



TEACHING PRACTICE ANALYSIS: HIGH SCHOOL SUPERVISED INTERNSHIP

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ABSTRACT

The present work addresses the analysis referring to the mandatory curricular internship of the Language and Literature course at the Federal University of Pará, developed in a 2nd-year high school class, between 23 May to 6 June and 17 to 31 October 2022 at the Rio Caeté school. The action is the result of observations made in the classroom. It aims to describe the teaching experience and make a critical reflection between theory and practice based on individual perceptions observed during this stage. Unfortunately, it is not always possible to make use of technological resources to propose more interactive classes, since the reality is that in schools it is necessary to make an appointment to use the projector, for example, given that the available tools are not enough for all teachers, so the need to schedule so that everyone has access. Despite this, doubts arose throughout the process, which led to deviating from the plan a little, but the objectives were achieved, as the students' evolution was noticed during the lessons.

Keywords: Internship; classroom practice;

RESUMO

O presente trabalho abordará a análise referente ao estágio curricular obrigatório do curso de Letras Língua Inglesa da Universidade Federal do Pará desenvolvida em uma turma de 2º ano do ensino médio, entre os dias 23 de maio a 06 de junho e 17 a 31 de outubro de 2022 na Escola Estadual de Ensino Fundamental e Médio Rio Caeté. A ação é resultado de

observações realizadas em sala de aula e tem como objetivo descrever a experiência do exercício da docência e fazer uma reflexão crítica entre teoria e prática baseado em percepções individuais observadas durante essa etapa. Enquanto iniciante meu propósito era executar lições em que houvesse troca de ideias entre os alunos os colegas e o professor, fazendo uso da tecnologia, visando melhorar interação, visto que esses recursos são aliados importantes para estimular os estudantes a manter a atenção, proporcionando novas experiência. Infelizmente nem sempre é possível fazer uso de recursos tecnológicos para propor aulas mais interativas, pois a realidade é que nas escolas é preciso agendar para fazer uso do projetor por exemplo, haja vista que as ferramentas disponíveis não são suficiente para todos os professores, por isso a necessidade de agendar para que todos tenham acesso. Apesar disso, dúvidas surgiram ao longo do processo, o que levou a fugir um pouco do plano, porém os objetivos foram alcançados, visto que percebeu-se a evolução dos estudantes no decorrer das lições. Além disso, dúvidas que surgiram ao longo do processo levaram a fugir um pouco do plano, porém os objetivos foram realizados.

Palavras-chave: Estágio; prática de Sala de aula;

1 INTRODUCTION

The internship is the phase that brings many reflections to the teacher in training about teaching practice, understanding the reality of schools, thinking about how to conduct classes, and which competence and skills to use during this stage was what motivated me to write about this theme. The objective of this work is to analyze my teaching practice in relation to some theories worked on during the course.

In addition to being part of the curriculum, the Supervised Internship is a very important step in preparing professionals to practice teaching, as it offers teachers training on the connection between theory and practice, aiming at a good qualification. Thus, it can be emphasized that this study will have as its main focus to describe practical experiences carried out in English language classes with a group of 2nd year of High School. The theme was later portrayed in the theoretical reflection carried out at the university with the teacher and classmates and the observation stage that made it possible to know the students, the school space, its functioning and structure, and the head teacher who guided me regarding the level and class profile.

Quevedo- Camargo e Silva (2017), observes the historical path of language teaching in Brazil. In 1855 the teaching of English was legitimized, the grammar-translation method was used for language teaching, characterized by the translation of texts or phrases into the mother tongue, deduction, emphasis on reading and writing skills through exercises, and memorization of grammatical rules and vocabulary. It was initially the most used method.

In 1915, classical Greek was removed from the curriculum as a mandatory language, leaving the following subjects: English, French, or German. Years after 1931, with the Francisco Campos Reform, there was a reduction in the workload of Latin, stimulating the teaching of a foreign language. Along with this change, there was the adoption of the direct method, which emphasized oral language, focusing on the target language, avoiding as much as possible the use of translation instruments and the use of the mother tongue, since it consisted of inductive teaching, using the own language as a teaching tool (QUEVEDO-CAMARGO, 2017).

