

AS TECNOLOGIAS DA INFORMAÇÃO E COMUNICAÇÃO NO ESTÁGIO SUPERVISIONADO DE LÍNGUA INGLESA: UMA REFLEXÃO NA FORMAÇÃO DE PROFESSORES

TECNOLOGÍAS DE INFORMACIÓN Y COMUNICACIÓN EN LA ETAPA SUPERVISADA DE LENGUA INGLESA: UNA REFLEXIÓN EN LA FORMACIÓN DE PROFESORES

INFORMATION AND COMMUNICATION TECHNOLOGIES IN THE SUPERVISED ENGLISH LANGUAGE STAGE: A REFLECTION IN TEACHER TRAINING

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RESUMO: Este artigo traz resultados de uma investigação a respeito da inserção de Tecnologias da Informação e Comunicação (TICs) no ensino e aprendizagem de Língua Inglesa para alunos do Ensino Fundamental, durante as aulas de Estágio Supervisionado ministradas por professores em formação regularmente matriculados no 3º ano do Curso de Letras, habilitação em Língua Inglesa, de uma Instituição de Ensino Superior. Foi possível evidenciar que a maioria dos alunos considera importante o uso das TICs na ação pedagógica. No entanto, as ferramentas utilizadas ainda são muito convencionais e o potencial das atividades tecnológicas pouco explorado. Tal constatação evidencia as dicotomias entre o mundo analógico e digital que concorrem no contexto escolar contemporâneo.

PALAVRAS-CHAVE: TICs. Estágio supervisionado. Língua inglesa.

RESUMEN: Este artículo trae resultados de una investigación a respecto de la inserción de Tecnologías de la Información y Comunicación (TICs) en la enseñanza y aprendizaje de Lengua Inglesa para alumnos de Enseñanza Media, durante las clases de prácticas tuteladas ministradas por profesores en formación regularmente matriculados en el tercer año del curso de Letras, con habilitación en Lengua Inglesa de una institución de enseñanza superior. Fue posible evidenciar que la mayoría de los alumnos considera importante el uso de las TICs en la acción pedagógica. Sin embargo, las herramientas utilizadas son aún muy convencionales y el potencial de las actividades tecnológicas poco

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explorado. Esa constatación evidencia las dicotomías entre el mundo analógico y digital que concurren en el contexto escolar contemporáneo.

PALABRAS CLAVE: *TICs. Prácticas tuteladas. Lengua Inglesa.*

ABSTRACT: *This article presents the results of an investigation into the insertion of Information and Communication Technologies (ICTs) in the teaching and learning of the English language for elementary school students, during supervised internship classes taught by regular teachers enrolled in the 3rd year of Letters Course, qualification in English Language of a Higher Education Institution. It was possible to evidence that most students consider the use of ICTs important in pedagogical action. However, the tools used are still very conventional and the potential of technological activities little explored. This finding highlights the dichotomies between the analog and digital worlds that compete in the contemporary school context.*

KEYWORDS: *TICs. Supervised Internship. English Language.*

Initial considerations

In this article we seek to report, from the practices of the Supervised Internship, the insertion of Information and Communication Technologies (hereinafter ICTs) in English Language classes. After all, the potential of technological tools in the context of teaching-learning is undeniable: “the digital world, new language concepts and identities constituted and lived in the daily contingency make non-negotiable demands on the actors in classrooms” (BOHN, 2013, p. 95).

It is a bibliographic and field research, which has as a guiding reference the qualitative approach. We used as an instrument an electronic questionnaire to collect the data referring to the didactic experiences of students, regularly enrolled in a public institution of Higher Education who attend the third year of the Language Course, qualification in English.

We seek to problematize the use of ICTs as devices capable of guaranteeing pedagogical innovation, especially in the English language discipline, which still needs a lot of educational support to establish itself in the school curriculum, as well as ICTs need discussion about their insertion in the formation of teachers. In this light, it is important to think about the role of teachers in face of the demands imposed by the globalized world.

