



REFLECTIONS OF TEACHER'S TRAINING IN THE SUPERVISED INTERNSHIP OF OBSERVATION IN ENGLISH LANGUAGE : CHALLENGES AND POSSIBILITIES IN THE "POSTMETHOD" ERA¹

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ABSTRACT: This article is an experience report of observation in the supervised high school internship. The study was based on the need to investigate the teaching practice in a public school. The reflections made during the internship were coupled with the postmethod perspectives of English language teaching. It general aimed to investigate the teaching practice in a public school, and for specific objectives to reflect how the theories learned in university converge with teaching practice observed in the internship. The methodology used was qualitative and the techniques were observations and semi-structured interviews. The result we noticed while observing the classes is that although the teacher has a plan to organize the classes, there are many obstacles that influence their practice, such as the little class time given to the subject, overcrowding in the classrooms, the challenges of teaching students with special needs, etc. All of this makes it difficult for the teacher to develop more attractive classes with a postmethod perspective in mind. This study showed us the importance of getting to know in practice the challenges of teaching English in public school, and this experience is of great relevance to the education of the student-teacher.

Keywords: Supervised Internship, English Language Teaching, Observation

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RESUMO: Este artigo é um relatório de experiência de observação no estágio supervisionado do ensino médio. O estudo baseou-se na necessidade de investigar a prática do ensino numa escola pública. As reflexões feitas durante o estágio foram associadas às perspectivas pós-método do ensino da língua inglesa. Teve como objetivo geral investigar a prática docente em uma escola pública, e como objetivos específicos refletir como as teorias aprendidas na universidade convergem com a prática docente observada no estágio. A metodologia utilizada foi qualitativa e as técnicas foram observações e entrevistas semi-estruturadas. O resultado que notámos ao observar as aulas é que embora o professora tenha um plano para organizar as aulas, existem muitos obstáculos que influenciam a sua prática, tais como o pouco tempo de aulas dado à matéria, a superlotação nas salas de aula, os desafios do ensino de alunos com necessidades especiais, etc. Tudo isto torna difícil para o professor desenvolver aulas mais atrativas, tendo em mente uma perspectiva pós-método. Este estudo mostrou-nos a importância de conhecer na prática os desafios do ensino do inglês na escola pública, e esta experiência é de grande relevância para a educação do aluno-professor.

Palavras-chave: Estágio supervisionado, Ensino de Língua Inglesa, Observação

INTRODUCTION

The supervised curricular internship is an extremely important component for the training of future teachers, it is at this moment that they experience the reality and importance of teaching practice. The internship helps future teachers to build their professional identity, bringing learning opportunities for the teaching profession and allowing the student-teacher⁴ to get to know the school environment, in addition to reflecting on the challenges that permeate the profession (PIMENTA, LIMA, 2012). Challenges such as: lack of time to run classes, planning, lack of teaching materials, use of technology, since the school may not have access to the internet or other technological resources, how to adapt activities for students with special needs miscellaneous specials, these and other factors can be found in public schools, thus Pimenta and Lima point out that:

⁴ The term “Student- teacher” quoted in this research is of Kandilla (2018, p. 01) and means “teachers in training”

This training aims to prepare the trainee to carry out activities in schools, with teachers in the classroom, as well as to exercise analysis, evaluation and criticism that enables the proposition of intervention projects based on the challenges and difficulties that the trainee's routine in schools reveals. (PIMENTA AND LIMA, 2012, p. 102)⁵

During the internship, it is that the teacher in training is faced with the real condition of schools and realizes the contradictions between what is taught in theory and what is experienced in practice (PIMENTA E LIMA, 2012). Likewise, the internship is not the time to just put into practice everything that was learned in theory, but rather to reframe the knowledge and memories that constitute it as a subject (BRITO, 2014).

Considering the importance of the internship for teacher training Winfield, De Moraes and Busch emphasize that it enables:

That teachers in training have the opportunity to experience the pedagogical practice supported by the theoretical developments in the area so that the internship is not limited to an obligation of the curriculum matrix, but with a unique pedagogical experience during graduation (WINFIELD, DE MORAIS E BUSCH, 2017, p. 309)⁶

Grégis and Grégis (2018, p. 282) suggest that observing “lessons from experienced teachers can contribute to academics becoming more reflective teachers and thus can have more clarity about how they will formulate their lessons and perform in a meaningful way”⁷.