The Capanema Reform in 1942, through its Organic Law of Secondary Education, implemented the gymnasium, lasting 4 years, and the high school, lasting 3 years. This reform allocated 35 hours a week to language teaching, which represented 19.6% of the entire curriculum, that is, 9.6% more than in the Francisco Campos Reform, considering only modern languages (MACHADO; CAMPOS ; SAUNDERS, 2007).

Published in 1961, the first Lei de Diretrizes e Bases da Educação (LDB) led to the devaluation of foreign languages that became optional. In this sense, more recent studies on Brazilian basic education, in the face of recurrent problems, found that the curricular organization lacked proposals that would improve English as a Second Language (ESL) teaching.

Until the beginning of 2017, Art. 26 – § 5 of the LDB of 1996, established that, in the diversified part of the curriculum, it was mandatory, from the fifth grade, the teaching at least one modern foreign language. The choice of languages was up to the school community, within the possibilities available to the institution. However, Law No. 13,415, of February 16, 2017, amended this paragraph and established the mandatory use of English in the elementary school curriculum from the sixth year onwards (QUEVEDO- CAMARGO, 2017, p. 259).

In this context, the reality of English Language teaching begins to change in 2017, with a new proposal of the National Common Curricular Base for schools, aiming to highlight the focus on reading, writing practice, and contextualized oral communication. Besides bringing theoretical, educational, and pedagogical analyses with the aim of

expanding the sources of information to provoke reflection, construction of ideas, and finally start the process of deconstructing certain beliefs about the teaching and learning of the English language, leading students to the effective use of the language through their experiences.

It is relevant to bring this historical panorama to point out that although English language teaching in public schools has gone through several processes, much has not changed and the present reality may indicate that necessary changes have not occurred.

This paper is divided into sections with the following headings: introduction, identification of the school, observed lesson, lesson description and reflection, practice and discussion, concluding remarks, and references. The objective is to describe and reflect on the practical experience of a supervised internship in relation to some theories studied during the course. The classes aimed at teaching grammatical content with an emphasis on the Present Perfect tense. Initially, the plan was prepared with the theme of Personal Achievements and specific content, however, due to the difficulty presented by the students in understanding the subject, there was a need to make some changes and reflections on the approaches and strategies used in the application of the activities. The task was performed in pairs, however, the reported observations are individual perceptions.

1.1 SCHOOL UNIT IDENTIFICATION

In this section the description of the Rio Caeté School will be presented is located at Avenida Governador Mendonça Furtado, Vila Nova neighborhood, Bragança, Pará. With 13 classrooms, it serves 9th - 6th-grade Elementary School in the morning and afternoon, 1st, 2nd and 3rd grade of high school in three shifts, and Youth and Adult Education (YEA) only at night.

The institution is well organized, its structure is in good condition, there are 13 classrooms in regular operation, some are air-conditioned, the electrical installation works well, there is a science laboratory, a computer lab, a multifunctional resource room for Specialized Educational Services, library, secretariat room, director's room, teachers' room, multimedia room, kitchen, covered patio, bathroom, green area, and covered sports court. In addition, it has a very good construction for locomotion, considering that there are ramps in

all areas, which facilitates the movement of people who have special needs, such as wheelchair users and the visually impaired, but with regard to the bathrooms, they are not adapted, since the toilets are common and the doors are narrow.

According to the directors, the school does not participate in programs such as Brasil in school and the National Education Development Fund (FNDE), given that these programs would provide greater incentives for students to remain in school and thus prevent school dropouts, in addition, to bring improvements to education. The school's Political Pedagogical Project (PPP) is in accordance with the guidelines of Basic Guidelines Law (LDB) and intends to adapt according to the guidelines of the National Common Curricular Base BNCC until the end of 2022.

Training certainly has a great impact on the life of the teacher in training, as it is based on what we observe that we can select instruments that help with activity performance.

