

Teaching English as an Additional Language in Higher Education and pre-service teacher education during the Pandemic: a Pibidian Experience

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Abstract

The process of teaching English as an Additional Language (EAL) in higher education, particularly in teacher education, is a subject of interest in Applied Linguistics. This report delves into the process of teaching EAL in higher education amid the COVID-19 pandemic, focusing on pre-service teachers in the Institutional Program for the Initiation of Teaching Scholarship (PIBID) at the Federal University of Santa Maria (UFSM). We discuss the theoretical perspectives that underpin EAL teaching proposals and support PIBID teacher education, as well as the challenges posed by remote teaching. Additionally, we provide a brief history of the program, followed by a contextualization of PIBID at UFSM and its English Subproject. We detail the actions of the subproject addressing the demands and challenges of remote teaching and remote student education in the EAL field. Drawing from our reported experience, we observe the positive impacts and contributions of the English Subproject to teacher training and EAL teaching in higher education.

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INTRODUCTION

The systematic integration of PIBID participants into the reality of the school, along with the collaborative dynamics established between universities and schools, can broaden the understanding of the objective conditions surrounding the teaching and learning processes in basic education. Consequently, as they return to the school setting as future English language teachers, PIBID participants redefine their conceptions of language teaching and the teaching profession itself. This underscores the relevance of the program's actions in the process of (re)constructing the teaching identities of PIBID participants and other teachers involved in PIBID (Baladeli, 2017, p. 39-40).

The Institutional Program for the Teaching Initiation Scholarships (PIBID) is a federal initiative that has significantly impacted both initial and continuing teacher education since its establishment in 2007 by the Directorate of Basic Education from the Coordination for the Improvement of Higher Education Personnel (CAPES). The program aims to promote “the initiation into teaching for undergraduate students of full degree teaching programs from federal, state, municipal, and non-profit community higher education institutions,” with the purpose of “enhancing teachers’ training, valuing the teaching profession, and contributing to the improvement of the quality standard of basic education” (Brasil, 2010, p. 26).

In this report, we present the process of teaching English as an Additional Language (EAL)² in higher education with a particular focus on the training of pre-service teachers participating in PIBID, especially amidst the challenges imposed by the COVID-19 pandemic. Our emphasis lies in the collaborative construction of the EAL teaching process in higher education, involving pre-service teachers and supervising teachers from PIBID’s partner field schools during the period of social distancing.

In this context, we discuss the perspective and teaching proposals of EAL that support PIBID’s training objectives, while also exploring the inherent challenges of remote teaching, particularly within the field school settings. We begin with a brief history of the Program, emphasizing its contributions to teacher education. Following this, we establish the contextual backdrop of PIBID and the English Subproject developed at the Federal University of Santa Maria (UFSM). We then provide a detailed exposition of the actions undertaken within the Subproject to address the demands of teaching and remote training in the EAL area. Finally, we reflect on the

¹ Translated by: Márcia Morales Klee.

² We opt for the term “additional language” (Judd; Tan; Walberg, 2001) because we understand that the additional language, in the case of this work, English, 1) is not “distant” or “foreign” to Brazilian students as it is integrated into the “necessary resources for contemporary citizenship”, enabling broader participation in different spheres of human activity (Schlatter; Garcez, 2009) and 2) is “just one more of the languages that students may know” (Jordão, 2014, p. 31). According to the author, the term EAL celebrates “the coexistence of various languages in its insistence on not highlighting one language to the detriment of others, disregarding political borders as markers of linguistic limits, and recognizing that the language of the ‘other,’ the ‘foreign,’ can also be used as an expressive space by communities that share a different mother tongue than this ‘other foreign’ language” (Jordão, 2014, p. 31).

contributions and challenges of the English Subproject in the joint training and performance of pre-service and supervisory teachers supported by PIBID. Through this work, we aim to contribute to the discussions on the potency and complexity of locally constructed proposals.

PIBID

PIBID, an initiative of the National Policy for Teacher Education under the Ministry of Education (MEC), operated in conjunction with CAPES and the National Fund for Educational Development (FNDE), in its first public call in 2007 - MEC/CAPES/FNDE Notice, 2007, indicated that the Program aimed to “encourage the initiation into teaching of students from federal higher education institutions and prepare teachers at the higher education level, specifically in full in-person teaching degrees, to work in public basic education” (Brasil, 2007, p. 1).