Bearing in mind the importance of the teaching practice for the formation of the student-teacher, this article consists of an observation experience report in the supervised English language internship in high school in a public school in the city of Bragança-Pa. The study was based on observations made in the classroom, which triggered concerns about teaching English in public schools, thus emerging an important theme to think about, what are the challenges faced by the English Language teacher in the face of innovative teaching and learning practices, where the teacher needs to adapt to their school reality and rethink their

⁵ Essa formação tem por objetivo preparar o estagiário para a realização de atividades nas escolas, com os professores nas salas de aula, bem como para o exercício de análise, avaliação e crítica que possibilite a proposição de projetos de intervenção a partir dos desafios e dificuldades que a rotina do estagiário nas escolas revela. (PIMENTA E LIMA, 2012, p. 102).

⁶ Que professoras e professores em formação tenham a oportunidade de vivenciar a prática pedagógica amparados/as pelos desenvolvimentos teóricos da área para que o estágio não se limite a uma obrigação da matriz curricular, mas com uma experiência pedagógica única durante a licenciatura (WINFIELD, DE MORAIS E BUSCH, 2017, p. 309)

⁷ Aulas de professores experientes podem contribuir para que acadêmicos se tomem professores mais reflexivos e assim possam ter mais clareza sobre como irão formular suas aulas e atuar de maneira significativa. (GRÉGIS, GRÉGIS, 2018, p. 282)

practices. And it had as its general aim to investigate the teaching practice in a public school, and for specific objectives to reflect how the theories learned in university converge with teaching practice observed in the internship.

The methodology used for the study was developed by the qualitative approach and fieldwork. For data collection, class observations and a semi-structured interview with the supervising teacher of the class were used to learn about her professional practice and her challenges in teaching English.

The Study is divided into six sections, which are abstract, introduction, literature review, methodology, discussions and results, and final considerations. In the next section we will present the literature review on the importance of English language teaching practice in public school and the authors who foster the perspective of postmethod pedagogy.

LITERATURE REVIEW:

During the observations in the supervised internship at the High School of the English Language Graduation of UFPA, we were able to live the experience of observing the English language classes. This opportunity contributes for the student-teacher to have contact with the reality of language teaching English in public schools through this experience they are able to reflect on what was taught in theory. In this sense, Libâneo (2013, p. 15) emphasizes that “there is no society without educational practice and no educational practice without society”⁸. Corroborating the idea of Freire (2011 p. 25) who emphasizes:

“There is no teaching without students”⁹. With that in mind, practice is fundamental for the student-teacher to experience the reality of educators up close and discover what is learned in theory and how it really works in practice.

Therefore, Libâneo (2013, p. 27) points out that: “the professional training of the teacher implies, therefore, a continuous interpenetration between theory and practice, theory linked to the real problems posed by practical experience and theoretically oriented practical action”¹⁰.

Considering the teaching of English in Brazil, for many years language teaching has gone through many attempts to find a method that could manage to teach L2, however over

⁸ Não há sociedade sem prática educativa nem prática educativa sem sociedade.(LIBÂNEO, 2013, p. 15)

⁹ Não há docência sem discência (FREIRE, 2011 p. 25).

¹⁰ A formação profissional do professor implica, pois, uma contínua interpenetração entre teoria e prática, a teoria vinculada aos problemas reais postos pela experiência prática e a ação prática orientada teoricamente (LIBÂNEO, 2013, p. 27)

time and with the studies of Kumaravadivelu (2001), Leffa (2012/2016), Abrahão (2015), and among others who defend an approach in the communicative and intercultural context, that aim to reflect on teaching practices that are concerned with particular, social, political and economic aspects of the teacher and the learner. It was noticed over the years that the methods had to be reformulated and rethought, because it was something very complex and that other factors besides the method should be taken into account. In this sense Winfield, De Moraes and Busch (2017) point out that the teaching-learning process is complex, because it involves different factors such as culture, individual cognitive and contextual differences, among others.