1.2 ABOUT THE OBSERVED CLASS

The observation period took place between May 23rd to June 6th and October 10th, in a total of eight 45-minute classes. The regency took place from October 17th to 31st, totaling six classes. The group has 44 students, and the age varies between 15 and 17 years old. Presumably, there are no conflicts in the class, the activities usually happen individually, however during the ones carried out in pairs I didn't notice any disagreement.

During the class, the methodology used by the teacher had characteristics of the grammar and translation method with emphasis on writing, memorization of vocabulary, teaching grammar rules, deduction and translation of the text, writing the content on the board, and using printed material for the execution of the activity. There was a relationship of respect between the students and the teacher and although they were dedicated, participatory, and show interest in the class, participation was timid. It is important to reflect on the level and knowledge of the language they have, as well as the learning difficulty in the subject considering that they are not attended individually to clarify doubts, in addition to the fact that it was a little interactive class.

Certainly, the teaching of ESL in Brazil has a long history and when studying the history of teaching English in Brazilian public schools, I noticed that over all these years there have been few changes, since in terms of methodological instruction there is still a certain attachment to the use of the traditional method of grammar and translation, given that

students have a certain habit of copying from the board as if the absence of this practice meant not fulfilling an objective. This shows that this process is directly related to the historical course of the practice of teaching English in public schools in the country.

For real changes to occur in the teaching of English in basic education, it is first necessary to seek ways to try to deconstruct strongly formed beliefs about its relevance and not only propose changes but ensure that these proposals occur.

[...] the lack of mandatory language teaching in schools, formally placed in the 1961 LDB, was a setback for the development of foreign language teaching in Brazil. Although all sectors of society recognize the importance of foreign language teaching, educational policies have not ensured a quality insertion of this teaching in our schools. In pursuit of this quality, the privileged classes have always sought to ensure language learning in language schools or with private teachers, but the less favored continued to be on the margins of this knowledge and corresponding usage skills (MACHADO; CAMPOS; SAUNDERS, 2007, s/p).

Basic Education needs to offer quality in the teaching of essential skills and abilities so that there is development in learning.

After verifying the history of the institution, its internal cultural practice, the relations between the school and community, and analyzing the proposals of the Pedagogical Political Project (PPP). The planning for the execution of the study and activities that would be used in the classes followed.

The teacher Zildeny Rodrigues said that the class was finalizing the content on interrogative pronouns and the next one would be the Present Perfect, which is a verb tense in the English language that must be taught with great care because the fact that it does not exist in the Portuguese language makes it harder for students to understand.

We got to know the class during the observation period and asked some questions about learning the discipline. Based on my perception and in view of the difficulties presented by the students, I started preparing the plan. Firstly, my internship partner and I thought of a topic that would bring them closer to the use of the language as realistically as possible and the chosen one was achievements, as we considered the possibility of making them more comfortable to participate, encouraging them to relate situations already experienced and occurring up to the present to the use of the Present Perfect.

2. DESCRIPTION AND REFLECTION OF THE CLASS TAUGHT

The first class was held on Monday, October 17, 2022, at a scheduled time for 7:15 am to 8:45 am, in class 201 - second year of high school. The content worked was the “Present Perfect”, with a study on the subject structure + auxiliary verb have/has + the main verb in the past participle + complement. For this, we took a projector, and printed materials, 44 to be exact so that each student would have one.

After the last observation that took place on September 29th and the first regency was concluded, on October 17th we entered the room at 8:15 am and taught the class until 8:45 am. This interval between the observation and the first regency was due to the fact that there were holidays that coincided with the days of the class's English class, given that the discipline's classes take place on Mondays with a two-hour class of 45 minutes. For the first regency, a lesson plan was drawn up, which would allow for control over the class and the tasks that were being applied. Each action was organized for a certain duration, thus making it possible to present the subject and apply activities within the time frame. In this class, we use visual resources, and enough printed material to carry out exercises in pairs and individually containing the subject (Present Perfect). In the observations, I realized that the students had a class model with similar characteristics with an emphasis on writing, memorization of vocabulary, and grammar rules, but I programmed it to offer a different class with the use of visual resources and not just the aid of the blackboard.