Among the specific objectives, there was an emphasis on the valorization of teaching and public schools, the cooperation and integration of higher education practices with public basic education, and the participation of pre-service teachers “in actions, methodological experiences, and innovative teaching practices, articulated with the local reality of schools” (Brasil, 2007, p. 1). Since its inception, research developed within the context of PIBID indicates that, despite budget cuts, threats of extinction, and changes over time, the Program has maintained broad relevance to “teaching degrees, scholarship students, supervising teachers from schools, professors from higher education institutions (IES), the schools and their students, the relationship between public schools and IES, and also as an educational public policy” (Cornelio; Schneckenberg, 2020, p. 12).

In the developmental path of the Program, there is also an ongoing discussion about other factors influencing the quality of teaching in public schools which must be addressed in governmental initiatives, such as “adequate infrastructure, investment in didactic materials, professional training, valorization of the teaching career, and the mitigation of issues of social inequality” (Cornelio; Schneckenberg, 2020, p. 7). In this sense, Deimling and Reali (2020) point out the benefits of the Program, particularly in enriching the practices of supervising teachers participating in PIBID. They note that the Program provides opportunities for observation, practical experience, and discussion during the planning of theoretical, practical activities in both school and university settings. They also argue that this contribution fosters “the approximation of these teachers to the university and of the university to the school and its professionals, promoting a reciprocal, collaborative, and continuous education approach that can ultimately lead to interventions in the educational practice itself” (Deimling; Reali, 2020, p. 15).

Deimling and Reali (2020) underscore the importance of evaluating actions and discussing the role of supervising teachers in the training of pre-service teachers. Within the Program’s framework, the training of pre-service teachers is influenced by the actions of supervising teachers from the field schools, which, in turn, affect the activities and the day-to-day life of these professionals. By participating in the Program, supervising teachers take on the additional responsibility of acting in the training of pre-service teachers. As the authors advocate, it is imperative for this school-university interaction to include “trainers of trainers” initiatives and for the State to acknowledge it as a permanent and comprehensive endeavor. This acknowledgement ensures that supervising teachers who host pre-service teachers in their classrooms receive due recognition in terms of career and working conditions (Deimling; Reali, 2020).

Within the scope of the PIBID English Subproject, research (Denardi, 2014; Mardegan; Ioris; Calvo, 2021; Nascimento, 2019) points to a series of contributions of the Program to teachers’ education. These include the redefinition of relationships and identities of pre-service teachers, known as Pibidians, the characterization of the Program as a collaborative space for constructing alternative practices, and the provision of opportunities for Pibidians to engage in

more meaningful learning by reflecting on the process and implications of teaching and learning EAL.

Lopes *et al.* (2016) also highlight the Program's relevance to student education in EAL by enabling: 1) Pibidians to engage with the reality of public schools prior to internships during their undergraduate period; 2) the improvement of didactic competence; 3) the expansion of theoretical knowledge about the teaching and learning of EAL; 4) reflection on the challenges encountered in the EAL classroom; and 5) the opportunity to put into practice the theoretical knowledge learned at the university.

Mardegan, Ioris and Calvo (2021) identify key points for further research on the Program, including the continuous professional development of supervisors and coordinators, the follow-up of graduates, and the articulation of internships with PIBID. The teaching of EAL in higher education thus plays a crucial role in supporting the education of teachers participating in the Program, including pre-service EAL teachers and supervising teachers from field schools. Moreover, it is intertwined with, influences and is influenced by the practices experienced in the school context by all participating stakeholders. In the following section, we address the context of remote EAL teaching within the scope of PIBID in the region of Santa Maria/RS and at UFSM.

THE CONTEXT OF REMOTE EAL TEACHING IN THE PIBID AT UFSM

In October 2020, municipal and state public schools in Rio Grande do Sul (RS), especially those in the municipality of Santa Maria – the primary focus of this study – underwent significant changes due to the suspension of in-person classes caused by the COVID-19 pandemic. There was considerable diversification in the modes and offerings of teaching activities by networks and institutions. These strategies, whether mediated or not by information and communication technologies, aimed to maintain the educational process (Rio Grande do Sul, 2021, p. 13).

