

Language teacher education in emergency remote teaching context: challenges and potentials of Programa de Residência Pedagógica

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Abstract:

This article aims to investigate the perceptions and practices of student-teachers of *Programa de Residência Pedagógica* (RP) who were part of an interdisciplinary project of two Languages courses at the Federal Rural University of the Semi-Arid Region (UFERSA), in the context of Emergency Remote Teaching (ERT). The *corpus* of research data emerged from evaluation questionnaires, as well as experience reports handed in at the end of RP. The purpose of the analysis was to investigate the challenges and potentialities experienced by the residents and what their narratives reveal in order to understand the impact of the RP on the initial education of language teachers. In theoretical terms, we discussed teacher education based on the epistemology of praxis (Pimenta, 2012; Pimenta; Lima, 2004; Sacristán, 1999). The results show the educational potential of the RP based on the mobilization of theoretical and practical knowledge for the creation of teaching strategies in the emergency context, as well as the challenges during the implementation of teaching practices based on the online dynamics of ERT.

Keywords:

Programa de Residência Pedagógica; Praxis; Emergency Remote Teaching.

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Jeová Araújo Rosa Filho

INTRODUCTION

The second edition of *Programa de Residência Pedagógica* (RP), which was implemented between October 2020 and April 2022, was crossed by the challenges of Emergency Remote Education (ERE) as a result of the COVID-19 pandemic. Since then, a vast body of research has investigated the repercussions of the remote element on teacher education and their performance in different teaching and learning contexts.

Now, in a post-pandemic world, this research interest has not waned, and we consider it relevant to look back to investigate the challenges faced and the potentials of RP in developing a teaching praxis that could contribute to finding solutions in such an adverse scenario.

In this sense, this article seeks to systematize and reflect on the perceptions and practices of teachers in initial education, treated in the context of RP as residents, who were part of an interdisciplinary subproject of both Portuguese and English Language courses at the Federal Rural University of the Semi-Arid Region (UFERSA). More specifically, we sought to discuss the challenges and potentials experienced by the residents during their work in the context of teacher education (re)configured by the dynamics of ERE.

In methodological terms, we approached two data generation strategies to compose the corpus of this investigation: (1) evaluation questionnaires implemented via Google Forms and (2) experience reports required by Capes as a requirement for completing the Program. The first data generation mechanism was implemented at the end of the first semester of activities, while the latter was developed in the final stage when the residents had already had more than a year's experience.

To conduct a triangular data analysis, we were guided by the following question: what challenges and potentials have the residents experienced, and what do their narratives reveal to us to understand the impact of the RP on language teacher education? Based on this scope of investigation, we discuss teaching praxis as an experience of social transformation (Pimenta, 2012; Pimenta; Lima, 2004; Sacristán, 1999) and present some particularities concerning the Pedagogical Residency Program. Next, we look at the constitutive elements of the investigation, in contextual and methodological terms, and finally, we develop a data analysis aimed at answering the guiding question of this study.

¹ Translated by the author.

1. TEACHER EDUCATION, PRAXIS AND SOCIAL TRANSFORMATION

The debate on the constitution of initial teacher education in universities based on the dialectical relationship between theory and practice has been the interest of a wide range of research over time. It is precisely from this understanding that we define teaching activity as praxis (Pimenta, 2012), based on a Marxist interpretation of the term, from which we understand human existence as relationships established between action and critical reflection.

Understanding teacher education from an epistemology of praxis implies, first and foremost, understanding the dialectical relationship between historically situated human beings and their realities. In this order of rationalization, Vasquez (1968) provokes us to think that the process of developing human knowledge is dialectic, an interrelationship between man and his social creation.

From this perspective, knowledge production is essentially neither a series of conscious transformations of objective reality nor a spontaneously creative action, therefore free of intentionality. We therefore break with purely idealistic and phenomenological perspectives to understand “man and his world as a dialectical, unitary and indissoluble entity” (Pimenta, 2012, p. 97, my translation). In other words, while our subjective world is conditioned by the apparently material phenomena of society, our objective world is equally conditioned by human work.