Language is a system that depends on social practice and does not exist outside a communicative event (LEFFA, 2012). In this sense, the author emphasizes that: “we cannot perceive language if it is not being used by someone in some kind of interaction with the other”¹¹. (LEFFA, 2012, p. 392). With this in mind, we realize how important it is to create classes with more diversified activities where the student can interact with classmates and the teacher and for this communication not to be limited only to the moment of the class, but that the student can take what he or she has learned out of the classroom, associating with their reality outside the classroom, because the language has a social function.

English language teaching went through many attempts to find a method and approach that was “effective”, that could teach the English language in different communicative contexts (WINFIELD, DE MORAES and BUSCH, 2017). In this sense, over the years, many scholars sought an "satisfactory" method that took into account the student as the center of learning, and thus new methods and approaches emerged. Let us see some:

The communicative approach (CA) according to Leffa (2016 p. 37) emphasizes that: “The use of appropriate language, appropriate to the situation in which the speech act occurs and the role played by the participants, is a major concern in the communicative approach”¹². In addition, the communicative approach brought the possibility of implementing teaching in a more diverse way, because at that moment the teacher can use many didactic resources and authentic materials to teach the English language in the student's real context, their experiences and experiences can be worked on in the classroom. Considering these aspects, Leffa (2016, p. 37) tells us that: “The material used for language learning must be authentic”¹³. Another

¹¹ Não podemos perceber a língua se ela não estiver sendo usada por alguém em algum tipo de interação com o outro”. (LEFFA, 2012, p. 392)

¹² O uso de linguagem apropriada, adequada à situação em que ocorre o ato da fala e ao papel desempenhado pelos participantes, é uma grande preocupação na abordagem comunicativa (LEFFA, 2016 p. 37).

¹³ O material usado para a aprendizagem da língua deve ser autêntico(LEFFA, 2016, p. 37).

important factor is that the communicative approach proposes that learning is focused on the student and the teacher's role in this process is that of a guide. However, Leffa (2016 p. 38) points out that: “The teacher ceases to exercise his role as authority, as a distributor of knowledge, to assume the role of a guide”¹⁴.

According to Kumaravadivelu (2001) the proposal of a postmethod pedagogy was thought due to the dissatisfaction repeatedly expressed with the limitations of the method concept and the transmission model used in student- teacher, the L2 profession is forced to develop a postmethod pedagogy.

The postmethod pedagogy according to Abrahão (2015, p. 26) emerged “from the deconstruction of the method”¹⁵ and this deconstruction seeks to bring alternatives to the method and not an alternative method, it proposes “Teacher and learner autonomy and principle-based pragmatism”¹⁶ (Abrahão 2015, p. 30), because before, English language teaching consisted of a set of closed strategies and procedures that did not take into account local needs (ABRAHÃO, 2015).

According to Kumaravadivelu (2001), language teaching should follow three fundamental aspects which are particularity, practicality and possibility. According to the author, a pedagogy of particularity is one that has a look at local needs, in the same way, the author emphasizes that particularity is a goal to be achieved by following a process, in this sense Kumaravadivelu (2001) says that the pedagogy of particularity:

It starts with practicing teachers, either individually or collectively, observing their teaching acts, evaluating their outcomes, identifying problems, finding solutions, and trying them out to see once again what works and what does not. Such a continual cycle of observation, reflection, and action is a prerequisite for the development of context-sensitive pedagogic knowledge. (KUMARAVADIVELU 2001, p. 539).

The pedagogy of practicality says that it is not only related to everyday practices in the classroom, it seeks to help teachers to be more autonomous and overcome some deficiencies inherent in the theory versus practice dichotomies, encouraging and enabling them to build their own pedagogical knowledge (KUMARAVADIVELU, 2001). Still according to the author, as

¹⁴ O professor deixa de exercer seu papel de autoridade, de distribuidor de conhecimentos, para assumir o papel de orientador (LEFFA, 2016 p. 38).