It was satisfactory the receptiveness and respect which they maintained while classes occurred. The class English schedule is from 7:15 a.m. to 8:45 a.m., I arrived 15 minutes earlier to organize the tools and materials to be used. I took printed material for the application of activities and material that could be used as support if there was a problem with the tools. I waited for the students for about ten minutes, because while some were getting organized others were still on the way, considering that a considerable part of the class lives in the rural area and sometimes the bus is late, meanwhile I started a conversation with those present, I presented the Theme and objectives of the classes.

We already knew each other from the observation stage, the teacher warned in advance that I would teach some lessons, I greeted them and started the class with engagement and asked the following question: *what have you been doing?* To encourage them to talk, I started citing examples of activities that I had carried out in the past and that have a connection with the present, two of the phrases I used were, *I have studied a lot* and

I have lived in Bragança for ten years, examples soon came up, which was positive to pursue the purpose.

The theme of the class was Personal Achievements, after the moment of engagement the study began, and some of the examples shared by the students were presented on the board using the vocabulary and verbs in the past infinitive used by them. It was noticed that this technique kept them interested in learning the subject in question, as it involved real situations close to their realities. It was also observed that after citing facts about me, they felt encouraged to talk about themselves, and, although shy, they were able to participate.

They could visualize the structure of the Present Perfect, the projector was used since the aid of visual aids helps in understanding, and whenever possible it is interesting to use technological means because it captures the attention of the students and for them, the class becomes more pleasant.

After explaining, I suggested that they ask questions or call to clarify doubts. Some students approached and claimed to be a little confused, I realized that they were confusing the Present Perfect with the Past Simple, to clarify, I wrote on the board examples of sentences that differentiate the two verb tenses.

Considering the fact that shyness prevents some people from collaborating, I asked if they would be willing to give examples in both cases, as participation would be significant to signal whether they were understanding or not.

The class is very dedicated and managed to understand the difference between the two verb tenses. After the instruction, I introduced activities to reinforce the study and move forward. A student called me and said she had a lot of difficulty with the language and asked me to help her, I exemplified, and I asked her questions to assess what was causing uncertainty. She, in turn, commented that she still did not understand the verb To Be since she started studying English, I demonstrated how this verb is used in some situations, I presented the pronouns and their semantic correspondents so that it could be clearer and she said she was understanding, he resumed the resolution of the activity, asked a question and asked if it were right, I checked the answer was correct, I asked to continue that in the end, I would revise. Most had understood the task, but some students called for reinforcement, the class is dedicated and it didn't take long to finish the task.

The class was already coming to an end, so I gave the feedback on the exercises, one was to fill gaps using verbs in the past infinitive and the auxiliary has or has and the other

was about a game on the word wall, whose objective was to identify sentences in the Present perfect eliminating false statements. In order to fulfill the objective, I agreed to do a review in the next class, considering that it is a bit complex content, in addition, I also needed to explain the Simple Past because they were confusing, and questions arose about regular and irregular verbs, questions about the fact that tense can be called the present perfect, but its function is to describe past practices. Although introduced at the beginning of the class, I identified that some topics had not been clear to some, and, in view of the recurring doubts, I noticed the need to recapitulate.

To continue, a slide was shown with images and phrases, in English, about personal accomplishments with the use of the present perfect, the methods used were Grammar Translation and Communicative Language Teaching, and there was the interaction between teacher and students through conversation and reading.

The second class was held on Monday, October 31, 2022, from 7:15 am to 8:45 am. We have reviewed the perfect personal achievement-themed gift. I asked students to talk about actions using complete sentences. For example, a student might share: I've been going to school. Daddy has been washing the bike. The methods used in these classes were grammar translation and communicative language teaching, aimed at the interaction between teachers with explanations and students asking questions and clarifying doubts with an emphasis on speaking skills.