In this sense, a critical teacher education project would be guided by the possibility of contradiction and, consequently, the creation of new theoretical and practical orders that break with the *status quo* of knowledge production that feeds back into undesirable social structures. Amid this discussion, teacher education structures in degree courses, such as compulsory supervised practicums, and teacher training programs, such as Programa de Residência Pedagógica, are conceived as “an investigative attitude that involves reflection and intervention in the life of the school, teachers, students, and society” (Pimenta; Lima, 2004, p. 34, my translation).

Very often, teacher education structures, such as practicums and training programs, are seen as the practical part of undergraduate courses. This instrumental and reductionist view is problematic when contrasted with the perspective of teacher education based on the epistemology of praxis and, according to Pimenta and Lima (2004), leads us to explain why practicums are both theory and practice and not theory *or* practice.

For the authors, based on an understanding of teaching as action, being a teacher is a social practice. This means that when we practice our profession, we inevitably intervene in a given social reality, which in the case of education occurs not only, but essentially in an institutionalized way. It is in this context that teaching can be considered both practice and action. For Sacristán (1999), practice is a term that refers to the different ways of educating in institutional contexts. This gives rise to the organizational and methodological principles traditionally implemented. Action, on the other hand, refers to the idiosyncratic aspects of the teaching professional, i.e. the ways of acting and thinking, values, theoretical schemes, and beliefs that guide particular worldviews.

Based on this distinction, Pimenta and Lima (2004, p. 42, my translation) define pedagogical action as “the activities that teachers carry out in the school community, assuming the development of certain oriented and structured material activities”. These activities aim to achieve teaching and learning, processes of different natures, which are structured on the basis of content, skills, and attitudes in the scientific, social, and emotional spheres. However, the authors draw attention to the fact that teachers are not always critically aware of the objectives that guide them in their work contexts, as well as the appropriate methodological strategies and the reference knowledge that underpins their practices. For this reason, it is vital to delve deeper into the processes of reflection on pedagogical actions.

It is precisely in this reflective process that we find the core of the dialectical relationship between theory and practice. Still in reference to Pimenta and Lima (2004), while theories illuminate and offer us tools and frameworks for analysis and investigation so that we can question institutionalized practices and the actions of individuals, what we refer to as educational practices (practicums, for example) are cultural activities shared in a community, which relate to various areas of society and its institutions. Therefore, the “practical part” of practicums or teacher training programs is, based on the epistemology of praxis, a possibility for student-teachers to understand how institutional practices are shaped and how the actions resulting from them are configured.

2. RESEARCH CONTEXT: *PROGRAMA DE RESIDÊNCIA PEDAGÓGICA* AND ITS ACTORS

The second edition of RP, the context in which this research was carried out, was implemented over the course of eighteen months between 2020 and 2022. In organizational terms, CAPES call for proposals n.º 1/2020 suggested a system for dividing the Program into modules, whose workload should total 138 hours, including the following activities: 86 hours of team preparation, 12 hours of lesson planning, and 40 hours of supervision with the preceptor.

As part of this call for proposals, the undergraduate courses in Portuguese and English at the Federal Rural University of the Semi-Arid (UFERSA) proposed an interdisciplinary subproject, which was made up of a core structure as shown in Table 1 below:

Table 1 - Structure of the interdisciplinary Portuguese and English subproject (RP/UFERSA).

LOCATION	PARTNER SCHOOLS	RESIDENTS	PRECEPTORS
Caraúbas-RN	Escola Estadual Antônio Carlos Escola Técnica Estadual Professor Almiro de França Silva	16 scholarship holders 4 volunteers	2
Apodi-RN	Escola Estadual Professor Antônio Dantas	8 scholarship holders 2 volunteers	1

Source: developed by the author.