¹⁵ A partir da desconstrução do método (ABRAHÃO, 2015, p. 26)

¹⁶ A autonomia do professor e do aprendiz e o pragmatismo baseado em princípios (ABRAHÃO, 2015, p. 30).

time goes by, the teacher matures his practice and makes his reflections on it and creates possibilities for the classroom, in this way:

The suggestion that teachers should construct their personal theories by testing, interpreting, and judging the usefulness of professional theories proposed by experts creates only a narrow space for teachers to function fruitfully as reflective individuals (KUMARAVADIVELU 2001, p. 540).

The possibility aspect aims to implement the participants' daily experiences, encouraging teachers and students to be more active, autonomous in the teaching and learning process, in this sense Kumaravadivelu suggests:

The experiences participants bring to the pedagogical setting are shaped not just by the learning/teaching episodes they have encountered in the past but also by the broader social, economic, and political environment in which they have grown up (KUMARAVADIVELU, 2001. p. 543).

The pedagogy of possibility had a lot of influence from the studies of Paulo Freire (2011), this is a proposal that tries to implement the experiences lived in the student's everyday life so that he can understand what he learned at school and can interact outside the classroom, taking into consideration the individual, sociocultural, cognitive aspects without ignoring the reality of which the student is inserted (KUMARAVADIVELU, 2001).

In the next section we will present the methodological paths of this research.

METHODOLOGY

This study was conducted at Escola de Ensino Médio Integral Bolívar Bordallo da Silva, located at Trav. João Paulo Ribeiro, s/n, neighborhood Padre Luís in the city of Bragança-PA. The observations and regency were made in a 2nd year high school class, in the period from June 1st to June 15th, 2022.

The school currently operates with an integral high school it has two English teachers to divide the classes, teacher Érica Santos*¹⁷ who teaches ten high school classes, seven 2nd year and three 1st year classes, and teacher Natalina who teaches 9 classes. In all, the school has 19 English classes. The supervising teacher who received us to make the observations in the class has been working at the school for a few years and has a degree in Portuguese and English Language and Literature.

¹⁷ A fictitious name was chosen for the supervising teacher of the internship.

At the entrance of the school, the facilities, ventilation and lighting are in perfect condition. In some areas of the school some repairs need to be made, so the rooms are closed, the rooms are: visual aids, multifunctional laboratory, which is also the AEE room, where specialized educational services are offered; computer lab and library.

The multipurpose resource room serves several students who need specialized educational assistance as a way to complement or supplement learning, the students who need this monitoring are the ones who suffer from global development disorders which are Autism Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD) and students with learning problems or with some other type of special needs.

This study is characterized in a qualitative research approach, because Marconi and Lakatos (2011, p. 269) emphasize that “Qualitative methodology is concerned with analyzing and interpreting deeper aspects, describing the complexity of human behavior¹⁸”. The qualitative approach is used to understand the teaching practice of English language teachers in a public school, reflecting on their training and understanding the importance of the internship for teacher training.

In this approach the researcher can investigate attitudes, customs, habits that allow him to detect more detailed information In this sense, Prodanov and Freitas:

They consider that in the qualitative approach there is a dynamic relationship between the real world and the subject [...] and the researcher maintains direct contact with the environment and the object of study in question, requiring more intensive fieldwork. (PRODANOV, FREITAS 2013, p. 70).¹⁹

For the elaboration of this study, we used the observation technique linked to the supervised high school internship in the course of Licenciatura em Letras Língua Inglesa-UFPA as a source of data and the semi-structured interview with the class's supervising teacher. The study was based on the observations made during the internship period and the information collected was important to reflect on the formation of the teacher in the process of teaching English Language in public schools in the city of Bragança-PA. It general aimed to investigate the teaching practice in a public school, and for specific objectives to reflect how the theories learned in university converge with teaching practice observed in the internship.

¹⁸ A metodologia qualitativa preocupa-se em analisar e interpretar aspectos mais profundos, descrevendo a complexidade do comportamento humano (MARCONI, LAKATOS, 2011, p. 269).