I explained in general that the use of the past simple is given for actions that occurred in the past at a specific time or date and that it is not connected to the present and in the case of the Present Perfect it is used to talk about accomplishments or actions that occurred in the past, influence in the present and focus on the event and not on the period in which it occurred, I presented new examples and some of those used in the previous class. After the review, I proposed a task, in which they needed to observe sentences written in the affirmative, negative, and interrogative forms exposed in the simple past and rewrite them to the present perfect using the appropriate verbs and auxiliaries, to help I provide examples in command of the questions and suggested that they use them as support the material made available at the beginning of the study, in addition to a list of regular and irregular verbs.

Evaluating the probability of planning not going as expected is very frustrating, given that there is a great responsibility in reaching at least 70% of the class, which brings many reflections and insecurities, since the lack of experience added to the needs declared by the

students end up causing awaken triggers and beliefs about the teaching and learning of English in public schools, given that the technological structure is still quite limited, generating some impediments to using certain equipment and tools that would contribute a lot to the execution of more interesting classes. Fortunately, I could use some of these resources, but before that, I created a plan B in case things didn't go as expected.

In the teaching-learning process as teachers, we need to understand some concepts as worked in the academy to have as a basis for the exercise of the profession. According to Larsen-Freeman, Diane, and Marti Anderson (2013), the teaching approach is an overview, which applies to learning for all kinds of learners. It is a set principle, beliefs, or ideas about this process in the classroom. Approaches correspond to the teacher's convictions about language teaching that can be applied through different techniques and refers to the general assumptions, about what language is and how learning occurs. In agreement Pebriyani, Febi, Sinta Sri Meliana, and Arbiansah Arbiansah (2018) say,

Courses taught student teachers about the lesson plan. Lesson planning is one of teaching administration, containing objectives, media, methods, and procedures of teaching. Every teacher uses a lesson plan to keep the teaching practice in the right track. (Pebriyani, Febi, Sinta Sri Meliana, and Arbiansah Arbiansah 2018)

Following this idea, it is extremely important to have a direction to use as support, carrying out a sequence that strengthens the programmed objectives.

Due to the difficulty in understanding the content taught, the plan had to be modified and some activities were improvised. These changes took place in such a way that the study on Simple Past, which was not part of the plan, had to be inserted into the content.

The script changed, but I believe I managed to obtain positive results, as I identified progress from the first to the second class in the sense that the doubts were less recurrent and they were already able to recognize sentences in the perfect present tense. My assessment of this process is that, although they initially had difficulties, the students were able to achieve the proposed objectives. I arrived at this perception through the students' performance in relation to the activities, given that I asked them to give examples of sentences in which they described actions in the simple past, as I had previously explained that because they were confusing its use with the Present Perfect, they claimed not to know how to do it this in

English, I suggested that they use Portuguese and together we would assemble it in English, this action was not planned, but I had to adapt it to fit the needs that arose at that time.

The choice of activities was based on scholars such as Larsen-freeman and Anderson (2013), who point out fill in the gaps activities as characteristics of a grammatical translation method, while the activity involving games was designed with the purpose of using the approach communicative teaching of languages, but it was perceived that it was actually focused on teaching grammar, given that the social practice was not contemplated as it should and the students only needed to identify the sentences in the Present Perfect and explain the mistakes of the others. When in fact, to fit what was thought, they would need to use this linguistic knowledge in some way, for example, in the construction of an email or a message.

The choice of approach was based on the language level of the students, the objective of the classes was to lead them to recognize, write, to read examples of sentences in the perfect present tense, using the theme of Personal accomplishments. Subsequently, a table will be presented with some activities worked on during the class time.

FIRST CLASS	SECOND CLASS
ACTIVITY FILL IN THE GAP	ACTIVITY
<p>Complete the sentences correctly following statements with the correct form of the verbs in parentheses. Use the verb list for support.</p> 	<p>Use the verbs from the box in the PRESENT PERFECT to complete the sentences. Analyze the contexts according to the images.</p> <div style="border: 1px solid black; padding: 5px; display: inline-block; margin: 10px 0;"> Play go study drive wash travel sleep </div> <p>1) They _____ to Ajuruteau beach.</p> 
ACTIVITY GAME	ACTIVITY SENTENCE CONSTRUCTION
<p>Delete sentences that are not in the Present Perfect.</p> 	<p>Activity to build sentences and express some of your accomplishments through the present perfect.</p>

One of the objectives of the classes was to present the structure and use of the Present Perfect with regular and irregular verbs and auxiliary have/has in affirmative, negative, or interrogative contexts. Initially, a Fill in gap activity was used because it was more comfortable for the students, considering the fact that the Present Perfect tense does not exist in the Portuguese language and it was the first time they were having this subject. The Teaching Strategies were the use of mother tongue, blackboard, projector, group or pair activities, and the use of the theme of personal accomplishments.

