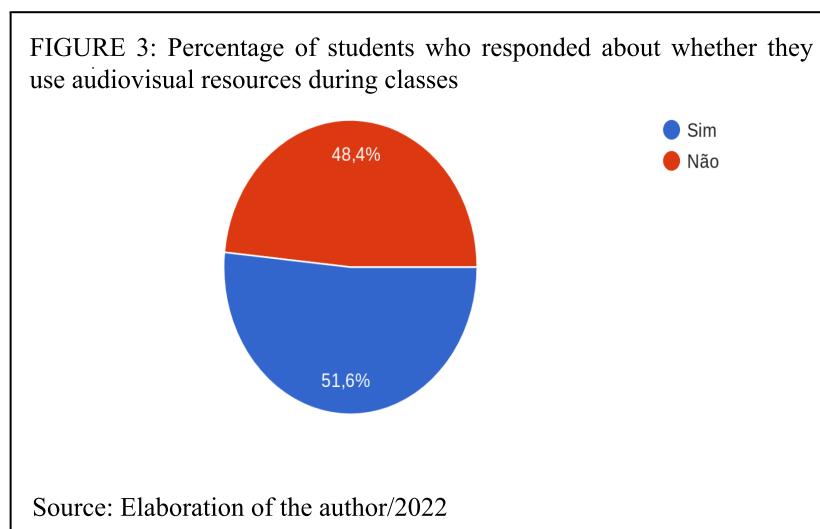
FIGURE 2: Percentage of students who find the time of the hours/weekly classes sufficient for learning the English language



Source:: Elaboration of the author/2022

These data corroborate the research by Marzari and Gehres (2015, p. 13) who emphasize that “in relation to the difficulties generally faced by students, there are the reduced workload dedicated to language learning and the lack of spaces for interaction outside formal teaching contexts”¹¹.

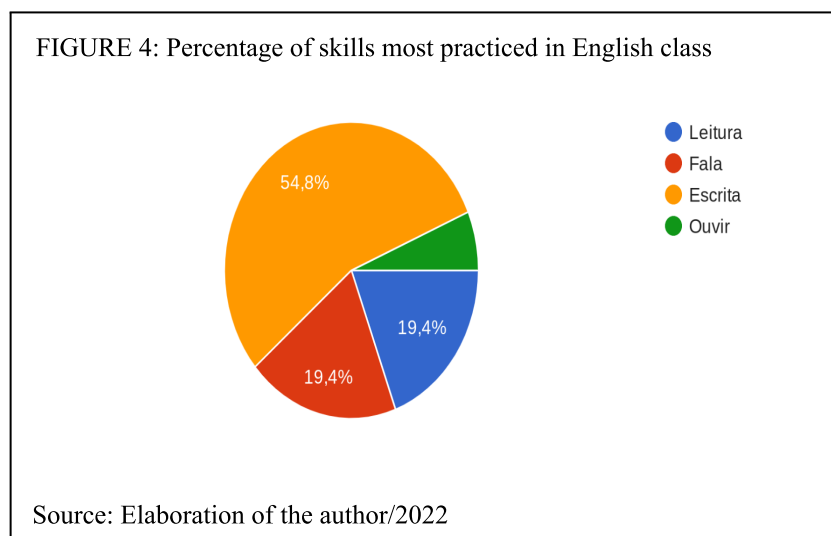
In the 3rd question: During classes, do you use audiovisual resources (television, video playback devices, projectors, sound devices and computers)? 51.6% answered that they use some type of audiovisual resource in English classes and 48.4% answered No, as shown in Figure 3 below:



We know that “The use of technology has become an important part of the learning process in and out of the class” (AHAMADI, 2018, p. 115), because with the use of technologies it becomes easier to work with different English language skills and reach different learners. Likewise, incorporating new technologies into the classroom contributes to a greater link between teaching contexts and cultures that develop outside the school environment (SOUZA, 2015). For Ahamadi (2018) “Technology is an effective tool for learners. Learners must use technology as a significant part of their learning process. Teachers should model the use of technology to support the curriculum so that learners can increase the true use of technology in learning their language skills”.