According to data from the Institute of Applied Economic Research (IPEA) on the sanitary and technological infrastructure of Brazilian schools during that period, the educational offerings varied considerably. While some educational networks remained inactive for part of the time, others provided content through different means, such as open TV broadcasts, printed materials, online learning platforms, communication via social networks, and sponsored data. (Dellagnelo; Reimers, 2020 *apud* Kubota, 2020). At that time, social disparities in the Brazilian context became more pronounced, once again impacting the educational system. According to Kubota (2020), the difference in educational quality is a significant factor in the perpetuation of inequality in Brazil.

The reality in Brazil shows that a large number of children and young people lacked the basic infrastructure needed to participate in the new remote education modality. The Basic Education Census of 2020 (INEP, 2021, p. 11) points out that the internet is “an important resource for schools in the current times”. The National Common Base for Initial Education of Teacher for Basic Education (BNC – Education) indicates the understanding, creation, and critical, ethical, and reflective use of digital information and communication technologies as general teaching competencies. These competencies should be integrated “[...] in various teaching practices as an educational resource and as a training tool to communicate, access, and disseminate information, produce knowledge, solve problems and enhance learning” (Brasil, 2019, p. 17). The 2020 Census also reveals that the municipal school network, which holds the highest number of elementary schools in Brazil, is also the network with the fewest technological resources and internet access available for student use (23.8%) (INEP, 2021, p. 12). According to the Mental Health Guide at School in Times of Pandemic of the State of Rio Grande do Sul (2021, p. 13), the groups most affected by the pandemic were “poor communities, disabled people, the black population and other ethnic minorities, people living on the streets, victims of violence, the elderly, and health and

frontline service teams”.

In a herculean effort, the administrators of public schools, education secretariats, and teachers in RS mobilized and directed all their energy, commitment, goodwill, and perseverance towards innovatively serving students who could not access classes remotely via the internet. They aimed to make non-presential teaching a means to maintain the school bond. For students who could not follow the classes, the solution found by the RS educational networks was the production of printed material covering the contents taught. This material was produced by each school and made available for parents and/or family members to collect and distribute to the students. Later, the completed materials were returned to the school for correction by the teachers. This material was then picked up at the school by parents or guardians and later returned for correction by the teachers. In some cases, students took photos of their completed activities on paper because their devices did not allow scanning tools, and they sent these to the teachers’ cell phones. However, the number of submissions was limited by the internet data plan available for students and their families. For remote classes, teachers needed to learn very quickly how to deal with platforms, teaching resources, and their own equipment and devices, trying to set up a studio in their homes.

In the midst of this scenario in October 2020, the initiatives of PIBID and the English Subproject at UFSM that we report on in this work began alongside the municipal and state schools of the network in the municipality of Santa Maria/RS. For the Program to be implemented, several prerequisites are necessary: 1) an Institutional Coordinator and an Area Coordinator at the Higher Education Institution (IES), 2) field schools registered to host pre-service teachers, 3) supervising teachers assigned to field schools to supervise and co-mentor pre-service teachers, and 4) undergraduate students in licensure programs. The public-school networks of Santa Maria/RS comprise 161 schools. Among these, 41 are state schools encompassing Elementary (EF) and High (EM) levels, 71 are municipal schools catering to Early Childhood Education (EI) and EF, and 4 are federal schools – one for EI and three for high and technical levels.

Each Subproject or area needs to have an area coordinator, three supervising teachers who work in field schools, and 24 scholarship students (pre-service teachers). Among the objectives outlined in the Program's guidelines regarding the English Subproject of UFSM are:

- Preparation of pre-service EAL teachers to contribute to the development of Basic Education, providing their students with access to the real language, understood as a social practice, in various instances of use, based on practices and methodologies grounded in theoretical input.
- Cultivation of awareness in pre-service teachers that language is integral to culture and civic education.
- Qualification of pre-service teachers to consider, in their practices, the text as the central axis for the development of reading, writing, and linguistic functioning, rather than as a means for teaching isolated grammatical structures.
- Cultivation of awareness, among pre-service teachers, regarding the importance of diverse viewpoints in the teaching-learning process originating from the school community, and the fostering of situations for reflection and discussion aimed at mutual growth.
- Promotion of reflection and respectful listening on the teaching and evaluation processes of EAL in public school contexts.
- Cultivation, among pre-service teachers, of appreciation for collaborative work when

giving and receiving constructive feedback on the planning and pedagogical practices presented during dialogic and reflective spaces with their peers and other stakeholders involved in the teaching initiation process.