The second activity was a game called random roulette, which featured sentences including other tenses. The main objective was for students to identify sentences that were not present perfect and explain the mistake. In the third exercise, they needed to complete sentences in the present perfect, adding HAVE, HAS, HAVE NOT, or HAS NOT according to what the text and images suggested. The resolution of this task would indicate whether they were understanding how to use the forms studied directing the production of the next activity focused on sentence construction. This was created with the objective of practical in which the students presented personal accomplishments, In this action, the method of grammatical translation was used primarily because the use of the mother tongue was essential in this process, given that students are not fluent and this strategy was used. And when the communicative approach was part of the planning in the sense that it is a method for teaching languages that focus on interaction, in addition, the theme of the class addressed everyday situations aiming at the interplay between those involved in the activities.

PRACTICE AND DISCUSSION

This work is descriptive in nature and aims to narrate the observations and conduct of classes, analysis of teaching practice, in addition to bringing theoretical and pedagogical reflections and on the teaching and learning of the English language.

It is important to highlight that although basic education has changed in some respects since English became mandatory in the school curriculum, we have an obligation, as student teachers, to reflect on teaching practice, as I have observed that the language is still taught according to the traditional ways focusing only on grammar, this brought me some questions about the way that I as a teacher would teach grammar in a pleasant and contextualized way, through textual genres or through games, considering that the same

model of class always becomes tiring, developing activities that deviate from the "standard" they are used to, is an interesting way to attract students' attention.

This experience "took a blindfold off my eyes" and made me reflect on many topics involving the school environment, I understood that mentally the plans are perfect, but in practice, they always need adjustments, that learning takes place differently among students, that we have adapted to the environment and activities to the student's language level, try to use time as productively as possible and always ask yourself what needs to be improved.

About the classes, it was verified that the students reached the established objectives because they carried out the proposed activities. I noticed that there was progress not only in the understanding of the subject and in the resolution of activities, but also in the interaction between students and colleagues and also the teacher since they asked questions and carried out activities in groups and pairs and were able to build sentences using the structure of the present perfect.

This was not only an employment experience but also a lifelong experience, as the beliefs, I had about teaching and learning English in public schools will never be the same again, nothing better than knowing the reality to have coherent reflections.

I learned from this experience that before thinking about or choosing activities, the teacher has the responsibility of evaluating the students' stage, given that the intention is for them to produce, having a commitment to dedicating class time to productive activities is extremely important, as many students feel insecure to carry out activities independently outside the classroom, proving that they need support not only from the teacher but also lessons dedicated to the development of skills and competences to make progress in their studies.

Studies and proposals that encourage interest in the language are essential since many students still see the language as a secondary subject that they study only to comply with the school curriculum. In this sense, the law (BRASIL. Lei No 13.415, de 16 de Fevereiro de 2017) and the current reform in Secondary Education suggest that we make some reflections related to the persistent problems in this learning phase, but for the system to be implemented, it is mandatory to support the teacher to follow these guidelines and obtain positive results considering that teaching a foreign language is difficult and challenging, especially with crowded classes and without adequate support to develop a good job.

Class management is fundamental for teacher training, it is in this phase that we have the opportunity to put into practice the knowledge acquired during the course, in addition to knowing the reality and requirements of the educational system, exchanging ideas with experienced professionals in the area, experiencing the different contexts of students and reflect on teaching and what we can do best to help them, within the possibilities that the institution can offer.