¹¹ Em relação às dificuldades geralmente enfrentadas pelos alunos, estão a reduzida carga horária destinada à aprendizagem do idioma e a falta de espaços de interação fora dos contextos formais de ensino (MARZARI, GEHRES, 2015, p. 13)

In question number 4: What skills are most practiced in English classes? according to the students, the most practiced skill in the classes is Writing, with 54.8%, speaking and reading skills were tied at 19.4% each, already the listening skill got 6.5%. Figure 4 below presents this information:



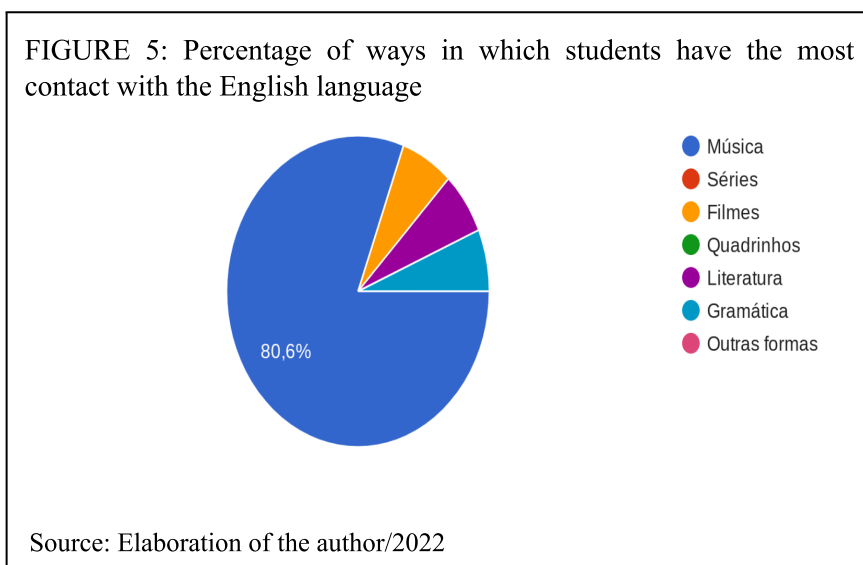
From the observations that were made during the internship, it was noticeable that the students copy the activities on the board, which can be understood by them as working on their writing skills, however this writing is not related to their own productions or social experiences, that is, they are not focused on a communicative approach, where there is an intensification of students' own personal experiences as important elements in contributing to learning in the classroom BROWN (1994).

For Corchs (2006, p. 09) “activities involving writing ability are also seen in many cases as repetitive, as the themes proposed to be developed address, most of the time, subjects that do not stimulate students to use imagination and creativity when writing”.¹²

For Silva (2005, p. 06) “and writing, more than a supportive skill in language learning, a communicative social act”. In this sense, it is important that the writing skill is an instrument that takes into account the reality of the students, that it is not just an activity, but brings the experiences of the students to the classroom.

¹² As atividades envolvendo a habilidade escrita também são tidas em muitos casos como repetitivas, pois os temas propostos para serem desenvolvidos abordam, na maioria das vezes, assuntos que não estimulam os alunos a usar imaginação e criatividade quando escrevem (CORCHS, 2006, p. 09).

Question number 5: What is your favorite way to keep in touch with the English language? demonstrated that 80.6% like to keep in touch with English through music. Movies, Literature and Grammar were tied at 6.5% each. As shown in Figure 5:

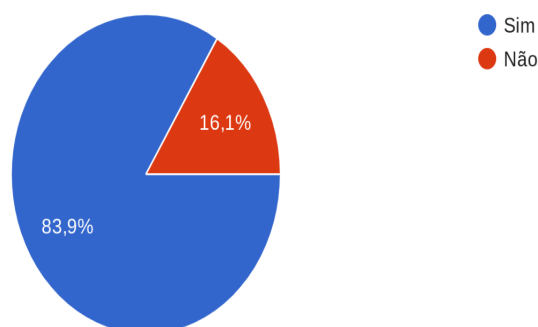


In the 5th question, we can see how diverse are the ways that students find to keep in touch with the language. The teacher can use this data as an example and know that “purposefully exhibit a wide range of teaching stylesis potentialty able to accomplish more than a teacher whose repertoire is relatively limited.” Joyce, Hodges (1966, apud Smith, Renzulli, 1984, p. 49). Thus, MacKinnon, 1978 makes an analogy with the individual differences of learners:

The wide range of individual differences surely must mean that there is no single method for nurturing creativity; ideally the experiences we provide should be tailor-made, if not for individual students, at least for different types of students. We should remember that the same fire that melts the butter hardens the egg (MACKINNON, 1978, p. 171).

The 6th question: Do you like to do activities with group dynamics, with interaction? demonstrated that 83.9% of students like to do group activities, with interaction, and 16.1% prefer to do activities individually.

FIGURE 6: Percentage of students who enjoy doing group activities



Source: Elaboration of the author/2022

A considerable number of research have taken into account that “experiences such as activities carried out in groups, [...] if well conducted, can generate true pedagogical innovation” (CAMARGO, DAROS, 2018, p. 06).¹³

In addition to helping with speech skills, since in group activities, students feel more comfortable expressing themselves among themselves, as suggested by Gupta:

For English as Second Language students it is imperative that they practice target language with others in an oral language format. The interaction maintains student attention and allows students to apply what they have learned in a real context. In small groups or in a pair, students who feel hesitant or are shy to speak up in a large group, tend to open-up easily. These opportunities assist in overcoming students' anxieties and fears to speak orally in front of others (GUPTA, 2019, p. 54).