- Strengthening of the school-university relationship.

The situation was still very challenging when the activities of the English Subproject began at UFSM. Due to the aforementioned difficulties, the number of teachers from the field schools in the municipality of Santa Maria/RS who signed up to act as supervisors of the Program was limited. This data was somewhat predictable, as teachers were still grappling with the new reality and the introduction of new elements amidst that teaching context might have seemed discouraging.

Until 2020, PIBID was envisioned and implemented in person, with pre-service teachers attending weekly orientation meetings at the Higher Education Institution (IES) with the area coordinator and visits to the field schools. These visits provided Pibidians with the opportunity to enter classrooms to perform activities using shared teaching modalities or conduct workshops during non-teaching hours. However, given the new reality imposed by the pandemic, it became necessary to adapt PIBID to a remote format, in addition to modifying the curricular disciplines themselves.

At UFSM, there was still an ongoing significant adjustment and adaptation of higher education itself concerning remote teaching practices and the Special Home Exercise Regime (REDE), defined as “a combination of the exceptionality of home exercises with the characteristics of remote teaching and mediation by Networked Educational Technologies (TER)” (Universidade Federal de Santa Maria, 2020, p. 3). It was the beginning of a second academic semester marked by significant uncertainty, with many of the directions and decisions made in the first semester being reconsidered and re-evaluated. One example was defining the status of the Supplementary Calendar, which comprised “the activities from the first semester of 2020, practical activities from theoretical-practical disciplines taught in the second semester of 2020, and any new discipline offerings,” if applicable (Universidade Federal de Santa Maria, 2020, p. 4). Students enrolled in the first semester of 2020 and in annual programs would have their situation concluded after the end of that year calendar. Teacher training for the use of TER applied to REDE was a challenge, and the university provided this training as it was developed throughout the semester. Implementing PIBID in a remote format for the first time added to the challenges of 2020.

The use of social networks for the registration calls gained significant proportions. UFSM, along with other universities, had to quickly adapt its data processing systems to accommodate student documentation and establish remote methods for signing commitment terms.

Many undergraduate students, driven by a genuine desire to engage with educational experiences (albeit remotely), also viewed the English Subproject as an important income-generating resource to mitigate the impact of the pandemic on their household budgets. According to Cornelo and Schneckenberg (2020, p. 9), “a large part of the students opting for teaching degrees belong to less economically and socially privileged backgrounds.” In this context, the Program continued to hold significant importance for the participants involved.

The interviews with the candidates registered for the notice – both for acting as pre-service EAL teachers and for field school supervisors – were conducted via Google Meet with a panel composed of coordinators from related areas. Following the selection and announcement of the results, the PIBID activities commenced. The Program included three field schools (two state and one municipal), 26 Pibidians, 24 scholarship holders, and 2 volunteer students, benefiting a total of 353 students in the three schools.

Many of the undergraduate students participating in the Program were attending the first

semester of their degree program, thus lacking any prior teaching experience. In the specific case of the English Subproject, an action plan was outlined together with the supervisors of the three field schools based on the Professional Reading and Writing Teaching Program “Read to Learn” (R2L), as detailed in the next section.

THEORETICAL-METHODOLOGICAL ASSUMPTIONS UNDERLYING THE ENGLISH SUBPROJECT AT UFSM

According to Rose and Martin (2012), literacy involves learning the language and learning about the language through the language itself. In this process, the authors highlight the importance of pedagogical metalanguage in the classroom. The suitability of this pedagogical metalanguage is addressed by Systemic Functional Linguistics (Halliday; Matthiessen, 2004), which theoretically underpins the English subproject reported here.

