



## **SUPERVISED INTERNSHIP REPORT IN THE ENGLISH LANGUAGE: REFLECTIONS ON THE TEACHING PRACTICE IN A STATE SCHOOL IN THE CITY OF BRAGANÇA<sup>1</sup>**

*Denner Sousa da Gama<sup>2</sup>*

*Karina Figueiredo Gaya<sup>3</sup>*

**ABSTRACT:** This article presents the reflections made on the observation and conduction, made during the supervised internship in the English language, in a public school of the state education network; from the point of view of an intern in the Graduation of Letras in English Language course at the Federal University of Pará. Reflections on observation and conducting were made individually in a 7th (seventh) grade class at a State School, in the city of Bragança do Pará, where the observation took place in June 2022, and the conducting in the month October 2022. The aim of this article on the Supervised Internship is to show the construction of an ethical and reflective vision, based on knowledge of teaching practice, in the teaching of the English language subject in basic education, showing the reality of the institution of teaching and the challenges that the foreign language teacher,

**Keywords:** Observation and rule. Supervised internship. English language. Teaching.

---

<sup>1</sup> Trabalho de conclusão de curso apresentado à banca examinadora no dia 11 de julho de 2023.

<sup>2</sup> Discente do curso de Licenciatura em Letras – Inglês. Faculdade de Línguas Estrangeiras (FALEST). Universidade Federal do Pará, campus Bragança. Email: dennergama3@gmail.com.

<sup>3</sup> Professora Doutora. Docente do curso de Licenciatura em Letras – Inglês. Faculdade de Línguas Estrangeiras (FALEST). Universidade Federal do Pará, campus Bragança. Email: karinagaya@ufpa.br

**RESUMO:** Este artigo trás as reflexões feitas sobre a observação e regência, feita durante o estágio supervisionado de língua inglesa, numa escola pública da rede estadual de ensino; sobre a ótica de um estagiário do curso de Licenciatura Letras Língua Inglesa, da Universidade Federal do Pará. As reflexões sobre a observação e regência, foram feitas de forma individual em uma turma do 7º (sétimo) ano em uma Escola Estadual, na cidade de Bragança do Pará, onde a observação ocorreu no mês de junho de 2022, e a regência no mês de outubro de 2022. O objetivo deste artigo sobre o Estágio Supervisionado, é mostrar a construção de uma visão ética e reflexiva, a partir do conhecimento da prática docente, no ensino da disciplina de língua inglesa na educação básica, mostrando a realidade da instituição de ensino e os desafios que o professor de língua estrangeira, enfrenta em sala de aula na escola pública brasileira.

**Palavras-chaves:** Observação e regência. Estágio supervisionado. Língua inglesa. Ensino.

## **INTRODUCTION**

In Brazil and in the world, we know the importance of the English language, as it is present in several segments such as: business, tourism, technology, music, cinema and so on. Therefore, it is necessary within the context of global communication in our society, which is why in some countries like ours, the English language is offered as a curricular component in the education of children, young people and adults, as it is a language of extreme relevance in the international scenario, which contributes to building human relationships.

In this context, this work on reflections on teaching practice shows the challenges of teaching and learning related to the discipline of English in Brazilian public education, presenting some aspects that identify the main difficulties of teaching and acting as a language teacher in basic education. Based on these assumptions, it reflected on factors that contribute to the difficulties in the development of English students in public schools, taking into account the training of teachers, the educational environment, resources and materials used in teaching the language.

The observed class was from elementary school, 701, with the class numbering 42 students enrolled, classes take place on Mondays and Wednesdays, lasting 40 minutes, where the teacher teaches on Mondays, two hours class and one hour class on Wednesday. This document will present the entire field of view, observable, which allowed me to observe the behavior of students in English classes and the choices that the public school language teacher chooses when teaching the subject in seventh grade classes of elementary school.

I understand that there are internal and external factors, in the school community, that can contribute or hinder the English language teaching process, so it is extremely important that all contexts must be better understood, in order to have a better understanding, which determines applications of viable methods and approaches, this being a path for the development of more productive classes, which works on the skills of the students in the observed group, within the possibilities and resources of the school environment.

## **GETTING TO KNOW THE SCHOOL**

The school where the supervised internship in English took place was the State School of Elementary and Secondary Education Mário Queiróz do Rosário, built through an agreement

between the Municipality of Bragança and the Government of the State of Pará, inaugurated in 1988, located in an urban area, at streets Simpliciano Medeiros, in the Padre Luiz neighborhood – Bragança – PA, with the State of Pará Department of Education as its sponsor. (see figure 1 and 2).



Figure 1 – Facade of the Mário Queiróz do Rosário State School. Source Google maps access, 15/11/2022.



Figure 2 – Aerial image of the exact location of the school. Source Google maps access, 15/11/2022.

## PHYSICAL STRUCTURE OF THE SCHOOL

The school has a considerable space, but it needs renovation, expansion, painting, purchase of new chairs and tables for the students and among other materials, in order to provide

a good teaching and study condition for education professionals and the student body. As for the physical structure, the school has:

- ✓ 14 classrooms.
- ✓ Library (temporarily working as a classroom).
- ✓ Artesian well.
- ✓ Garbage with periodic collection.
- ✓ Power from the public grid.
- ✓ Sewer (cesspool).
- ✓ Broadband internet access (employees only) .
- ✓ Bathrooms (with accessibility for people with special needs).
- ✓ Boardroom.
- ✓ Pedagogical coordination room.
- ✓ Teachers' room.
- ✓ Secretary.
- ✓ Sports court (not covered).
- ✓ Cup.
- ✓ Covered patio.
- ✓ Food provided.
- ✓ Filtered water.