On the webs of theory: a reflection on the use of Information and Communication Technologies (ICTs) in the Supervised Internship in English

Based on the assumption that the classroom is a diverse and multifaceted space, it is important to highlight that the first contact of the teacher in formation can often be a place where all of his theoretical collection studied during the internship classes is unworkable, because in addition to the heterogeneous context, it is necessary to consider all the social subjects existing in the classroom and the potential for existing intervention.

The space, once viewed as a student, now demands the social role of a teacher in formation, inserted in the cultural, linguistic, social and, mainly, technological plurality. The latter being one of the spheres that is related to the production of this article in the educational scope because it points out the need to recognize the changes present in the teaching of languages in the contemporary world.

How will the school deal with the generation of web 2.0 that provides games, interactions, examples, translations, that the most competent teacher could never dream of offering to their students? This is especially true for teaching and learning additional languages (BOHN, 2013, p. 93).⁴

That said, we assume, therefore, the importance of the language teacher in the search for the improvement of the methodological and practical application of its contents, recognizing the advent of technology in the didactic universe. Still on this, we also have the student who, in turn, is the result of a society in constant processes of ruptures that transforms him into a multifaceted individual. When talking about this subject, in a constant process of change, it is essential to keep in mind that several factors influence the way in which man constitutes the world, and, consequently, in the way in which the student defines himself.

Stuart Hall defends the idea that it was the scientific and technological advances brought by modernity that directly influenced these radical changes in the way of living in the world and seeing it (HALL, 2003). Globalization and industrial, political, economic and technological advances have significantly changed human relations, considering that information has become much more accessible and fast, thus influencing the way in which the whole subject can place himself in his spaces, such as the school. In this sense, the

⁴ Como a escola vai lidar com a geração da *web* 2.0 que disponibiliza jogos, interações, exemplificações, traduções, que o professor mais competente jamais poderia sonhar em oferecer a seus alunos? Isto é especialmente verdade para o ensino e aprendizagem de línguas adicionais (BOHN, 2013, p. 93).

school is seen as a diverse place, a nucleus in constant process of change, in addition to different social realities, which, therefore, influence miscegenation in the classroom.

From a more singular point of view, it is necessary to think about how relations with ICTs can be linked to the issue of language teaching, since the initial contact of the teacher in formation is thought in the paradigm of a new subject (in this case the student) who is "affected" with the advent of postmodernity. The teacher in formation is delegated the concern for innovation of his classes in English, in line with the changes of new technologies and their respective impacts, thus escaping from the traditional concept of how the classroom generally works.

In this scenario, the initial contact of the undergraduate academic with the classroom has as its genesis the Supervised Internship, which opens the experience of the activities of the universe of the labor market, giving the opportunity to relate to the pedagogical practice, in addition to thinking about the real structure teaching and how the school environment works.

On the subject, Sérgio Ifa (2006) points out that:

The use of technological resources for some teachers in formation can be understood as the agent responsible for richer classes, which demonstrates that, for them, technology, by itself, has the power to transform classes. According to reflections of teachers in formation, there is an emphasis on the role of the teacher, addressing an important issue of digital literacy because it encompasses discussions about: for what, how and when to use a technological resource for educational purposes (IFA, 2006, p. 103).⁵

Still on the subject, Ifa continues:

The introduction of a technological tool in the classroom to promote more dynamic, different, interesting and rich classes can unveil much of the school experience itself, of the experiential continuum (Dewey, 1938) experienced by teachers in formation as students, as it is, for many, the only experience they still have. [...] The use of a different element - technological resource - lends qualitative value to the class, transforming it into a space that may deserve the following adjectives: dynamic, different, interesting and rich (IFA, 2006, p. 104).⁶

⁵ A utilização dos recursos tecnológicos para alguns professores em formação pode ser entendida como o agente responsável por aulas mais ricas, o que demonstra que, para eles, a tecnologia, por si só, tem o poder de transformar aulas. Segundo reflexões dos professores em formação, há ênfase no papel do professor, abordando uma questão importante do letramento digital porque engloba discussões sobre: para quê, como e quando utilizar um recurso tecnológico para fins educacionais (IFA, 2006, p. 103).