Due to the dynamics of remote activities in schools, some reconfigurations were necessary to implement the required activities, such as fulfilling the workload of the modules. In this regard, Circular Letter n.º 7/2020 - DEB/CAPES provided a series of guidelines for the implementation of institutional projects, listing the following conditions for the start of activities:

- a) In the case of classroom teaching, residents may do it remotely, provided that the school, the preceptor, and the supervising teacher agree and that it is feasible to carry out this activity.
- b) If the HEI and the school conclude that it is not feasible for residents to carry out teaching activities, the supervising teacher and the preceptor must plan alternative activities.
- c) In the case of classroom observation, residents may do it remotely, to follow the lessons taught by the preceptor in a virtual environment (item 1.4.3, p.3, my translation).

Although the guidelines in the circular letter allowed for the possibility of conducting teaching activities in a condensed form after the resumption of face-to-face activities in the

schools, we did not know for sure when the face-to-face return would take place, and we understood that the remote situation was part of a historical context in which teachers in initial training were particularly situated. Therefore, despite being challenging, the scenario was seen as a unique opportunity to (re)think pedagogical practices for a context that had never been experienced, something that was decided jointly by all the parties involved in the Program.

3. METHODOLOGICAL APPROACH TO DATA GENERATION AND ANALYSIS

The corpus of this investigation was made up of two data generation strategies: questionnaires and experience reports. This methodological design was based on the possibility of conducting a triangular analysis of the data so that we could understand the challenges and potential experienced by the residents at different times during the Program and trace the possible impacts of RP on language teacher education. To achieve this goal, the corpus was composed of qualitative and quantitative data.

The evaluation questionnaire was implemented via Google Forms after the first six months of the subproject's activities had elapsed. It had a total of nine questions of an open-ended or multiple-choice nature, with an optional comment space for all the multiple-choice questions.

Finally, the second data generation strategy, the experience report, was an activity carried out at the end of the Program, which was presented by Capes as a mandatory requirement for completing the activities. All the reports were between six and eight pages long and contained the following elements: title; abstract; keywords; introduction; development; final considerations and references. In addition, the residents filled in and signed an authorization form for use by Capes, giving the Foundation broad rights to dissemination and study. In general terms, the experience reports aimed to present a training experience in an orderly and detailed manner, following a systematic system of contextualizing elements, discussion, and presentation of results.

As far as data analysis is concerned, we followed an interpretive approach based on the triangulation of qualitative and quantitative data. The multiple-choice questions in the questionnaires gave rise to the quantitative data, which will be presented in graphs. On the other hand, the open-ended questions and experience reports will be systematized using thematic sections. Although data triangulation takes into account both quantitative and qualitative elements, the research question guiding this study leads us toward a qualitative and interpretive analysis. In this sense, we are not interested in creating generalizations or statistics, but rather in accessing opinions and raising descriptive considerations on the subject under investigation. The chart below systematizes the corpus analysis strategies in relation to each data generation mechanism:

Chart 1 – *Corpus* analysis strategies.

Data generation mechanism	Analysis strategies
Questionnaires	<ul style="list-style-type: none"> - Graph generation for multiple choice answers. - Thematic analysis of open-ended responses. - Triangulation of the qualitative and quantitative data from the questionnaires to understand the participant's assessment of the Program.
Experience reports	<ul style="list-style-type: none"> - Choosing recurring themes and creating thematic diagrams.

	- Triangulation of qualitative data from questionnaires and reports to understand the experiences and formative impacts of RP.
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Source: developed by the author.

4. ANALYSIS

The systematic analysis of the corpus is based on the different moments in which the research took place. Firstly, the questionnaire data will be presented and discussed, as it refers to the evaluation of the first module of the RP, i.e. the first six months. Next, the research will look at the experience reports, which were written by the residents in the final months of the Program. Based on this dynamic, we manage to triangulate data on the residents' perceptions of their training experiences at different times during the PR, while they were experiencing the course of the pandemic and the ways of thinking and doing teaching.