The teaching institution of the state public education network has Elementary School II, High School and EJA classes. The school is made up of directors, deputy directors, pedagogical coordination, secretaries, teachers, security guards, cooks and operators. It has a teachers' room that is equipped with lockers for teachers, table and chairs, bathroom, TV and sofa; it also has air-conditioning, thus being acclimatized, the school has a computer only for the secretariat, coordination and management staff, it has broadband internet for employee access. The classrooms are not well painted, they have fans, but sometimes because of the noise they make they are turned off by the teachers, all the rooms have a whiteboard, tables and chairs for the students and the teacher, some in a not very good situation ,

The school has fourteen English classes in the morning shift, which are divided between two teachers. Inside the school there is a snack bar and a fast print shop, which are paid services, but the school also offers lunch, which is the responsibility of the government of Pará. The school has a sports court, but it is not covered, it also has a small space like a small square, and it has a large patio for carrying out exhibition activities.

The school building has accessibility for wheelchair users who can move around the institution without major difficulties. The school has a library, but it is currently functioning as a classroom. Regarding the school's computer lab, due to the lack of maintenance of technological equipment, the space was deactivated to be transformed into another classroom. The school has the political pedagogical project, also known as PPP, and is in accordance with the guidelines of the BNCC.

## **LITERATURE REVIEW**

The presence of the English language in the teaching of Brazilian public schools, stands out the value and importance of this language in the world context, being characterized today as a universal language, so in our country we have the same in the curriculum of all students in the national territory.

In Brazil, the decree of June 22, 1809 marks the beginning of the teaching of foreign languages in Brazil. This was signed by the Prince Regent of Portugal D. João VI, who had just arrived in Brazil, who ordered the creation of a chair for the French language and another for the English language. (Rosa, 2006, p. 11 apud Silva, Nogueira, 2014, p. 4, our translation).

English became a language of prestige in the world, mastering it was necessary, as the international relations of this language through commercial, technological and artistic means, boosted the implementation of teaching and learning this language, as in the case of Brazil.

According to the PCN (1998), teaching English was included as a subject in Brazilian schools for several reasons, one of which is the North American influence that has grown over time:

English plays a big role in terms of the power and influence of the US economy. This influence grew throughout this century, mainly after the Second World War, and reached its apogee in the so-called Globalized and high-tech society, in which some individuals live at the end of this century. English, today, is the most used language in the business world, and in some countries like Holland, Switzerland and Finland, its domain is practically universal in Universities (BRAZIL, MEC, 1998, p.23, our translation).

By highlighting the influence that English has in many countries, it was also noticed that in Brazil, the English language is present in all environments, such as: electronics brands, clothing, food, drinks, stores, commercial names and movies (Silva, Walnut, 2014, our translation). Another point to be observed is the need to learn the English language in order to acquire a good job, move up socially or even improve one's life, since, in many contexts, not having mastery of English is considered a negative aspect when referring mainly to professional growth. According to Galon (2013) English is necessary in almost all professional fields, because if we want to move up or get better wages it is almost an obligation to master English.

In the process of teaching and learning a foreign language, it has been a challenge in public schools in elementary and high school, since students ask themselves, mainly, why study a foreign language. In this context, it is possible to think that for the Foreign Language to be included in the curriculum, social and historical factors are taken into account.

In the case of Brazil, according to the Law of Guidelines and Bases (LDB, 1996), the student has the right to study a foreign language since elementary school, but it is notorious in many Brazilian schools the devaluation of this teaching, the foreign language is not seen as one of the important factors in the formation of students. According to the PCN (1998) this devaluation occurs for many reasons, among them are: the removal of the subject from the curriculum, reduced workload in classes and lack of teacher training. These factors contribute to the teaching and learning of a foreign language becoming something demotivating, both for students and for teachers.

Therefore, understanding that even if the student is interested in English as a foreign language in public school, the discipline it has the reduced workload because it is seen as of lesser importance, thus this hinders the student in his process of acquiring the content, since there is a need for classes continuous and in short periods of time between one class and another so that there is knowledge fixation, as with other subjects such as Portuguese or Mathematics.

In the supervised internship, it is from how we interpret the experiences that we transform them into educational or non-educational (Ifa, 2014, our translation). Thus, the student-teacher, through their classroom experiences, can better determine the practices that can make students advance in their learning process. At the other point, non-educational experiences, still according to Ifa (2014), are those that distort the understanding of future experiences, inhibit and discourage a flow of actions, preventing future experiences from being experienced, in that direction, in a rich and positive way.

Being a foreign language teacher means playing an extremely important role at school, as the subject of English can be related to other subjects at school, so English contributes to the citizenship, cultural and technological development of students, as Franco points out:

The teaching of a foreign language, therefore, helps the school to achieve some of the objectives of Elementary and Secondary Education listed in the National Curriculum Parameters. Among them, understanding citizenship as social and political participation; build the notion of national and personal identity; to know the sociocultural aspects of other peoples and nations; use different languages; knowing how to use different sources of information and technological resources to acquire and build knowledge (FRANCO, Claudio de Paiva, 2014, p.18, our translation).