⁶ A introdução de uma ferramenta tecnológica em sala de aula para promover aulas mais dinâmicas, diferentes, interessantes e ricas pode desvelar muito da própria experiência escolar, do contínuo experiential (Dewey, 1938) vividos pelos professores em formação como alunos, pois é, para muitos, a única experiência que ainda vivenciam. [...] A utilização de um elemento diferente – recurso tecnológico –

Much has been said about how to think about English language classes in a way that could put the discipline in a more equivalent, concrete and serious position, that is, the neglect of this subject is still one of the concerns of scholars, as they recognize it as a placebo in regular public education and often in private education. When the teachers in formation, participating in this study, got in touch with the public school, they noticed a certain difficulty in how the regular English language teachers taught their classes - either due to structural school issues, students' learning difficulties or, even, lack of knowledge of instruments that could put the discipline in a more dynamic and interesting sphere.

This concern still generates a certain restlessness, especially when considering the implementation of the use of ICTs, including the need for Media and Information Literacy (MIL) still emerging in Brazil, but already consolidated in many other countries. After all, pedagogical practice cannot ignore the popularization of Web 2.0 tools, much less the growing expansion of social networks.

Adding to this problem the universe of language teaching, it is clear the importance of the act of observation of the teacher in formation during his internship period, so that future changes and new applications in the concepts of didactic work are recognized. Theory and practice are two indispensable processes of the Supervised Internship; however, both are completely different and need to be experienced, according to the rules established by the chosen institution. Many studies explore the question of the design of the internship, therefore Pimenta and Gonçalves (1990):

They consider that the purpose of the internship is to provide the student with an approximation to the reality in which he will act. And so the internship is no longer thought of as the practical part of the training course and becomes the part of theoretical activity of knowledge, reasoning, dialogue and intervention in reality (PIMENTA; GONÇALVES, 1990, p. 33).⁷

The internship is a link of mediation of the experience lived in the classroom, which should be valued with the same prestige as the full professor that the academic accompanies. And from all theory and practice it is important for the academic to reflect on the experience acquired in the internship to be a good professional. From this

empresta valor qualitativo à aula, transformando-a em um espaço que pode merecer a seguinte adjetivação: dinâmica, diferente, interessante e rica (IFA, 2006, p. 104).

⁷ Consideram que a finalidade do estágio é propiciar ao aluno uma aproximação à realidade na qual atuará. E assim o estágio deixa de ser pensado como a parte prática do curso em formação e vira a parte de atividade teórica de conhecimento, fundamentação, diálogo e intervenção na realidade. (PIMENTA; GONÇALVES, 1990, p. 33).

perspective, it is important to observe how the means used by the teacher are - with regard to the teaching of the English language and how they can be applied in the light of ICTs. Barbosa highlights three methods that are widely used in English language teaching, which underlie three important movements:

1. *grammar-translation*, which consists of the use of translation of language codes and grammatical use;
2. *audiolingualism*, refers to audio-oral and audiovisual applications, in addition to word repetition and memorization and;
3. *natural or communicative approaches*, in whom the use of speech and a cultural interaction from the studied language are predominant (BARBOSA, 2007, p. 36).

The first category, *grammar-translation*, is the most widely used teaching method in many schools, as there is still a common-sense conception that teaching English is a limited consequence of just translating from Portuguese to English (vice versa) or delve into the proposed grammatical script for each grade. It is known that the adult user of a language dominates all the rules of the linguistic system, because “the principles involved in structuring the sentences of our language are part of our linguistic competence” (SCHER; NEGRÃO; VIOTTI, 2004, p. 106).

It is necessary for the teacher to know how to maintain a balance between the contents and their methodologies applied in the classroom, for example, to know the time to delve into concepts related to grammar and translation, as well as to understand the most dynamic moment about texts and grammatical book.

When thinking in this way, there are also ways to introduce the student to ICTs such as - video lessons, song activity, reading, game, collaborative or individual multimedia activities and text comprehension through materials related to new technologies, this positioning being, a direct link with the ideas of Barbosa (2007), in which the connection with audiolingualism and natural or communicative approaches can be deepened in a more mature and cohesive way, because when using texts, translations and the grammar book, the teacher can find ways conceptions of information and technological communications.