The approach to textual genres for teaching reading and writing in EAL in the PIBID Subproject was supported by the Professional Reading and Writing Teaching Program Reading to Learn – R2L (Rose, 2020; Rose; Martin, 2012). The R2L Program consists of a methodology for teaching reading and writing grounded in systemic theoretical principles. According to Santorum (2019), the main objective of the R2L Program is to develop reading and writing skills through the implementation of activities designed around a set of strategies focused on curricular textual genres. It is understood that teachers need to provide explicit guidance at each level of the Learning Cycle to enable students to acquire reading skills.

The Cycle develops three levels of strategies for teaching texts, paragraphs, and sentences, respectively. The best-known strategies are those intended for teaching detailed reading at the paragraph level. Strategies are devised for reading stories, factual texts, and arguments. The Program emphasizes building the understanding of a text prior to reading it and carefully plans teacher-student interaction to provide maximum support to the student. In the next section, we deal with the teaching of EAL supported by PIBID.

TEACHING EAL THROUGH AND FOR THE PIBID ENGLISH PROGRAM AT UFSM

As many pre-service teachers were beginning their education without prior teaching experience, as previously mentioned, we recognized the importance of an initial education stage. Therefore, in addition to weekly meetings with the area coordination, several training actions were implemented.

Initially, a seminar on Active Methodologies and Project-Based Approaches (PBA) was conducted. Following this, a training cycle for PIBID actions in the area of EAL was proposed with invited speakers. These workshops took place once a month to equip pre-service teachers for classroom activities in the field schools and to foster reflective discussions on teaching practices among pre-service teachers and supervising teachers involved in the project. The collaborative knowledge-building between the university and the school proved to be highly productive.

The first workshop aimed to equip pre-service teachers with resources and pedagogical tools focused on teaching English as an Additional Language. Led by the area coordinator, like all the following workshops, it featured a guest speaker from the Regional English Language Office of the American Consulate, who participated in a roundtable discussion at the end of the workshop. This representative provided additional materials and training suggestions supported by the office for those interested in teaching English.

The theme of the second workshop was “Education and Health: the paths of the Unified

Health System (SUS),” aiming to raise awareness among pre-service teachers towards the national health system. It addressed issues related to 1) health as a matter of citizenship; 2) political participation as a prerequisite for its exercise; and 3) knowledge about the Federal Law No. 8.142, enacted on December 28, 1990, which ensures the constitutional principle of “community participation” and establishes the Health Councils and Conferences as spaces for institutional representation and public participation.

The third workshop, titled “Critical Literacies and Curriculum: a look at language and linguistics teacher education,” sought to shed light on the formative processes of critical language and linguistics teachers in our context. The proposal emphasized the importance of teachers adopting a critical stance when teaching languages, encouraging students to develop a critical perspective on societal issues.

The fourth workshop, titled “Aspects of Production and Perception in Language Teaching,” and the fifth workshop, “Phonetics and Phonology of the English Language: an introduction to the vowel system,” aimed to explore the role of skills associated with sound production and perception in language instruction, encompassing both mother tongue and additional languages. Phonological awareness, drawing upon our experience as speakers who utilize voice and listening in our mother tongue, aids in the auditory perception and oral production processes. Additionally, it provides a reflection on writing, playing a role in organizing the relationships between form and meaning in language(s).

Concurrently with the workshops and weekly meetings with area coordination, pre-service teachers also engaged in sessions with field school supervisors to understand and participate in the specific dynamics of the teaching-learning process experienced in public schools. This situation arose as another consequence of the pandemic: the academic calendars of the university and the schools were misaligned. While a semester was beginning at UFSM for Pibid participants, schools were approaching the end of the academic year. The teachers at the schools were implementing an active search for students whose feedback from evaluations and activities had not been handed in at the school or posted on the virtual platform. During this period, pre-service teachers collaborated closely with supervisors.

At the start of the 2021 academic year, some pre-service teachers were still awaiting an e-mail release by the State of RS to access the digital platform used by the schools. However, this situation did not prevent them from interacting with students who could access remote teaching through alternative platforms and devices. For those unable to partake remotely, Pibidians contributed through collaborative material planning, development, and correction alongside supervisors.