When starting a supervised internship, the student-teacher will be faced with several realities where teaching practices will often be carried out as the system allows. In the study by Quevedo-Camargo and Silva (2017), where the report published by the British Council (2015) is cited, three problems are presented regarding the teaching of English in Brazilian public basic education. The first problem is that, for the most part, public schools are environments of high social vulnerability in which students live with violence, theft, degradation of physical space and, consequently, fear, insecurity, and feelings of discomfort and non-belonging (Quevedo-Camargo e Silva 2017, our translation).

According to the readings, the second problem is in relation to the classes, which are extremely numerous and heterogeneous, which is actually identified in the internship period, and this reality is something that makes language teaching difficult in public schools. The third problem refers to the working conditions of language teachers, where having an adequate teaching space and continuing education could provide better English language teaching practices.

## **METHODOLOGY**

In order to carry out this report on the supervised internship, which reflected on the teaching practice, through the first and second moments of the supervised internship, which are the stages of observation and conducting, carried out at the State School of Elementary and Secondary Education Mário Queiróz do Rosário, in the 7th grade class. The methodology used was of a qualitative nature, which sought to describe the process of teaching and learning English in public schools, reflecting on the teaching practices carried out in the classroom.

The data for this article were collected from the observations of an intern who observed and conducted, who, during the experience in the English classroom, reflects on English language teaching in Brazil. Visualizing and describing its realization and problems, understanding that teaching practices are shaped by the social context in which the English teacher is inserted. Thus, it sought to adapt to the reality of teaching, to provide language teaching that was closer to the students' experiences.

The references present in this work seek to highlight the beginning of English language teaching in Brazil, the importance of the language and the challenges that English teachers in public school's face when exercising their function. In the studies of theoretical references, realities of teaching English from the "past" are seen, which are still seen today, as follows: in terms of methodological orientation, the grammar-translation method never seems to have ceased to exist, since the method direct did not have the desired effect (Quevedo-Camargo e Silva, 2017, our translation).

## **RESULTS**

### **OBSERVATION RESULTS**

On June 6, 2022, Monday, in the morning shift, I started my internship in the seventh year class, 701, accompanied from the teacher of the Socorro Pessoa class, in the third period, in my observation I noticed that the class had students who are quite talkative and agitated, who, if left alone in the classroom, they even bother the classrooms next door, due to of the noise produced by the class. In this class 701 on Mondays there is only one class schedule, which takes place in the third class and ends at break time, so due to the time the classes are not very productive, thus always having subjects to be explained in class from Wednesday.

During the first week of observations made in the seventh grade class of elementary school, at the Mário Queiroz do Rosário School, I observed that in all classes there are conversations between groups of students, thus characterizing that class 701, have students who are very talkative, but I realized that the class with agitated and talkative students, had a different behavior, where the students seemed to be quieter, when the activity of copying the subject passed by the teacher from the blackboard was started, this happened, not because there was a students' great interest in learning English, but because of the fact that each class has

assessment activities that add up to the test grade, so I see that students are only interested in getting a good grade, that is why the classes are not motivating for the fixation of learning the English language.

On June 13, 2022, Monday, in the morning shift it was my third day in the internship in class 701, where the teacher corrected the work, which this time was left to be done at home by the students, something difficult to happen because the teacher always assigns activities to be carried out in class. The teacher then, as agreed, began to make corrections by asking the class the answers they had given to each question, the teacher did not specifically ask that student, she asked everyone in the class and some spoke the answers, especially the who had more property to speak others made jokes, this activity made the class agitated since they are talkative students, in this class I observed for the first time the use of the English language, even if it is something simple to say,

During the second and last week of observations made in the seventh grade class of elementary, at the Mario Queiroz do Rosário School, I noticed that since the beginning of the observations in class 701, that the teacher and students did not use the textbook, I questioned the teacher on the subject, where she told me that the school did not deliver the books to the students due to the pandemic where the books were delivered to the students, but the books were not returned by them for the use of new students in the following year , therefore, the school did not have enough books for the 2022 school year to hand out to English students and other subjects in the students' school curriculum. The teacher then told me that she uses a paid digital platform called SCRIBD,

In the class observed on June 13th and 15th, classes were given and activities were carried out on the subject PREPOSITIONS, where the teacher informed me that this will be worked on and revised until the end of June; on returning in August, she started another subject, which she did not inform me what it would be, but it will be a second subject that will serve to produce the test of the 2nd evaluation. In the meetings of the second week of observations, the methods used were the same as in the first week, the only highlight that I consider important to mention was the use of regional elements, within the activities proposed by the teacher, an action that made the students interested at that moment for the class given, highlight there, too, the little use of the students' oral production in English, which needed to be better explored, since the class had very talkative students. Not having what score more I finish my observation in the seventh-grade class of elementary school, 701, of the morning shift that it happened at

the State Elementary and Middle School Mário Queiróz do Rosário, on weekdays, Monday and Wednesday.