Finally, we point out the importance of thinking about well-prepared classes, because even though the use of ICTs, they are extremely relevant to the teaching and learning process in the classroom, when not well thought out and applied, they can cause problems of cohesion and coherence in the didactic structure of the class, thus giving the

impression that the English language discipline falls in the mists of a shallow subject and without social scientific contribution.

Research scenario: the context and the methodology

This research is inserted in the area of Applied Linguistics (AL), given the concern with issues related to the use of language in specific contexts, which covers aspects of both teacher formation and language teaching-learning. As for the interdisciplinary characteristic, defended by Moita Lopes (2009), it is important to emphasize that, according to the author, the AL is:

[...] it is interdisciplinary both in the sense that it recognizes the need not to constitute itself as a discipline, but as a mixed and nomadic area, and mainly because it wants to dare to think differently, in addition to established paradigms, which are useless and that need to be unlearned, to understand the current world. Or, as Stuart Hall [1996] says in relation to post-colonial theorization: a way of thinking that aims to cross/violate limits or try to "think about the limits" or "beyond limits". One that, perhaps, is better understood as transdisciplinary, in the sense that it wishes to cross disciplinary boundaries, continually changing (MOITA LOPES, 2009, p. 20).⁸

Given the above, the option for AL is justified by the fact that this research investigates the use of Information and Communication Technologies in the teaching and learning of the English language for elementary school students, during classes given by teachers in formation in the Supervised Internship in English Language. The perspective of this research is centered on the case study and on a qualitative paradigm, as it is essentially supported by the interpretation of the meanings contained in a given context (BORTONI-RICARDO, 2008).

Fourteen academics participated in the research, out of a universe of seventeen. However, the corpus of this research comprises the responses of only ten teachers in formation equivalent to those who used at least one ICT in the internship field. The research participants are students regularly enrolled in the third year of the degree course

⁸ [...] é indisciplinar tanto no sentido de que reconhece a necessidade de não se constituir como disciplina, mas como uma área mestiça e nômade, e principalmente porque deseja ousar pensar de forma diferente, para além de paradigmas consagrados, que se mostram inúteis e que precisam ser desaprendidos, para compreender o mundo atual. Ou, como diz Stuart Hall [1996] em relação à teorização pós-colonial: um modo de pensar que tem como objetivo atravessar/violar limites ou tentar “pensar nos limites” ou “para além dos limites”. Uma que, talvez, seja mais bem entendida como transdisciplinar, no sentido de que deseja atravessar as fronteiras disciplinares, continuamente se transformando (MOITA LOPES, 2009, p. 20).

in Letters, qualification in English Language and their respective Literatures, from a Public Institution of Higher Education, located in Dourados, Mato Grosso do Sul with 62 class hours in public schools located in that municipality.

The data used come from the classes taught by teachers in formation that took place in the series that make up the second stage of Elementary Education, namely, from the fifth to the ninth year, specifically: one in the fifth year, eight in the sixth year, one in the seventh, three in the eighth year and one in the ninth year, all belonging to the day shift. As for the schools, locus of the Supervised Internship classes, all belong to the public school system, being nine municipal and five state schools, are urban and are located in different neighborhoods (center and periphery) in the city of Dourados-MS.

With regard to the collection of data from the applied research, a semi-structured and online questionnaire was used for students to respond as a feedback strategy for the Supervised Internship curricular subject in English, which has a workload of 68 hours/class, with annual duration, given in the afternoon shift, once a week. According to the pedagogical objectives of the course, one of the teaching objectives of the Supervised Internship discipline in English is to integrate the different aspects of language studies in the cultural, historical and artistic spheres originating from certain groups.

Still in the context of this research, it is necessary to characterize the profile of the teacher educator, based on the assumption that it is necessary to seek to understand the knowledge-teaching. After all, it is important to recognize that teachers use different knowledge from their professional and personal experiences and, in general, from their relationships with different organizations and social agents (TARDIF, 2002).