Question number 7 was of a personal nature, where students were asked to suggest activities to be worked on in English classes. Most responses indicated that there should be more activities focused on speech, which would develop conversation, there were 13 responses in this regard. 11 students suggested activities involving music, 3 would like to have activities focused on listening, 2 could not answer, 1 person suggested that there be more time for English classes during the week and 1 student would like to have activities focused on their culture, local reality .

The results showed that most students like the English subject, which is something positive, they like diversified activities and seek to keep in touch with the language outside the

¹³ Experiências como atividades realizadas em grupos, [...] se bem conduzidas, podem gerar uma verdadeira inovação pedagógica” (CAMARGO, DAROS, 2018, p. 06).

classroom, through music, movies, literature, etc. In this way, it is possible to take advantage of these student interests and use them in classes, creating a motivating environment, and for Gupta (2019, p. 51) “Motivation is considered one of the main determining factors in picking up a second language”. Like this: “motivation is the combination of attempt plus desire which gives the reasons for people's actions, desires, and needs to obtain the objective of learning towards an objective” (PURMAMA; RAHAYU e YUGAFIATI, 2019, p. 539). The same way that:

Motivation is the influential factor in learning activity. Without having motivation, goals of learning is hard to be achieved because the students' effort and desire affect the learners in achieve the learning goals. By getting motivation students will be spirited in learning process, so they will be shoved to comprehend English well (PURMAMA; RAHAYU; YUGAFIATI, 2019, p. 543).

The students' responses showed that they feel the need to be encouraged to do activities with other skills, especially speaking, since most students in the class would like to have more activities focused on this skill. Using music in classes is a great opportunity to do varied activities, since the use of music in English classes opens up a range of opportunities for new knowledge and through music you can work with different skills. According to Lin (2008):

Songs can be used to motivate students in the English-as-a-Foreign-Language (EFL) classroom. Songs develop students' language abilities in listening, speaking, reading, and writing and can be used to teach sentence patterns, vocabulary, pronunciation, rhythm, adjective, adverbs, and so on. Learning English through songs also provides a non-threatening atmosphere in the classroom (LIN, 2008, p. 117).

Another point demonstrated in the students' responses concerns the need they have to observe in their school activities, teaching that is more focused on their local reality, their culture. For Ferreira (2019, p. 145) “the valorization of local knowledge and the lived context can be relevant in the construction of a teaching curriculum that prioritizes the students' reality”.¹⁴

Teaching characteristics that focus on the diversity of activities in the classroom, which seek to take into account prior knowledge and enable students' autonomy according to their realities, have characteristics of the postmethod, which is a pedagogical approach that develops strategies that are built from the students' reality using different teaching methods and diversified activities. For Lasen Freeman (2011, p. 11) the “Methods serve as a foil for reflection that can

¹⁴ A valorização do conhecimento local e o contexto vivido podem ser relevantes na construção de um currículo de ensino que priorize a realidade dos alunos (FERREIRA, 2019, p. 145).

aid teachers in bringing to conscious awareness the thinking that underlies their actions”. The approaches are reflections of a theory, it is the way the teacher will use these theories (methods) in classroom. Anthony (1963, p. 65) defines that “the approach is the teacher’s conception of language and teaching- learning”.

The Postmethod emerged as a way to fill gaps regarding other teaching methods in the area of English and came to rebuild methodologies that are already done, focusing on group activities, which place students as protagonists, takes into account their experiences and autonomy, as mentioned by Kumaravadivelu (2001, p. 545): “The postmethod learner is an autonomous learner”. Just as the teacher becomes a mediator of knowledge and also autonomous, he will bring the students' knowledge to create activities based on their experiences and reality, within this perspective Kumaravadivelu (2001) mentions:

Teacher autonomy in this context entails a reasonable degree of competence and confidence on the part of teachers to want to build and implement their own theory of practice that is responsive to the particularities of their educational contexts and receptive to the possibilities of their sociopolitical conditions [...] Teacher autonomy is so central that it can be seen as defining the heart of postmethod pedagogy (KUMARAVADIVELU, 2001, p. 548).

In that regard, with the observations made in the internship and with the answers obtained from the students in the questionnaire, it can be seen that the class teacher seeks to carry out his classes using different methodologies and diversified activities, there is interaction between the students and the teacher in the classroom, she manages to create a motivating and participatory environment, although she has some problems that affect the teaching of English, such as the lack of technological resources, the schedule of weekly classes, which are reduced and the lack of classes in the afternoon, since the school should serve full-time students.

In the next section, the final considerations of this research work will be presented.