4.1 Questionnaires

The system for organizing the questionnaire allowed us to observe three aspects of the residents' evaluation of the first six months of the Program: (1) perceptions of the potential and challenges of the training experiences; (2) criticisms and suggestions for improvement and (3) evaluation of themselves and the supervising teacher. For the data analysis of this research, we will focus on the questions that address evaluation aspects 1 and 2. The questionnaire script and the evaluation aspects related to each question are shown in the chart below:

Chart 2 – Module I evaluation questionnaire.

Questions	Type	Evaluation
1. How do you evaluate the development of RP so far?	multiple choice	aspect 1
2. Do you consider that the activities developed in RP have been formative activities within the scope of teacher training for work in Basic Education?	multiple choice	aspect 1
3. What aspects do you see as important in the activities developed in the Program so far?	open-ended	aspect 1
4. What aspects do you think have hindered the activities in the Program so far?	open-ended	aspect 1
5. Do you think that the remote activities have hindered the training activities of the first module of the Program at the moment?	multiple choice	aspect 1

6. Have you been able to keep up with the meetings and training activities?	multiple choice	aspect 1
7. What would you suggest to improve the training activities in the Program?	open-ended	aspect 2
8. How do you rate the supervising teacher and the preceptor?	open-ended	aspect 3
9. How do you evaluate yourself in the program so far?	open-ended	aspect 3

Source: developed by the author.

In general, the first module of RP was evaluated as satisfactory by the unanimous participants (23 answers) in question 1. The dissertative comments, a complementary evaluation element to the multiple-choice questions, were presented by 20 participants for this question and reflect some aspects concerning the discussion on teacher education based on the epistemology of praxis, highlighting the relevance of the experiences lived for the constitution of a critical teacher training:

- (1) *Without a doubt, the Program makes the undergraduate course really effective. We can never limit ourselves to theories, and the Program makes this combination between theory and practice. We need to take a fresh look at our primary schools, and this has been essential for our development, as well as that of the school.*
- (2) *It's a foundation that every undergraduate degree should offer; practice only in internships is too little.*
- (3) *I believe that the proposal covers the fundamental axes for teacher development. The training.*
- (4) *They're excellent because they cover important topics to work on in the classroom.*
- (5) *It gives me the opportunity to visualize teaching practice.*
- (6) *The program enables us to face the classroom and apply the knowledge we have learned in our classrooms, bringing possible questions and observations into the classroom.*
- (7) *The topics covered, especially in the lectures at the training meetings, have a strong connection with the reality present in the school environment, proving to be fundamental for the construction of the teacher trainee's learning.*
- (8) *The training activities are essential to prepare us for the classroom moment, helping with the organization of our practice (Residents' comments).*

The answers illustrated above reveal the residents' perceptions of the importance of teacher training structures that enable the development of grounded practices, which can only be guaranteed through the dialectical relationship between theory and practice. In this regard, the residents highlight the coherence of the training meeting themes for classroom teaching and emphasize the Program's relevance to complement the experiences provided by the undergraduate curricular practicums.

Other answers focus on evaluating RP as a relevant training structure for formulating

pedagogical actions for the emergency remote teaching context:

- (1) *As we are in a totally different scenario from what was expected, being inserted into the new classroom format was a very positive point in our training period. This means that we, as future teachers, are able to gain a lot more experience in this new school world that we are having to learn to deal with.*
- (2) *Given the circumstances, I believe we have carried out the program in the best possible way. We have to consider that remote education presents numerous challenges, and it's up to us to plan and work with the tools that the moment allows us (Residents' comments).*

Two relevant aspects regarding the potential of RP training experiences are evident in the comments above. Firstly, there is a lack of prior knowledge about the emergency remote teaching scenario, and the experiences provided by the Program are seen as a ground for developing well-founded strategies (comment 1). In addition, there is a perception of remote teaching as a challenging experience that requires strategic planning for the use of coherent tools for that teaching model (comment 2). In both responses, the concept of teacher training is based on a theoretical-practical framework situated in a particular teaching and learning context.