## RESULTS OF THE REGENCY

The first class was held on October 5, 2022, at a scheduled time from 7:00 am to 7:45 am, in class 701 - seventh year, in a classroom containing 32 students. The content worked was the “Verb to be”, where the mentioned subject was revised and the “relative pronouns” were added. For this, we took printed materials, 50 sheets, so that all students received the activity and we still had some left over for us to distribute in another class, in addition to cards with images of people, so that students could relate personal pronouns more easily. The content taught had already been worked on previously with the students, so our explanations were fluid and without difficulties.

After 3 months of my last visit to the 701 seventh grade class, where I did the first phase of the internship, which was the observation phase. In this return I could notice that the class was more participatory in relation to what was proposed and following the guidelines of the class teacher, at first, I thought of doing a more innovative class as we are motivated to do within the academy. However, in reality it turned out to be different, because when showing the initial lesson plan that I had thought of for the classes. The teacher reported that the environment and level that the students were in would not allow doing what she had planned to do, she even suggested another class in another shift that in her analysis these other students would be able to handle the subject. However, I decided to continue with the same class and reformulate the plan adapting to the level at which our students were.

When starting to conduct the class, it was the first time as a language teacher in a public school, I had to live with nervousness and a little anxiety, because the responsibility is great and I wanted to contribute to the students' progress during the semester. showing that learn English is not something so difficult and not far from their daily lives. I knew about the difficulties and I tried to adapt to the environment I was in, and I saw that the students were interested in participating in that class. Their participation hardly required that I, as a teacher, indicate someone to go to the board to carry out the activities, because they themselves got up from their desks and were ready trying to solve the proposed activities.

The class I taught on this first day of regency was a review class on the verb to be, this happened because a week before the students' tests took place, so the class teacher had been working on corrections and content revisions already worked in the room. So my work was centered on putting into practice and testing students' knowledge on the subject of the class. In this process it was possible to observe that the teaching of “relative pronouns” was effective, the students were knowing the order, the pronunciation and its meaning of each pronoun, in the question of use of the rules grammatical I used pictures and cards to visually aid the use of pronouns in case they had difficulties understanding where to use them correctly. During this time, the class was able to understand and apply the use of “relative pronouns”, when doubts and questions arose, I tried to show other examples, always thinking about the students’ reality, in order to have a better association of what was being taught.

This was my first experience teaching English in a public school, in a classroom with 31 students. At the beginning, I had difficulties in knowing how to deal with the students' euphoria and at the same time with my authority as a teacher. I asked myself a few questions like, “Is my voice loud enough for everyone to hear me?” “Am I being tough with my students or too calm to the point that no one takes me seriously?”, “How am I going to teach without any technological resources?”, considering that at university I always relied on Slide. I divided the whiteboard into 4 (four) parts, where each divided space was filled with a form of the “Verb to be”, that is, affirmative, negative, interrogative and contracted form. Thus, I was able to explain the subject in a short time of 30 minutes,

In this first experience, we assume an English class where the number of students comes to almost up to 40 young people in the classroom. It was challenging, in that space and being the first day where I was conducting the delivery of language knowledge to public school students and on this day, I believe I fulfilled my role. I also understood that there are many obstacles to becoming the teaching of English that really has an effect on the subject, which is to give the ability to students to understand the importance of language English to society and make use of it, which can enable them to know a new world.

The second class was held on October 26, 2022, scheduled for 7:00 am to 8:30 am, in class 701, in a classroom containing 32 students. The class lasted 90 minutes, divided into 3 parts: Engage, Study(Grammar) and Homework, following the lesson plan. The content worked was the “Simple present tense”, where the subject mentioned was reviewed at the request of the teacher. The language skills that prevailed most during the classes were “Writing” and “Reading”, which was already expected, since I had already known the teacher's methodology,

and based on her reports. I started the class by asking the students how they were doing. After that, I asked the students about their daily lives, as the theme was “Daily routine” as the subject of the class. As students shared their answers, I was writing on the whiteboard, with the intention of demonstrating the structure of the sentence said by the students, such as “I wake up at 7:00 o'clock”, so that they could reach the conclusion of what the day's content was about. Then, the explanations of the content began, starting with “the use of the simple present tense”, so that the students could understand when to use the verb tense. Afterwards, explanations of the affirmative, negative, interrogative and contracted forms of the verb tense were made. Finally, the auxiliary verb “Do/Does” was explained. so that students could understand when to use the verb tense. Afterwards, explanations of the affirmative, negative, interrogative and contracted forms of the verb tense were made. Finally, the auxiliary verb “Do/Does” was explained. so that students could understand when to use the verb tense. Afterwards, explanations of the affirmative, negative, interrogative and contracted forms of the verb tense were made. Finally, the auxiliary verb “Do/Does” was explained.

The second day of regency with the 701 class took place after holidays and school events. As a few days had passed, a new subject was started with the students of class 701, so I observed the need to create an interaction with that group so that they could participate in the progress of the class, in fact the whole process for the students. The students were something new, because there in front of them was a language teacher for the first time working on the application of a content that in the normal class is seen in another way where there is little interaction between teacher and student.