The teacher educator completed his undergraduate degree in Letters, Portuguese/English qualification at the State University of Mato Grosso do Sul (UEMS) - Dourados campus, in 2014. He completed his master's degree in Letters at the Federal University of Grande Dourados (UFGD) in 2017. He started the exercise of the teaching profession in 2015, works in a private language teaching school and teaches Supervised Internship classes in English at a public higher education institution, since 2018.

In line with research in AL, it is important to think about the subjects of this reflection in the context of teacher formation, which means reiterating the “interlacing” (in terms of Post-Colonialism) where teachers in formation oscillate between the roles of teachers and of student-interns, as pointed out in the epistemological bases of this study. The intricacies of this complexity also affect the teacher educator in the meta-evaluation process and within the limits of his pedagogical practice.

Analysis of ICT experience in Supervised Internship classes in English

The questionnaire applied to teachers in formation was not identified to make students feel more comfortable to contribute. There were fourteen respondents to the survey, which represents 82% of adherence considering that there are seventeen academics regularly enrolled in the subject of Supervised Internship in the researched class.

In order to investigate how much the didactic books (DB) influence the pedagogical actions and lesson planning, we researched among the interviewees the use of DB in the school routine. For this question, on a scale of 1 to 5 (where 1 represents little use and 5 very much used), approximately 86% scored 1 and 2 while only one respondent scored 3 and another scored 5. The average result of using DB was 1.71 in the surveyed classes. Therefore, it is possible to conclude that the (non) use of ICTs is not directly related to a possible prescription in the didactic material.

Using the same method and interval as the previous question, we asked participants to answer how important they consider the use of ICTs in the educational context, in the context of teaching and learning the English language. The average was 4.35, that is, very close to 5, a criterion that represents “very important”. This assessment of students may be influenced by the theoretical-methodological contribution offered by the teacher educator during the Supervised Internship discipline.

The next question separates the group of respondents in two as it reveals the (non) use of ICTs during Supervised Internship classes. Of the teachers in formation who answered 29% of them did not use any ICT during their pedagogical practice, while 71% of the students affirmed the use of at least one ICT during the class. Given the objectives of this article, as already explained in the methodological aspects, we will analyze only those teachers in training who used ICTs.

ICTs were used basically to transpose materials to the digital medium through multimedia system, computer and speakers in order to display videos, slides and music. The inclusion of ICTs permeating the content demonstrates that teachers in formation are creating opportunities for moments of technological education. However, through the description of the ICTs used, it is possible to notice a still very timid attitude towards new technologies.

With the purpose of deepening this question, we asked the research participants what was the motivation for using ICTs in the pedagogical action, 70% stated that there

was interest from the students so that the ICTs were inserted during the class. This data makes us reflect on the digital need that generation Y imposes on teachers in the context of teaching and learning the English language. As for the purpose of using ICTs, teachers in formation used the didactic transposition of the skills already described in this article, based on Barbosa (2007).

To conclude the analysis of the use of ICTs, we question, in the scale method, to what extent teachers considered ICTs important to reach their teaching objects. The average was 4.1, which shows that most participants (nine) consider the use of ICTs to be relevant. However, it is noteworthy that only one student assessed the use of ICTs as unimportant (scale 1). In fact, these responses reiterate the social role of teachers in formation, that is, as subjects immersed in the technological universe of the contemporary world, but who often do not explore the potential of the digital world in their pedagogical action.

Final considerations

Although the objective of the article was to report the experience of using ICTs in Supervised Internship classes, it is important to emphasize that a formal space is needed in the curricular structure of undergraduate courses that addresses the insertion of ICTs in pedagogical practice, under the risk of teachers in formation being increasingly isolated in the analogical tradition that is so distant from the digital yearnings of the contemporary world. This means that, even in the face of the demands imposed by the technological world, undergraduate courses still need to formally include the discussion about ICTs in the school routine.

It is understood, therefore, that although there are discussions about the language teaching process, the use of ICTs and functioning in the English language discipline, there is still difficulty in the didacticization of contents, as there is a structuralist internalization of how to teach this discipline, thus limiting ways to expand the matter in a more dynamic and playful way. However, there is a great stimulus in scientific adventures where they allow and add a reflection in the space of ICTs and how to apply them.

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