As the pandemic persisted and remote teaching continued, schools were compelled to adapt class distribution and schedules to address the technical limitations and needs of this teaching mode. Class durations were shortened to ensure students’ safety in front of computers. Consequently, the interaction between pre-service teachers and schools underwent changes in terms of both contact hours with students and supervisors and the quality of these interactions. To streamline remote learning, many schools opted to group classes from the same grade level for synchronous lessons, reducing the number of classes for shared teaching.

To address the shortage of classes for pre-service teachers while simultaneously providing schools with opportunities to offer supplementary reinforcement and study support during this critical period, a proposal for free workshops was introduced remotely during non-school hours. These workshops targeted students of a specific age group identified by supervising teachers, with participation being voluntary.

During meetings with supervisors and field school coordinators, two major needs were identified. In response, Pibid participants initiated the development of workshop proposals during

discussions with the area coordinator. As the seminar on Project-Based Approaches had already taken place during the formative stage, the coordination opted to collaborate with pre-service teachers in planning two EAL teaching projects to be implemented in the field schools, as detailed in the following section.

THE HIGH SCHOOL TEACHING PROJECT

The first project targeted high school (EM) students and aimed to enhance their English reading and writing skills, focusing on textual genres commonly encountered in external exams such as the National High School Exam (ENEM). This initiative was grounded in the theoretical principles of Systemic Functional Linguistics (Halliday; Matthiessen, 2004) and the R2L Program (Rose, 2020; Rose; Martin, 2012).

Given the time constraints of each workshop, the area coordinator, in collaboration with field school supervisors and pre-service teachers, opted to select a genre that: 1) appealed to students, 2) reflected their everyday experiences, 3) aligned with the National Common Curricular Base (BNCC) guidelines (Brasil, 2018), and 4) could be effectively explored within the workshop duration. Following input and reflections from field school supervisors, the decision was made to focus on teaching reading and writing skills through the analysis and creation of memes.

Initially, pre-service teachers engaged in readings and participated in a seminar to familiarize themselves with the theoretical framework. Following this, they collected and selected memes suitable for use in the workshops. Additionally, the R2L Program was explored by the pre-service teachers, functioning both as an instructional input and a suggested didactic resource for later use in classes. Each selected text was aligned with the genres outlined in the R2L curriculum.

In preparation for reading, discussions focused on the social and communicative purposes of the selected genres. During the detailed reading sessions, semantic-discursive and lexico-grammatical features present in the texts were analyzed. Finally, for the joint writing activity, pre-service teachers used collaborative tools such as Google Jamboard and as Memegenerator³ to create memes. The created memes were then compiled into an e-book, a collaborative effort that mirrored the approach taken with field school classes at the end of the workshop series.

THE PHONOLOGICAL AWARENESS PROJECT

The second project, aimed at developing phonological awareness, sought to address another demand raised by field schools located in peripheral regions of Santa Maria/RS. These schools highlighted the difficulties most elementary school (EF) students faced regarding English pronunciation. The workshops offered were based on an approach to developing phonological awareness, focusing on teaching English pronunciation in a playful and creative manner. This approach was guided by authors such as Celce-Murcia, Brinton and Goodwin (2010), who assert that pronunciation teaching should contribute to making learners' speech more intelligible in interaction with their interlocutors.

³ Available at: <https://meme-generator.com/>, <https://imgflip.com/memegenerator>, and <https://www.iloveimg.com/meme-generator>. Accessed on: October 13, 2023.

Pre-service teachers participated in a seminar to become familiar with the theoretical framework and carried out activities aimed at improving English pronunciation. The elaboration and validation of the workshops were implemented with the pre-service teachers to equip them with didactic resources and adapt a pedagogical metalanguage for subsequent work in the field schools. The workshops developed a sequence of stories that focused on the pronunciation of different phonemes through rhymes, such as “There Was an Old Lady Who Swallowed a Fly” by Lucille Colandro. In the next section, we report the process of teaching EAL to pre-service teachers.