¹⁹ Consideram que na abordagem qualitativa há uma relação dinâmica entre o mundo real e o sujeito [...] e o pesquisador mantém contato direto com o ambiente e o objeto de estudo em questão, necessitando de um trabalho mais intensivo de campo. (PRODANOV, FREITAS 2013, p. 70).

Observation allows the researcher to collect information and facts beyond hearing and seeing, according to Marconi and Lakatos (2011, p. 277) "Observation is a data collection technique for getting information by using the senses in obtaining certain aspects of reality."²⁰

The observation allowed us to get to know the class and the challenges of teaching English in a public school and to reflect on teacher training, and to collect data with the teacher we conducted a semi-structured interview that has the characteristics of collecting data in a deeper way that is intended to seek "through the confrontation of these answers a better understanding of the so-called scientific study" (NUNES, NASCIMENTO, LUZ, 2016, p. 148).²¹

According to Marconi and Lakatos (2011, p. 277) "the observation technique allows the researcher to get in touch with the object of study and the reality in which it is found"²². In this sense, Marconi and Lakatos (2011, p. 277) point out that observation "plays an important role in observational processes, in the context of discovery, and forces the researcher into a more direct contact with reality."²³

For data collection we chose to use field research, which according to Prodanov and Freitas:

Is that which is used with the objective of obtaining information and/or knowledge about a problem for which we seek an answer, or about a hypothesis that we want to prove, or even to discover new phenomena or the relationships between them (PRODANOV, FREITAS, 2013, p. 59).²⁴

In order to support this research, we used as basis studies of some authors who have talked about teaching practice, authors such as: Libâneo (2013), Freire (2011); and in language teaching with the postmethod perspective: Leffa (2016), Kumaravadivelu (2001), who defend the postmethod pedagogy, as the goal of this research is only to reflect on the observations made during the supervised internship period of English Language we chose to use the

²⁰ Observação é uma técnica de coleta de dados para conseguir informações utilizando os sentidos na obtenção de determinados aspectos da realidade (MARCONI, LAKATOS, 2011, 277).

²¹ Por via do confronto dessas respostas uma melhor compreensão do determinado estudo científico (NUNES, NASCIMENTO, LUZ, 2016, p. 148).

²² A técnica de observação entre em contato com o objeto de estudo e com a realidade em que este se encontra (MARCONI, LAKATOS, 2011, p. 277)

²³ Desempenha papel importante nos processos observacionais, no contexto da descoberta, e obrigam o investigador a um contato mais direto com a realidade (MARCONI, LAKATOS, 2011, p. 277).

²⁴ Aquela que é utilizada com o objetivo de conseguir informações e/ou conhecimentos acerca de um problema para o qual procuramos uma resposta, ou de uma hipótese que queiramos comprovar, ou, ainda, descobrir novos fenômenos ou as relações entre eles (PRODANOV, FREITAS, 2013, p. 59).

semi-structured interview with the supervising teacher of the class where she signed a consent form to formalize our interview, but her name will be preserved, in this way we will call her Erica.

We were guided by questions related to their professional profile, academic background, time teaching, origin, and the time they have lived in the state of Pará. In addition to the questions about their professional profile, we asked three guiding questions about the challenges of their teaching practice.

In the following, we will present the questions that were asked during the interview with the teacher:

1- What is your academic background?

2- How long have you been teaching at the school?

3- Where are you from?

4- How long have you lived in the state of Pará?

5- What challenges do you encounter as an English Language teacher in a public high school?

6- What kind of resources do you use in your classes?

7- How do you evaluate your teaching practice?

The next section will present the results and discussion about the research.

RESULTS AND DISCUSSIONS:

By analyzing the teaching practice of the cooperating teacher of the study through observations and interviews, elements to understand and reflect on the process of English language teaching and learning are constituted. Considering that the purpose of this research is to reflect on the observations made during the supervised practice period of the English Language Internship, the present study does not aim to have a vision that comes to subjugate the teaching practice of teachers who are working in basic education, but to be able to analyze and reflect on some points, by conducting the research.

Search of teaching practice, we sought through the teacher's account to understand how the process of teaching and learning English occurs in public school. We tried to understand which methods the teacher uses in her classes. In this sense, some questions were asked to

Erica, and her answers were contextualized between what was answered by her and what was seen in the observed classes by the student-teacher to better understand the results of the study.