The two subsequent questions (questions 2 and 3) broaden the discussion on the residents' perception of the RP's training activities. All the participants agree that the Program's activities are relevant teacher training structures for working in basic education and highlight the themes of the training meetings and the collective construction of the activities developed as strengths:

- (1) *The experience that the program offers us, the meetings and the speakers, and the collaboration between the students.*
- (2) *Creating activities collectively, because everyone can contribute and learn from experiences.*
- (3) *I'd like to highlight the lecture on feedback, one of the best for me, as I'm now able to look beyond what I used to associate with feedback. Another positive point is the activities in collective mode, which allows us to get to know and share various conceptions.*
- (4) *I have appreciated and considered the dialog present in all the examples mentioned above to be extremely important. The exchange of experiences has been very significant in building our framework of inspiration and learning. In addition, the topics chosen are always relevant to teaching and the professional speakers are excellent, demonstrating experience and mastery of the subject (Residents' comments).*

The residents' responses illustrated above reveal their perceptions of RP as a teacher training platform based on the development of collaborative practices. Words like “collaboration”, “construction”, “collective” and “dialog” are evidence that point to the understanding of residents as a significant part of the learning and decision-making processes. From an epistemology of praxis, thinking about fostering collaborative practices is central to the constitution of teacher training experiences, since collaboration provides opportunities for teachers to establish networks through which they can share and critically reflect on their practices, revisiting beliefs about teaching and learning and co-constructing essential knowledge for the development of grounded practices. In this respect, Shulman (2004) draws attention to the relevance of teacher education experiences that are structured around the creation of learning communities, through which trainee teachers create environments that integrate their reflections on teaching and learning practices.

Regarding the assessment of the difficulties faced by the residents (questions 4 and 5), internet connection was the most reported aspect of adversity, which reveals the challenge of accessibility during remote teaching:

- (1) *Remote mode has its drawbacks, but it's satisfying all the same.*
- (2) *Just the internet connection, which sometimes drops out or is slow.*
- (3) *In my opinion, this first module, even though it is taking place remotely, has succeeded in meeting the objectives of interaction.*
- (4) *The internet can indeed be considered a difficult point, but I think it may really be the only weak point. The other difficulties, I believe, are more personal problems, as a result of everything that is happening (Residents' comments).*

The comments made by the residents echo a discourse heard repeatedly throughout the experiences of ERT in the undergraduate context. In particular, for our context, a university that receives many students from rural areas, the challenges of implementing online classes are undoubtedly greater than those experienced by urban communities.

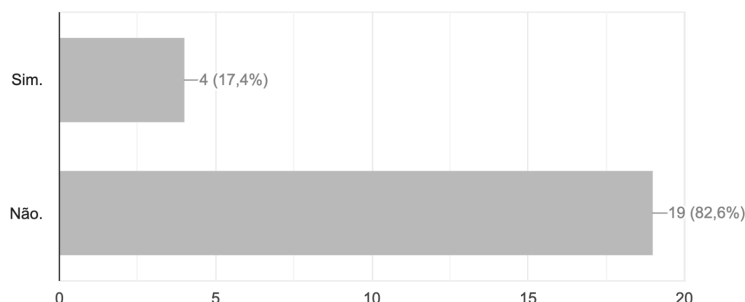
In any case, the difficulty of accessing digital technologies and the internet has been observed in many different contexts of higher education in Brazil. In a study carried out with 141 higher education institutions, with the aim of presenting a diagnosis of the technologies and other resources available in Brazilian federal and state HEIs, Freire, Paiva and Fortes (2020) observed that the reality of the more intensive use of technologies for the dynamics of ERT referred particularly to those related to digital technology systems, and that many of these alternatives were, until then, little explored or even completely unknown by teachers and students. This leads us to the conclusion that the challenges of accessibility are multifaceted, related to the quality of connectivity, the degree of digital literacy on the tools used, and fundamentally, students' socio-economic aspects.