At the end of the second day of conducting, which took two hours/class, on this day I had more time to carry out the proposals in the lesson plan, and already having more emotional control and confidence, the conduction of the class flowed with a lot of interaction. It is worth noting that that day was the last day of regency with class 701, we said goodbye to the class with the students wanting a return to teach other subjects to them, because they liked the way that it was made in the class. Different from the observation period where I found that in that room the activities made the students feel comfortable when they were carried out, it made me go back to conducting, concerned with making a more interactive class within the limitations and difficulties we had. So, we thought of methods and approaches that could, within the established pattern, contribute to a more participatory and motivating class. For further details, the supervised internship lesson plan can be found in the annexes at the end of this document.

## **DISCUSSION**

Understanding that English is a language of prestige in the world we currently live in, and that in our country it is a subject of public education, whose purpose is to seek student success in mastering this language, it is known that in public education, there are rare cases in which teachers manage to develop in all students in the class the skills of domain of language, particularly speaking ability, therefore leaving from that point on, I understood the need for better investment by the state in the continuing education of English language teachers, so that they can offer a better learning performance for their English students in Brazilian Public Education.

In addition to the difficulties caused by the education system, there are difficulties that part of the students has, such as the insecurity of not mastering a new language and the new codes, the new rules, the shame of pronunciation wrong. In Brazil we have several regional accents, in which these accents can sometimes contribute to or hinder the mastery of pronunciation of some English words.

I also highlight here the lack of adequate structure, such as: large classes, the inadequacy of content to the student's reality, lack of language practice, lack of textbooks and lack of relationship between teacher and student, student and student in the classroom, so that there is a connection for the practice of the language. In addition, because it is a language different from the mother tongue, this fact makes the student feel embarrassed to express himself, and because there is no daily contact with the language, there is a deficiency in relation to the phonological aspects that harm the teaching-learning relationship. learning.

Therefore, it is clear that language teaching must have an important factor as a starting point for learning; of a constant relationship with everyday life, with what happens in people's daily routine, in a way that allows the individual to satisfy his personal needs.

I can say that public education is challenging and full of obstacles, as shown in this work, but through new practices and more engagement, it is possible to succeed in teaching a new language through public education. Investment is needed in training teachers, investing in technologies and a greater interest in making students learn the new, and thinking how good it would be for each one's future.

### **Alternatives to improve English teaching in public schools**

I conclude the discussion by putting here some ideas as alternatives to improve foreign language teaching in public schools.

- Adjust the loadhourly of discipline
- Lesson plans that adapt to the reality of the students
- Practical activities
- Easy-to-absorb readings
- Dynamic classes.
- Offer activities in after-hours to have more time in contact with the language and stimulate students' interest in the language.

These are some ideas for the student to be interested in learning and putting into practice the new language, to apply it in their daily lives and be able to enjoy opportunities that would hardly be achieved without a second language, being the duty of the state to provide teachers and students of English, better conditions that favor the teaching and learning process.

## **FINAL CONSIDERATIONS**

The supervised English internship, in the seventh year of elementary school, allowed me to have an insight into the language teaching process in Brazilian public schools, this being my first internship, I was able to observe and experience the challenges that a language teacher, there is in the school environment, I understand this way as the structure of the school, teaching resources, support material, academic teacher training, teaching methods, student behavior, teacher-student relationship; they can interfere positively or negatively in the development of teaching and learning. So, I understand that in language teaching, there may be several factors that limit the progress of the teacher that consequently can also block the progress of students in English classes.

My reflections on teaching practice and the entire process of teaching and learning English in seventh grade classes, in the morning shift at the State School of Elementary and Secondary Education Mário Queiróz do Rosário, took place in a calm manner, always with the help from the head teacher of the class and following with their teaching planning. I emphasize that I was well received by the faculty, students and employees of the educational institution.

In this experience of mine, I was able to have a closer look and performance of the teacher's posture in the classroom and the relationship we must have with the students, always being attentive to the students' behavior in relation to the English classes, seeking in this way to understand and improve the English teaching process.

In my observation I discovered the lack of a textbook and the lack of activities for the home, understanding that in many cases this would be necessary for a better fixation of what was taught in the classroom for the student, but that this too may not work. Therefore, everything will depend on issues that the teacher will better understand and evaluate, when he meets his work group, so he can choose the methods that best suit his teaching culture and the reality of the school environment.

I finish by understanding what I must develop when I take over a classroom, as an English language teacher, certain that the leaves reflections made in the 7th (seventh) grade class, enabled me to acquire a certain vision of what to propose in my lesson plan, how to play a role as a motivating teacher in public school, motivating students to participate effectively in classes, and have the understanding of understanding the reality in which students find themselves, thus aiming at the development of students, exploring their abilities within the guidelines of the BNCC.

## **ACKNOWLEDGMENT**

As a Catholic Christian, I first thank God for the perseverance and strength that I had throughout my graduation, with faith I managed to overcome the difficulties that I faced.

I thank my maternal grandparents Auto Soares (in memoriam) and Maria Sousa (in memoriam), my paternal grandfather Raimundo Gama (in memoriam), for the love, zeal and encouragement that motivated me to enter a university, my parents Manoel Gama and Rosilda Gama, for the affection, concern and support received during all these last 5 years.

I would like to thank my cousin Professor Jones Souza, for accidentally discovering in July 2018 that I had switched to the English Literature course at the Federal University of Pará, Bragança Campus; he was someone who helped me throughout the process of applying for my vacancy and on his behalf I would like to thank all my family and friends who supported me so that I could reach the end.