The first question I asked the teacher was about her academic background, and she answered that she graduated in Portuguese and English Language and Literature from the Federal University of Tocantins. It was a challenging undergraduate course, because she lived in a city far from the campus where she studied, but even with all the difficulties she finished her undergraduation and fell in love with the English language, as well as the teaching practice.

The second question was related to her teaching time at the school where the observations were made. She reported that she has been teaching for 15 years at the same school, and that she had the opportunity to work with several classes that marked her professional career, because some former students chose to study English, which makes her very happy.

In question number 3: What is your origin? The teacher answered that she was born in a small town on the border between Brazil and Bolivia, called Guajará- Mirim, in the state of Rondônia, but that she only lived there until she was 6 years old, having also lived in other Brazilian states. The contact with other cultures was one of the aspects that made her like languages, her curiosity for learning new languages.

Question 4 dealt with how long the teacher has lived in the state of Pará. She reported that she has lived in the state for 15 years and that she likes the Para culture, as well as the city of Bragança.

In the 5th question The first challenge she mentioned was the rejection of the subject, because some students still believe that there is no reason to learn English since it is not their native language. Thoughts like this, converge with the perception of Bridges and Davel where:

It is perceived that a student who seeks a language course is actively positioning himself in search of learning English, that is, he is concerned about learning the language, becoming fluent. The elementary school student, on the other hand, will be studying English as another curricular component, in the same perspective in which he is in school to study Portuguese, mathematics (PONTES, DAVEL, 2016, p. 103).²⁵

Arguments like the one mentioned above, where the teaching of English is not privileged because it is in public school, where students think they could never learn English in public school is commonly spoken by students and is seen as a belief, according to Pajares

²⁵ Percebemos que um estudante que busca um curso de idiomas posiciona-se ativamente em busca do aprendizado do inglês, ou seja, está preocupado com o aprender o idioma, tomar-se fluente. Já o estudante da educação básica estará estudando inglês como mais um componente curricular, na mesma perspectiva que está na escola para estudar português, matemática. (PONTES, DAVEL, 2016, p.103).

(1992) beliefs are experiences brought from everyday life and according to the author they cannot be separated from learning, because this influences the learner's teaching and learning.

Another point that the teacher reported was the issue of the time that is given to the subject and the number of students enrolled, the class that was observed has thirty-five students and all attend the classes, this aspect hinders the sequence of classes and interaction of the teacher with the class, making it difficult for her to give attention to all. Corroborating with what is described by Professor Pontes and Davel (2016) understand that:

In an elementary school classroom faces several challenges, such as large numbers of students in the room (at least 35 students per class), indiscipline, lack of resources, lack of student interest, and, as a consequence, the teacher's own lack of motivation, since planning activities with an intercultural approach requires research and time, in addition to the effective participation of students (PONTES AND DAVEL, 2016, p. 144).²⁶

She commented that her classes are not very productive because the time is very busy, usually one class in the first period and another in the last, and sometimes the class is held in the afternoon because the school works with full-time education, which makes it difficult to conduct more interactive activities and for this reason she cannot conduct more dynamic classes.

Situations like these described by the teacher are very common in public schools, and it is based on these experiences that the teacher analyzes how she should plan her classes and create her own theories, because only she knows her own pedagogical reality (KUMARAVADIVELU, 2001). With this in mind, we can see that theory and practice in the school experience become closer, because the teacher will not use the theory just to use it, but according to the need and the context in which the learner is inserted, In this regard, Redondo (2014 p. 86) points out that “the gap between theorizers and teachers was narrowed, since theorizers conceived the theories and it was up to teachers to apply them²⁷”. These theorists did not take into consideration the social, political and cultural needs in which the learner was inserted.