Although much is said about the teaching and learning of the English language and the professional objectives of the teacher responsible for this discipline, little is discussed about the qualification of those who work in schools. According to data presented by the British Council, most English teachers have higher education, however, only 39% of the teachers have specific qualifications, a fact that can continually compromise the quality of teaching and learning. Furthermore,

[...] the greater demand for other subjects (for which, unlike what happens with the foreign language, there are official assessments, for example) make the time to dedicate to the English subject less, compromising, thus, the quality of classes and student training (BRITISH COUNCIL, 2015, p. 14)

The methodologies used by the teachers are strongly linked to the fact that they work according to what the system makes available, using material instruments within the possible possibilities, which, whether they like it or not, is a reality that most of the time limits the teacher to stay in the basic and conditions students to routine practice using the same methods and instruction, since there is not, for example, enough pedagogical material for everyone, as well as tools available for the use of visual resources. would be the minimum to be made available and the system does not match.

Still, on language teaching methodologies, it is worth mentioning the distinction in the way teaching and learning takes place in a class, given that understanding is different among students, in the sense that the resources used will not be interesting for everyone, some teachers find it of little relevance to work grammar because they think that students should be exposed to communication, and learning rules would hinder them, others think it is important for them to have a structure that helps in the organization of studies. In my perception, we need to deconstruct some beliefs and get to know the group to analyze the most welcoming way to reach them. About methods, Larsen Freeman says:

Studying methods can help teachers articulate, and perhaps transform, their understanding of the teaching-learning process. It can strengthen their confidence in challenging authorities who mandate unacceptable educational policies (FREEMAN, Diane, and ANDERSON, 2013 p. 14).

From this perspective, it is notorious the need to consider in the planning of classes, in addition to linguistic objectives, educational and cultural purposes as proposed by the BNCC (2017) that will legitimize the student's context, given that the same methodologies are conditioned, constituting a barrier that distances them from the expected objectives, creating the concept that the study of English is mandatory only for the school curriculum when what they need is instructive practices that represent and motivate them to study.

A good system of education ... is not one in which all or most teachers carry out the same recommended procedures, but rather a system where all, or most, teachers operate with a sense of plausibility about whatever procedures they choose to adopt and each teacher's sense of plausibility is alive or active and hence as open to further development or change as it can be. (Prabhu 1987: 106)

The school's Pedagogical Political Project is based on the guidelines of the Law of Basic Guidelines for Basic Education, the institution is still adapting to the proposals suggested by the BNCC due to the reform of Secondary Education. The deadline for these changes to occur would be 2022, but it is understood that it is a slow process that takes time to be built and it may take a little longer for them to be able to adjust to these changes.

Certainly, behind everything we do, there is a goal and it is very good to have the feeling of accomplishment, to see positive results being achieved that encourages us to continue and face the challenges present in the context and school. In addition to the activities presented in the table above, other activities were carried out on the whiteboard. These in turn had the objective of differentiating the Past Simple and Present Perfect verb tenses at the time of the class.

FINAL CONSIDERATIONS

The purpose of the internship was to analyze the school space in terms of structure, pedagogical plans, and classroom practices aimed at teaching and learning the English language, therefore these elements were necessarily described in the text.

The attributions related to class management, in addition to allowing the recording of real experiences in the school context, made it possible to apply academic principles in practical situations by promoting training for the exercise of the career of an English Language teacher, in addition to having brought important reflections on the points observed and information collected during the period in which the study was carried out, also helped me to understand different theories that govern professional practice and in practice, I was able to form my own conceptions.

Prior to the training ship, I had a "romanticized" idea of how things work in schools, it was a challenging experience that brought me, beyond thoughts, maturity, because living in that environment with its problems and challenges in a real context made me understand situations that I had previously criticized for not knowing. according to (Souza and Gonçalves, 2012, p.03) "it is not enough for the trainee student to carry out practices in the supervised internship, it is also necessary to reflect on the diagnoses and experiences experienced during the internship period".

Added to this, I sought to extract from these action perceptions that would lead me to plan the classes, think about the activities step by step, and choose a theme that corresponded to the reality of the students, which is a very complex mission because it involves different situations, but I hope to have led this process in a positive way.

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