FINAL CONSIDERATIONS

The objectives of this research had a general focus to reflect on the experience of the observation internship in high school, from the perspective of the students involved. In this sense, the internship experience was rewarding, since I closely observed, albeit in a short time, the pedagogical practice of an experienced teacher and in a real teaching context. During my internship, I was able to experience the challenges that permeate the profession of teaching foreign languages and with the answers obtained in the questionnaire, as well as the

observations, I realized that the assessed class likes the English discipline, although they have difficulties in some contents and skills. This statement was evident in the students' responses, especially in question number 1, where they were asked if they like the English subject. More than half of the class answered yes, there were 83.9% and in the observation I had the opportunity to talk to some students, where they told me that they feel motivated to participate in English classes, but that they have difficulties in speaking skills. This data converges with the answers to question number 7, where 13 students indicated that they would like to see more activities focused on conversation.

In the specific objective, I sought to analyze how students are encouraged to participate in activities in the English discipline and how they can contribute to the promotion of new knowledge from their experiences. About this objective, I realized that students are encouraged in different ways, the teacher seeks to create a motivating environment, where students participate, feel free to contribute to the classes. Answer number 3 shows us that the teacher seeks to use audiovisual resources in her classes, there were 56.6% of students who answered that she uses audiovisual resources during classes, I even talked to some students and they told me that they had already worked with films, series, which the teacher makes competitions among the students, based on the films used. Although more than half of the class indicated that the teacher used audiovisual resources in her classes, there was still a considerable percentage of students who answered no. There were 48.4% in this regard.

As the observation internship took place in a short period of time, from 06/01/2022 to 06/15/2022, with 2 hours/classes once a week, I was unable to visualize a considerable amount of activities carried out by the teacher. However, in the short period of my observations, I saw activities aimed at different methods and approaches, which makes me think that the teacher has characteristics of a postmethod teacher, with activities that transit through different approaches. In this way, I believe that I should have accompanied the class for a longer time. Preferably for two months or even more time, since there are only 2 hours/week of classes in the discipline. In this sense, this research could be improved if the study carried out would have a longitudinal nature.

Since during the time of my observations I was unable to visualize the diversity of activities carried out by the teacher, my suggestion for future research is to propose a longitudinal study, like I mentioned before. This research would take place over a semester. In this way, he could observe more the group, the classes, the activities proposed by the teacher and how the students react to the teaching of the English language.

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APPENDIX A- QUESTIONNAIRE ON GOOGLE FORMS:

Formulário sobre as aulas de Inglês na sua escola.

Olá, meu nome é Elizangela Vieira da Silva. Eu sou discente do curso de Letras Língua Inglesa, na Faculdade de Línguas Estrangeiras, da Universidade Federal do Pará, campus Bragança. Esta pesquisa é referente ao meu Trabalho de Conclusão de Curso (TCC). O objetivo desta pesquisa é coletar informações sobre os desafios que vocês, alunos do ensino médio, encontram nas aulas de Inglês. Esta pesquisa é destinada a alunos do ensino médio. Caso tenham dúvidas quanto à pesquisa, o e-mail para contato é ellenviei00@gmail.com.

Desde já agradeço que puder ajudar. Trata-se de um questionário, composto por 09 perguntas. Não serão coletados nomes ou e-mail, garantindo assim, o anonimato dos participantes.

 [acarvalho@ufpa.br](#) (não compartilhado) [Alternar conta](#)



***Obrigatório**

1) Você gosta da disciplina de Inglês? *

☐ Sim

☐ Não

2) Você acha que o tempo das horas/aulas durante a semana, favorecem o seu aprendizado na língua Inglesa? *

☐ Sim

☐ Não



https://docs.google.com/forms/d/e/1FAIpQLSfir-fbKXJYx8KddPEuR0EX_HZMxif2RTeMauiMcmms_Md8GA/viewform

1/7

3) Durante as aulas, vocês utilizam recursos audiovisuais (televisão, aparelhos de reprodução de vídeos, projetores, aparelhos de som e computadores)? *

- ☐ Sim
- ☐ Não

4) Quais as habilidades mais praticadas nas aulas de Inglês? *

- ☐ Leitura
- ☐ Fala
- ☐ Escrita
- ☐ Ouvir

5) Qual a forma que você mais gosta de manter contato com a língua inglesa? *

- ☐ Música
- ☐ Séries
- ☐ Filmes
- ☐ Quadrinhos
- ☐ Literatura
- ☐ Gramática
- ☐ Outras formas

6) Vocês gostam de fazer atividades com dinâmicas em grupo, com interação? *

- ☐ Sim
- ☐ Não



7) Qual (Quais) sugestão (sugestões) de atividade(s) você daria para serem trabalhadas nas aulas de Inglês? *

Sua resposta

Enviar

Limpar formulário

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