Finally, I cannot fail to thank my college colleagues, especially those who always motivated me to continue in the course and they are: Adriely, Elizangela, Valdecy, Glaucia, Ielda, Camila, Evelyn, Kaline, Arielly and Daise, to you my dear thank you so much for everything. I also thank the other colleagues for the friendship and reciprocal admiration that we had. It was a pleasure to share the mornings from Monday to Friday of the semesters that we had during these 5 years of the course. Finally, I would like to thank all the professors at the faculty, who have been part of my training as a language teacher since the end of the course.

## REFERENCES

- BRAZIL. Common National Curriculum Base: Education is the base. Ministry of Education. Brasilia: MEC, 2018. Available at: [http://basenacionalcomum.mec.gov.br/images/BNCC\\_EI\\_EF\\_110518\\_versaofinal\\_site.pdf](http://basenacionalcomum.mec.gov.br/images/BNCC_EI_EF_110518_versaofinal_site.pdf). Accessed on: 09 Nov. 2022.
- BRAZIL, LDB. Law 9394/96 – Law of Guidelines and Bases of National Education. Available in [http://www.planalto.gov.br/ccivil\\_03/Leis/L9394.htm](http://www.planalto.gov.br/ccivil_03/Leis/L9394.htm). Accessed on: 27 June 2022.
- BRAZIL, National Curriculum Parameters. Brasilia: MEC, 1998, p.23. Available in: [http://www.portal.mec.gov.br/seb/arquivos/pdf/pcn\\_estrangeira.pdf](http://www.portal.mec.gov.br/seb/arquivos/pdf/pcn_estrangeira.pdf). Accessed on: 10 Oct. 2022.
- FRANCO, CLAUDIO DE PAIVA. Supervised English Language Internship I. Study Guide. Federal University of Lavras, Distance Education Center. Lavras, Minas Gerais, 2014. Available at: <https://educapes.capes.gov.br/bitstream/capes/175262/2/EST%C3%81GIO%20SUPERVISIO%20NADO%20EM%20L%C3%8DGUA%20INGLESA%20I.pdf>. Accessed on: 04 May. 2023.
- GALON, KATIA BONIN. How to Enable More Meaningful English Language Learning. Government of the State of Paraná, Department of Education, 2013.
- IFA, SERGIO. Supervised English Language Internship: Significant Experiences for Building Knowledge about Teaching Practice. Federal University of Alagoas, Linguistic and Literary Studies, Nº 50, Jul – Dec. 2014, Salvador: pp. 100-119.
- QUEVEDO-CAMARGO, GLADYS; SILVA, GUTENBERG. English in Brazilian basic education: we know about yesterday; what about tomorrow?. Teaching and Technology in Magazine, Londrina, v. 1, no. 2, p. 258-271, Jul./Dec. 2017.
- ROSA, ILKA RAMIRES DA. Methodological Experience in Teaching and Learning the English Language. Criciuma, 2006.
- SILVA, ELIANE DE OLIVEIRA DA; NOGUEIRA VIVIANE BRAZ. Difficulties in Learning the English Language in Elementary Schools in the Municipality of Humaitá. Amazon, 2014.

# ANNEXES



Lesson Plan	
<b>Interns' Identification: Denner Sousa da Gama</b>	
<b>Lesson Title: Verb To Be(Review)</b>	<b>Lesson Duration: 90min</b>
<p><b>Description (overview of the lesson):</b> Tt will start the class by introducing themselves and after that they will ask the Ss to say their names and one food that they like to eat. After, Tt will do a simple activity with the Ss to let them know that the lesson is about the verb to be. Subsequently, Tt will explain the personal pronouns in English and then the Verb to be in the present and its variations(am, is, are as a review). Next, Tt will teach the affirmative, negative, interrogative and contracted forms of the verb to be in the past. At the end, Tt will ask the Ss to do an activity on the whiteboard about the subject explained. Finally, Tt will give the Ss an worksheet to do at home and practice the subject taught.</p>	
<b>Group of students: 32 e 27 (7º Ano turma 01)</b>	<b>School: Escola Estadual de Ensino Fundamental e Médio Mário Queiroz do Rosário</b>
<p><b>Goals</b> (Specific, Measurable, Achievable, Realistic and Time-bound; and written from the learner's perspective):</p> <ol style="list-style-type: none"> <li>1. Correctly use personal pronouns when speaking about themselves and others;</li> <li>2. Recognize the verb to be in the past tense;</li> <li>3. Develop sentences in the affirmative, interrogative and negative forms using the verb to be;</li> <li>4. Distinguish the verb To Be in the past in its normal and contracted form.</li> </ol>	<p><b>Skills:</b> Listening <input type="checkbox"/> Speaking X Writing X Reading X</p>
<p><b>Methods/Approaches:</b></p> <ol style="list-style-type: none"> <li>1. Communicative Language Teaching(CLT)</li> <li>2. Grammar Translation</li> <li>3. Audio-Lingual Method</li> </ol>	<p><b>Teaching Strategies</b></p> <ol style="list-style-type: none"> <li>1. Homework and practice</li> <li>2. Using pictures to conduct a sentence drill</li> <li>3. Translate unknown words</li> <li>4. Use the target language to communicate with Ss</li> <li>5. Ask the Ss to pronounce the words in English</li> </ol>
<p><b>Types of activities:</b></p> <ol style="list-style-type: none"> <li>1. Link A column with column B activity;</li> <li>2. Fill-in-the-blank activity</li> <li>3. Complete the dialogue</li> </ol>	<p><b>Teaching Aids</b> (TICs, print materials, others):</p> <ol style="list-style-type: none"> <li>1. Worksheet;</li> <li>2. Printed images and cards;</li> <li>3. Whiteboard</li> <li>4. Paintbrush</li> </ol>