In the particular case of UFERSA, the institution to which we are referring in this article, accessibility policies were launched so that students and teachers could have guaranteed participation in the emergency remote scheme proposed by the institution. Given this scenario, it is interesting to note that, despite the connectivity obstacles, the dynamics of remote teaching in the context of teacher training in RP were not seen as a difficulty for the learning experiences of most residents, according to the data presented in the graphs below:

Graph 1 - Evaluation of RP remote activities.

Você avalia que as atividades remotas têm prejudicado, neste momento, as atividades de formação da primeira etapa do módulo de seis meses no Programa?

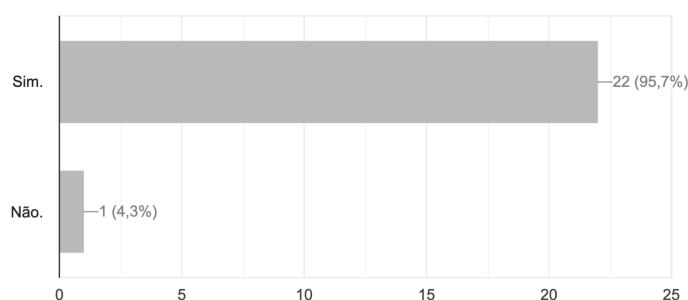
0 / 23 respostas corretas



Source: developed by the author.

Graph 2 - Residents' attendance at remote RP activities.

Você tem conseguido acompanhar os encontros e as atividades de formação desenvolvidas?
0 / 23 respostas corretas



Source: developed by the author.

The evaluation of the first RP module was based on the experiences gained during the first six months of activities. At that time, residents were essentially involved in online training meetings (lectures, workshops, and roundtables), as well as developing a relationship with preceptor teachers to get to know their future work context and to plan teaching activities, which would begin shortly afterward. Although teaching practices had not yet taken place at that time, the perceptions presented here reveal that RP was an important educational structure for the residents, having been considered as an experience to deepen the practicums, as a preparation for a better understanding of ERT, and the digital tools available for preparing future teaching proposals and ultimately the Program was recognized as a training platform that mobilized the construction of grounded practices. Next, we move on to the analysis of the experience reports, intending to glimpse the residents' narratives at the end of the Program.

4.2 Experience reports

In order to triangulate the data from the evaluation questionnaires for the first six months of the PR with the training experiences narrated at the end of the program, the experience reports were systematically analyzed using three main strategies. Firstly, we chose recurring themes to create a thematic framework. Next, we selected textual samples to construct an interpretative analysis of the corpus and, finally, we triangulated the data from the reports and the questionnaires in order to understand the formative potential of the PR throughout its implementation. In another instance, we sought to analyze whether the challenges of remote teaching were recurring themes in the experience reports and whether the residents found sufficiently adequate strategies to deal with the teaching practices in these circumstances.

It's worth noting that the Capes guidelines for writing experience reports were restricted to textual organization, such as page limits and mandatory elements. In this sense, the residents had complete freedom to choose the type of experience they wanted to narrate, and could, for example, relate experiences related to a project they had developed, some difficulty they had faced, or even the entire training course. The table below presents a systematization of the themes covered by the total set of experience reports handed in at the end of the Program.

Table 2 – Systematization of themes related to experience reports.

THEMES	TITLES OF THE EXPERIENCE REPORTS
Teaching projects or lesson sequences	- The importance of the reading project for English language learning: an account of experiences in <i>Programa de Residência</i> .