The teacher also reported the challenges of teaching students with special needs, because according to her, in her training there was no course or discipline that prepared her to

²⁶ Em uma sala de aula de escola de ensino básico enfrenta diversos desafios como grande número de alunos em sala (no mínimo 35 alunos por turma), indisciplina, falta de recursos, falta de interesses dos alunos e como consequência a falta de motivação do próprio professor; visto que planejar atividades com uma abordagem intercultural requer pesquisa e tempo, além da participação efetiva dos alunos. (PONTES, DAVEL, 2016, p. 144).

²⁷ Diminui-se a lacuna entre teorizadores e professores, uma vez que os teorizadores elaboravam as teorias e cabia aos professores aplicá-las (REDONDO, 2015, p. 86).

work with students with global disorders, gifted and other types of needs. Given the above, we agree that it is of utmost importance that English teachers have the subject of Neuroscience still in teacher training so that they can understand the learning process of each student with special needs, and that neuroplasticity says that everyone has the ability to learn a second language and that it is present throughout the individual's life Portes (2015, p. 176). She said that even though the school provides the specialized educational service (AEE), she still helps the professionals to apply the tests in her English Language Arts subject.

From the teacher's narrative we can see that she does not know much about inclusion, but she tries to help the students as much as she can so that they can participate in the subject she teaches and recognizes its importance for the students' learning.

Another issue she told us about was the students who come from other schools and are not used to her didactics and find the classes very difficult, because, according to her, the students did not have an adequate base in the other schools, and end up criticizing her work, saying that they do not understand anything, but as time goes by some of them manage to keep up with her rhythm and like the subject.

In the 6th question we asked the teacher about the resources she uses in her classes, With the answer given by the teacher and the observations of the internship, it was noticeable that she seeks to diversify the moments of the activities. In her answer, she reported that she uses movies, songs, texts, and that she plays some games with the class, such as: hot potato, pass-or-respass, competitions between boys and girls, among others. With the observations we realized that she keeps the class motivated, they have a welcoming environment, of dialogue and participation. The teacher lets them participate in the class and stimulates them to think.

It was perceived that the way the teacher works with the class fits the characteristics of the post-method according to Khatib and Fat'hi (2012):

The postmethod pedagogy is characterized by leaving methods-only arguments to find effective strategies to teach in the most appropriate and effective way while considering the practitioner's views and roles in preparing and teaching language materials (KHATIB, FAT'HI, 2012, p. 24)

During the internship, I realized that the teacher does not use a specific method in her classes. She always brings activities for them to participate in, does some group activities, uses authentic materials, creates her own teaching materials, among other features. According to Kumaravadivelu (2001), postmethod emerged as a way to reflect on the methods that already existed in language teaching, as a way to implement what already existed and fill in some gaps

that were not being considered, that did not make sense for student learning. In this sense, the author emphasizes the importance of using the three parameters of postmethod pedagogy, which are particularity, practicality, and possibility, which address social, political, and economic issues that, according to him, are very important for the teacher to know the ways for his teaching to be satisfactory.

The first parameter refers to the particularity that the teacher must have when designing his or her class, the teacher must observe the group of students he or she wants to teach, so that he or she can understand how that particular group of people learns, and then he or she must analyze how he or she should work with that class, what will be effective or not for that particular context. The aspect of particularity looks at all these issues and stresses that what works in one place or class may not work in another, because they are different contexts, students, and cultures (KUMARAVADIVELU, 2001).

In the second parameter, which is practicality, he stresses the importance of the teacher working theory and practice based on what he experiences in the teaching environment, observing, reflecting and putting into practice what he has discovered, because only then will he know what kind of method he will use in that particular teaching context (KUMARAVADIVELU, 2001). And in the parameter of possibility highlights that there are several types of learners in the world and that each learner has his or her history and that this aspect should be taken into account when designing lessons, in this sense learning should make sense to the student and not just put a certain content from another country and not have any meaning in the student's daily life, that is why learning should be considered intercultural so that the learner can understand beyond the meaning of the lessons and become interesting and productive (KUMARAVADIVELU, 2001).

According to the same author, the postmethod teacher is an autonomous professional who follows his practice according to the students' needs, because teachers are every day in the school environment and know well their reality and the difficulties faced every day. We noticed that the teacher tries to work with diversified content whenever she can, she herself prepares her own teaching materials and always motivates students to work autonomously by participating in group activities, because she recognizes that they should learn the content, interact with their classmates and not just passively receive the content.