**Lesson Procedures** (Stages of the class session are like the framework of the lesson. Lesson procedure should work out to harmonize the following main stages of a lesson)

Timing (for each part of the lesson)	Descriptions	Teaching Approaches	Types of activities	Interaction (T-Ss;S-S;GW)	Skills
5 min	<b>Part 1</b> Tt will start the class by introducing herself and after, she will ask the Ss to say their names.	Learner-Centered approach	Presenting themselves	T- Ss	Speaking
10 min	<p><b>Part 2</b> Tt will ask Ss to say some action that they did in the past and she will write the answers on the whiteboard so that the Ss will recognize the verb to be in the past, as a example:</p> <ul style="list-style-type: none"> <li>● Phrase 1: I was at Ajuruteua beach</li> <li>● Phrase 2: She was at school</li> </ul> <p>After, Tt will ask Ss to circulate on the whiteboard the verb to be in the past present in each sentence.</p>	Learner-Centered approach	<b>ENGAGE</b> Circulate the verb to be in the past	T- Ss	Speaking Writing

10 min	<p><b>Part 3</b> Tt will write on the whiteboard the personal pronouns in English and explain it. Tt will use images related to the personal pronouns and after the explanation, Tt will ask the Ss to associate it with its respective personal pronoun. After, Tt will review the verb to be in the present on the whiteboard.</p>	Learner-Centered approach	<p><b>STUDY (Part I)</b> Associate the image that contains a personal pronoun with the respective form of the verb to be.</p>	T-Ss	Reading Writing
10 min	<p><b>Part 4</b> Tt will explain the verb to be in the past tense and when it should be used. For this, Tt will write on the whiteboard the 2 forms of the verb to be in the past (WAS/WERE). After the explanations, Tt will ask the Ss to do an exercise on the whiteboard.</p>		<p><b>STUDY (Part II)</b> Activity about the verb to be in the past: 1. Complete the sentence 2. Tt gives students present tense sentences that include the verb "to be" and asks them to fill in the gaps with the correct past form. For example: Present: She is happy; Past: She was happy.</p>	T-Ss	Reading Writing
10 min	<p><b>Part 5</b> Tt will explain the negative, interrogative and the contraction forms of the verb to be in the past. For this, Tt will use one phrase to demonstrate how it can be organized to formulate the sentences. <b>Phrase:</b> I. I was happy/ II. Was I happy?/ III. I am not happy/ IV. I wasn't happy After, Tt will give a worksheet for the Ss and they will do at home 2 exercises about the verb to be in the past. <b>1st activity: Ss will choose the correct option about the verb to be in the past in the sentence (WAS/WERE).</b> <b>2nd activity: Ss will draw an action that represents something done in the past and after that, they will formulate a phrase related to the draw using the verb to be in the past.</b></p>	Learner-Centered approach	<p><b>STUDY (Part III)</b> Worksheet that contains 2 types of activity: I. Complete the sentence II. Draw and write using the two forms of the verb to be: <b>WAS/WERE</b></p>	T- Ss	Reading Writing

	<b>Part 6</b> It will do the frequency and finally ask the Ss if they have questions about the content taught.	Low-Tech Approach to Learning	<b>POST-ACTIVITY</b>		
<p><b>Assessment</b> : At the end of each part of the explanations, the teacher organized activities on the blackboard to observe the students' understanding, such as: completing the sentence on the blackboard, answering orally the questions asked by the teacher, raising your hand in case of doubts. Thus, the students actively participated in the class and at the same time the teacher knew who was understanding and who was not. Then, the teacher gave the students a worksheet with exercises to solve at home, so that the students could practice what was taught during the class.</p> <p><b>Reflections</b> : In this first class, I was able to faithfully follow the plan I had drawn up, as I already knew the resources available at the school and the class profile. I really liked the participation of the students, especially in correctly repeating the words in English, since they rarely did this kind of activity. However, the goals of the classes were achieved, because the students were able to actively participate in all phases and proved to be very engaged in what we proposed to them. The types of activities were selected according to what the teacher told me, I only added some details, such as contextualized images, so that the students would be even more involved with the content taught. The students developed the defined competencies, but I do not know if they all managed to develop them in the same way, because there were many students.</p> <p><b>References:</b> LARSEN-FREEMAN, Diane; ANDERSON, Marti. Techniques and principles in language teaching 3rd edition-Oxford handbooks for language teachers. Oxford university press, 2013.</p>					