	<ul style="list-style-type: none"> - Reading difficulties: a literary reading project in the context of basic education. - The work of teachers in the development of reading in the classroom. - Paths of Shakespearean love in a didactic experience: my reflection in your eyes. - Threads of art: looking at the problem of drought. - The seminar genre on stage: telling us about the impact of its execution in the classroom. - Reading practices: teaching high school students to read, interpret, and critique. - The path to literary literacy in an elementary school. - The importance of the reading project for English language learning: an account of experiences in the pedagogical residency program. - English literature in basic education: an experience report from the pedagogical residency program.
Reflections on challenges faced during the ERT	<ul style="list-style-type: none"> - The challenges of teaching in the midst of the pandemic: an experience report. - Implications of remote teaching: reflections on teacher awakening in the midst of emergency. - The challenges of the online classroom: “slide show”, support or the main point of the lesson? - Being a resident during the pandemic: an experience report on my training as a literature student in a pandemic context. - The difficulties faced in the affective bond between student and teacher during the COVID-19 pandemic. - In the midst of emergency teaching: the mishaps of a teacher in training. - Emergency remote teaching learners: building experiences between silencing and interaction in high school literature classes.
Socialization of pedagogical strategies	<ul style="list-style-type: none"> - Using facilitating tools in the teaching and learning process in remote teaching: an experience with the Google form. - Podcast as a resource for pedagogical development in remote teaching. - The didactic sequence: the effect of planning on the teaching-learning process in remote teaching. - Commented playlist: a tool for teaching orality. - Using the Instagram social network as a learning tool in remote teaching: an experience report.

Source: developed by the author.

As shown in the table above, the experience reports were divided into three themes: (1) teaching projects or lesson sequences (a total of 10 reports); (2) reflections on challenges faced during ERT (a total of 7 reports); and (3) socialization of pedagogical strategies (a total of 5 reports). Looking at the thematic outline of the reports, we noticed that most of them focused on sharing experiences related to the teaching activities developed during their time in classrooms, whether they were linked to the projects developed or the pedagogical strategies used. This result, in itself, reveals an aspect of RP educational potential, since the adversities of emergency remote teaching were not an obstacle to the development of teaching practices considered relevant to the point of becoming central themes for the preparation of experience reports.

On the other hand, although a considerable number of reports were developed to discuss the difficulties faced during ERT, the thematic delineation presented by the residents reveals an important critical deepening through narratives that sought to understand the remote element from the particular contexts of action, reflect on the importance of teacher training structures in emergencies and understand issues related to the relationship between teachers and students, as well as the teaching tools commonly used in those scenarios.

In addition to the observations on the themes chosen for the development of the experience reports, from the analysis of the texts, it was possible to see how the relationship between theory

and practice was essential for residents to be able to develop teaching intervention strategies or reflect on their training paths throughout the Program. As the textual elaboration of the reports required the writing of a theoretical discussion to support the presentation of an educational experience, it was possible to observe how the residents mobilized theoretical knowledge built up throughout the training cycles proposed by RP (lectures, workshops, conversation circles, and other theoretical study activities), as well as making use of theoretical bases from their learning experiences in undergraduate courses, adding to the experience reports knowledge constructed throughout varied disciplines that make up their curricula.

In addition, the residents' narratives also opened up possibilities for the generation of grounded theories, especially with regard to understanding ERT or developing pedagogical strategies and support tools for teaching languages in remote contexts. In these cases, the training experiences in the school contexts led to a critical look at existing theoretical propositions and reconfiguring them, a procedure that led the residents to understand phenomena related to language teaching and learning from the particularities of their own experiences. This training dynamic was seen as essential for developing ways of building teaching praxis.

In order to illustrate a little better how the residents moved between theoretical and experiential knowledge to build pedagogical practices based on the context of ERT, we present below an excerpt from an experience report whose objective was to discuss the difficulties faced regarding the affective bond between teacher and students during the implementation of remote teaching through the dynamics of online classes. In this report, the resident presents a discussion on the importance of the affective bond for teaching and learning at school and problematizes the dynamics of ERT based on the aspects of territorial distance and attention:

On the first day, as soon as we were all connected together on the online classroom platform, we could already see the gap between the students present and those enrolled. Out of 60 enrolled, we had 38 online and the rest hadn't justified their absence. That was the first "shock" I had at first (excerpt from experience report).

The excerpt above describes the problem of students' adherence to the remote classes scheme and the resident's concerns about this scenario. We then move on to observe the first decisions she made in developing her teaching practice:

Faced with the situation, we put into practice everything we had planned before we started teaching. What we had planned was, in fact, the basics of an online class. A slide containing information about the school year and what we would have from then on, giving details of assessments, assignments, and activities, which would be according to the content presented following a timetable.