In this regard Kumaravadivelu emphasizes the importance of developing autonomy in learning “Seeking their teachers intervention to get adequate feedback on areas of difficulty and to solve problems” (KUMARAVADIVELU, 2001, p. 546). Therefore, we defend the author's

considerations about postmethod pedagogy, and consider the teacher with characteristics of the parameters highlighted by him that the teacher should be autonomous because only he knows his practice, his learners and his work environment, and knows what works for each particular group of people and what is relevant for the student to engage in teaching.

In the 7th question, we asked how the teacher evaluates her teaching practice. The teacher told us that she is usually very demanding in her classes, and she behaves this way because she thinks it is important to do a good job and reap good results in the future, instead of just transmitting content to the students, she recognizes that it is a challenge to involve them in class, because many students use digital resources to translate words, but she always tries to evaluate them according to what was done in class, she always makes it clear that she will only consider the answers that were done in class, she said that most students try to do the activities only with the help of the dictionary, and only a small part of the class uses the google translator. Following on from what she told us about her evaluation, that despite being very demanding, the students evaluate her as a good teacher, because she worries about their education not only to pass the grade, but also helps them realize the importance of the subject beyond the classroom.

FINAL CONSIDERATIONS

At the end of this study, it is realized that the observations made during the supervised internship period in the secondary school were important to have contact with the reality of the classroom, and to make reflections between the theory we learn and the reality in practice. Taking into account the objectives brought in the research that were essential to understand English language teaching in school, they were: to investigate the teaching practice in a public school, and for specific objectives to reflect how the theories learned in university converge with teaching practice observed in the internship.

In the discussions promoted by Kumaravadivelu (2001, 2003), Abrahão (2015), and Leffa (2012, 2016), on the postmethod teacher's considerations and the teacher's responses, it was realized that she has characteristics of the post-method perspective. Erica does not use a specific method or textbook, she prepares her own material and tries to teach the content that the students feel is more difficult and whenever possible she likes to create activities that the students participate actively and in groups, but the existing factors within the school

environment make it difficult for her to develop her classes according to the parameters of particularity, practicality, and possibility suggested by Kumaravadivelu (2001).

The internship was important to know the practice of teaching in public schools, because I could observe in loco the challenges that permeate the practice of the English language teacher, especially when dealing with real students, with a high school class, since, during the undergraduate course, we only taught fellow students. One of the challenges that the teacher pointed out during the interview and that I observed during the internship was that students who come from another school have a certain rejection towards the subject, having the false idea that English is not important, so it is more difficult to level these students with the others.

In this sense I could understand the importance of the internship for the formation of the student-teacher, since it should not be seen only as a curricular subject, but consists of a unique experience during the course (WINFIELD, DE MORAIS, BUSCH, 2017). It was at that moment that there was an inner questioning in me: is this the profession I think about following? Even with so many challenges, I see that it is. One of the answers that most motivated me to think this way, besides the observations, is how the teacher Érica evaluates her teaching practice, being a demanding teacher, concerned about the students, that they can always learn beyond the content and take English to life, for her it is rewarding to meet the students who have already finished high school and entered a university. It is very good to contribute to this process.

My reflections led me to conclude that Erica faces many difficulties in her practice, among which: difficulties to organize classes, because her class schedule is short, which makes it impossible for her to create more participatory activities with the class, the overcrowding in classrooms, the challenges of teaching students with special needs, even with all these difficulties she always tries to encourage her students, always showing them the importance of the English Language for life.

During the observations made during the internship and the interview with the teacher, I was able to obtain a lot of data that contribute to the construction of this academic work, but I believe that it could bring me new results if I had more time to observe the classes, as well as, at the time of the interview, the teacher spoke more in depth about her teaching practice, since her answers were contextualized by me. Thus, I consider this problem to be a gap in my research.

For future research I suggest a research focused on the learners, where besides interviewing the teacher, a questionnaire would be applied for the students to answer, about their learning, since the postmethod perspective applies to both the teacher and the students.

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