**Estágio Supervisionado - Regência**



**Lesson Plan**

<b>Interns' Identification: Denner Sousa da Gama</b>	
<b>Lesson Title: Verb to be in the past(review) Adverbs of time(past)</b>	<b>Lesson Duration: 90 min</b>
<p><b>Description (overview of the lesson):</b> Teacher will do a brief review about the verb to be in the past, writing a big squad on the whiteboard, so that Ss can use it to study in their house. After, the teacher will start the explanations about the Adverbs of time, focusing on the adverbs that mark the past. Then, Tt will asks Ss to do an activity called "My simple diary". At the end, Tt will give a worksheet as homework to practice the content taught during the class.</p>	
<b>Group of students: 27 e 32 (7º Ano turma 01)</b>	<b>School: Escola Estadual de Ensino Fundamental e Médio Mário Queiroz do Rosário</b>
<p><b>Goals</b></p> <ol style="list-style-type: none"> <li>Understand the verb to be in the past in different contexts of use;</li> <li>Organize sentences in the affirmative and negative forms;</li> <li>Formulate phrases in the past using the adverbs of time to demonstrate that something was finished.</li> </ol>	<p><b>Skills:</b> Listening <input type="checkbox"/> Speaking X Writing X Reading X</p>
<p><b>Methods/Approaches:</b></p> <ul style="list-style-type: none"> <li>Grammar Translation.</li> <li>The Audio-Lingual Method</li> <li>Communicative Language Teaching (CLT)</li> </ul>	<p><b>Teaching Strategies</b> (According to the Methods/Approaches selected):</p> <ul style="list-style-type: none"> <li>vocabulary memorization.</li> <li>Use of grammar rules.</li> <li>Images or realities are used to give meaning in another way.</li> <li>Noticing mistakes, but understanding that this is something natural in the process of developing communication skills.</li> </ul>
<p><b>Types of activities:</b></p> <ol style="list-style-type: none"> <li>Activity review, to activate students' prior knowledge.</li> <li>Complete the sentence</li> <li>Fill in the blanks</li> <li>Create a diary</li> </ol>	<p><b>Teaching Aids</b> (TICs, print materials, others):</p> <ul style="list-style-type: none"> <li>Whiteboard.</li> <li>Whiteboard brush.</li> <li>Printed images.</li> <li>Printed activities</li> </ul>

**Lesson Procedures** (Stages of the class session are like the framework of the lesson. Lesson procedure should work out to harmonize the following main stages of a lesson)

Timing (for each part of the lesson)	Descriptions	Teaching Approaches	Types of activities	Interaction (T-Ss; S-S; GW)	Skills
10 min	<b>Part 1</b> The teacher will introduce herself and greet the students. The teacher initiates the class by	Teacher-Centered	<b>Introduction</b>	T-Ss	Speaking

	interacting with the students				
15 min	<p><b>Part 2</b> The teacher will do a brief review about the verb to be in the past. Then, Tt will asks Ss to say something that they did on the last day. The teacher will transcribe the answer on the whiteboard, so that everyone can visualize the structure of the sentence that should be used later during the explanations.</p>	Student-Centered Approach	<b>Engage</b>	T-Ss	Speaking, writing
25 min	<p><b>Part 3</b> The teacher will start the explanations about the Adverbs of time. For this part, Tt will write on the whiteboard the most common adverbs and its respective translation, such as: 1: "Yesterday, Last week, last year, last month, last night, ago" After that, and after that Tt will ask them to write in their notebooks the name of each one and the translation. After the explanations, Tt will do 2 activities with the Ss: 1: Fill in the blanks with the correct adverbs 2: For the second activity teacher asks students to correctly fill in the blanks with past tense adverbs</p>	Teacher-Centered instruction	<b>Study</b>	T-Ss	Writing
20 min	<p><b>Part 4</b> After the explanations, the teacher will do a review activity on the board that is called "My simple diary". The teacher asked them to write a "little diary" describing an event or experience they had recently, using the verb "to be" in the past tense. They could describe a walk, a party, a trip, etc. The teacher should encourage them to use a variety of past tense forms. For example: "Yesterday, I _____ (was) at the beach with my</p>	Student-Centered Approach	Review activity	T-Ss	Speaking, writing

	family. The weather _____ (was) sunny and warm.				
15 min	<b>Part 5</b> After they finish the diary, the teacher will ask them to read the diary. Note: if they do not feel security for this part, Tt must help them.	Student-Centered Approach	<b>Activity</b>	GW	Speaking
5 min	<b>Part 6</b> Tt will give a worksheet for students to do at home. There will be exercises to fix the content with activities related to the subject of the class.	Student-Centered Approach	<b>Homework</b>	T-Ss	Reading, writing

#### Assessment

#### Reflections

The second class was quite exciting, as the class started with the correction of the homework, which was about the drawings and phrases related to it. Together we chose the best design and the winning duo won a box of chocolates as a prize. I felt very safe in this class because they showed a lot of involvement with the explanations, as they actively participated in all activities. Students liked to learn a lot of words, so before each lesson I revised a lot of vocabulary related to the topic of the lesson, this was advice from my own teacher. I confess that each experience in the classroom is unique, I also realize that each one has their "world" and their singularities and that often the theory we learn at university does not match reality, hence the importance of carrying out an internship and classroom. class observations.

#### References:

LARSEN-FREEMAN, Diane; ANDERSON, Marti. Techniques and principles in language teaching 3rd edition-Oxford handbooks for language teachers. Oxford university press, 2013.