And so it went for the next few weeks, slides with basic interdisciplinary content between English and Portuguese, such as readings, songs, phrases, and words. I noticed that more and more, those students were diminishing and what I had most hoped for was not happening, the relationship between student and teacher, provides conversation, draws students into the class, brings attention, and arouses curiosity (excerpt from experience report).

Here, it is already possible to see how the prior planning and strategies systematized before the beginning of the teaching practice were inadequate for the reality of the teacher-in-training's work. According to the resident's account, the excessive use of slides and the maintenance of an expository lesson plan led to the breaking of an important emotional bond in the teacher-student relationship and the consequent dropout of more students. Faced with this, making a decision was fundamental:

In the next class, on “The use of quotation marks”, I logged on to the online classroom completely flustered, throat dry and shaking, with only one image presented. Right from the start, they were surprised, and then a student turned on the microphone and said in the chat: “Professor, I’m glad it’s not a slide”. My heart filled with strength and I went ahead with what I had planned. I started the lesson with a frank and sincere conversation that I myself couldn’t take any more: “the basics”, so I decided to take charge and put together a lesson together with them, with their opinion and participation. The chat was filled with joy and curiosity as to how this was going to happen, how I was going to do it, and what their part would be in it. So I followed the lesson in the form of a literal “sidewalk conversation”, as one student called it. The content was presented completely in the form of a conversation and participation was extremely high! (excerpt from experience report).

The illustration of a short excerpt from this experience report shows us how RP provided experiences of building a teaching praxis based on the relationship between theoretical and practical knowledge. The resident's critical consideration of the teacher-student relationship and her perception of dropout and lack of interest in that school context led her to reconfigure her methodological strategies for conducting remote classes and to seek a solution to the problems mapped out.

In this sense, we can see how the material activities that articulate the pedagogical actions were subject to critical reflection, with theory taking on the role of “illuminating and offering tools for analysis and investigation that allow institutionalized practices and the actions of subjects to be questioned” (Pimenta; Lima, 2004, p. 43, my translation), while the scope of educational practice allowed the resident to understand the complexity of institutional practices and develop alternatives for the development of her professional action.

Finally, based on the experience reports, we can see the educational potential of RP in terms of developing teachers as authors, those who feed a research network and collaborate with the socialization of knowledge that helps other education professionals visualize teaching and learning scenarios and think of possible alternatives or solutions based on particular experiences in the realities of other fellow teachers.

FINAL REMARKS

Throughout this article, we discussed perceptions and practices of *Programa de Residência Pedagógica* linked to an interdisciplinary subproject of the Portuguese Language and English Language courses at the Federal Rural University of the Semi-Arid Region (UFERSA). The analysis proposed here aimed to investigate the challenges and potentials experienced by the residents during their work in a context of teacher training (re)configured by the dynamics of the ERT, highlighting their experiences at the beginning and end of the Program and using evaluation questionnaires and experience reports as the principle for generating data.

Based on the triangulation between the data presented by the questionnaires and the experience reports, we can reach the following conclusions: (1) the residents consider RP to be a teacher training platform that enables the development of grounded practices and the theoretical study was fundamental for the development of teaching practices; (2) both the questionnaires and experience reports present RP as a training experience that enabled a critical understanding of ERT and the creation of teaching strategies for the emergency context; (3) the collective construction of the activities developed was perceived as an essential element for the structuring of a teacher training program. In this sense, the relationship between residents, supervising teachers and

mentors was fundamental to the development of training experiences; (4) the greatest difficulties faced by residents during the first module of the Program were related to aspects of connectivity and lack of face-to-face interaction. On the other hand, during classroom practices, the most adverse aspect was the implementation of online teaching practices through dynamics of the ERT; (5) finally, RP had the potential to develop teacher-authors who study, critically understand their realities, plan solutions and strategies and also socialize results and considerations, feeding a knowledge-sharing network.

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