THE PROCESS OF TEACHING EAL TO PRE-SERVICE TEACHERS

The process of teaching EAL to pre-service teachers at UFSM was theoretically informed and collaboratively constructed with these pre-service teachers and the supervising teachers of the field schools participating in PIBID of Santa Maria/RS. This approach intended to address the demands and challenges of the sudden period of social distancing imposed by COVID-19 and its consequences. Some of the strategies developed to value collective work in planning and conducting activities included:

1. **Weekly Planning:** Monthly activities were planned in meetings with the area coordinator and the supervisors of the field schools.
2. **Workshop Development:** Workshops related to reading, textual production, games, and their integration with various uses of the English language – whether oral, written, or multimodal – were constructed and dynamized.
3. **Collaborative Teaching:** Plans were shared to promote collaborative teaching through a database for registration, monitoring, conduction of seminars, evaluation, and exchange of ideas.
4. **Lesson and Project Planning:** Workshops, lesson plans, and project-based approaches were constructed.
5. **Daily Activity Follow-up:** Daily activities were followed up with didactic sequences.
6. **Interdisciplinary Material Development:** Interdisciplinary didactic materials – didactic sequences – and development of Learning Cycles were created.

For planning, reflection, and implementation of activities developed in the English Subproject, documents from the National Common Curricular Base (BNCC) (Brasil, 2018) were integrated with the theoretical and practical foundations of EAL teacher education. This aimed to provide an integrated theoretical-practical training. Class planning and the development of workshop projects involving interdisciplinary themes were centered around the textual genre as the guiding axis. The theoretical, methodological, and pedagogical support for EAL teaching was based on the R2L Program (Rose, 2020; Rose; Martin, 2012), which emphasizes language awareness and posits that it is possible for the student to: 1) learn the language; 2) learn through the language; and 3) learn about the language.

From this perspective, the English Subproject aims to educate professionals who are conscious of their actions and their role in society, and to develop a pedagogical metalanguage for practice. The Subproject operates on the premise that working with texts is both the starting and endpoint of teaching practice, regardless of the school year, and that every textual genre has its social purpose and should serve as a means to link writing, reading, and analysis. Another premise underpinning the project, from the perspective of Systemic Functional Linguistics (Halliday;

Matthiessen, 2004), is the understanding that a text is the product of selections within a large system network that constitutes language.

FINAL REMARKS

PIBID has proven to be an essential program for teacher education, and analyzing the process of teaching EAL in higher education amid pandemic challenges provides valuable insights into educational practices and the complexities of remote teaching. We emphasize the importance of PIBID's role supported by the triad of teaching, research, and extension in which universities and schools unite and interact. This collaboration facilitates a) the training of pre-service teachers by bridging theory and practice, novelty and reality, and b) the continuous education of supervising teachers by promoting discussions, reflections, readings, and analysis of the materials and approaches proposed by pre-service teachers for classroom implementation. Furthermore, we recognize the importance of considering the particularities of the field schools and the specific demands of remote teaching to ensure the quality of teacher training and the success of collaboratively constructed proposals to meet these needs.

The difficulties brought by the pandemic, especially the impossibility of in-person actions in schools and the restriction of interactions between participants to virtual modality, impacted the experience of pre-service teachers. Nevertheless, it was possible for them to participate and develop alternatives to the current school reality, as well as collaborate with supervising teachers in the schools during this critical period in education and globally.

Through the development and implementation of activities in the English Subproject at UFSM, we understand that the project contributes to the autonomy of pre-service teachers in monitoring the planning and development of EAL teaching practices. It also provides valuable theoretical and methodological inputs for their training. These practices allow Pibidians to apply the theoretical knowledge gained during their degree to the practical realities of Basic Education in Santa Maria/RS.

The Subproject also fosters an awareness towards the importance of collaborative teaching through exchanges among its participants (teachers, supervisors, Pibidians, and area coordinators), who are co-responsible for the teaching-learning process. Particularly in the context of the pandemic and remote teaching, it was crucial to qualify and prepare pre-service teachers for EAL work by engaging them in practical experiences and discussions before and after teaching activities in Basic Education settings. The Subproject seeks to collaborate for the continuous education of teachers working in the schools where it is implemented, emphasizing dialogue and the co-construction of knowledge.

We understand that the initiatives undertaken within the scope of PIBID at UFSM produce significant results in the advancement of better-quality education for the region and for the communities of Santa Maria/RS. Based on the documented experiences, we further acknowledge that the English Subproject not only contributes to but also underpins teachers' education and the teaching of EAL in higher education.

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