

Presentation¹

PIBID, ProfLetras, and PRP: impacts and challenges of teacher training public policies in Language and Literature teaching

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This Dossier, guided by the fact that debates around teacher training for basic education are permeated by numerous variables, sought to bring together texts derived from research and academic reflections on three federal programs - Institutional Program for Teaching Initiation Scholarships (PIBID), Professional Master's Degree in Languages and Literature (ProfLetras), and the Pedagogical Residency Program (PRP), in order to consider their relevance, as well as their limits, impacts, and the eventual need for adjustments to better meet the demands for teacher training in the country.

It should be noted that all these programs are part of actions from the National Policy for the Training of Basic Education Professionals implemented since the early 2000s, currently regulated by *Decree No. 8,752*, of May 9, 2016 (Brasil, 2016). Over the last two decades, several ways of valuing teaching have been created through programs aimed at motivating the entry of students into careers focused on basic education, notably, teacher training courses. Thus, there were several actions at national level with such a perspective, from the proposition of curricular guidelines to scholarship programs, such as PIBID and PRP, and continuing education, such as professional master's degrees. One can see that many of these actions and programs are organized within the scope of the Coordination for the Improvement of Higher Education Personnel (CAPES), which plays an important role in the implementation of this policy.

Considering, specifically, the scope of the programs referenced in the proposal of this dossier and the time of their permanence, despite their possible crises and frequent threats of dismantling, we understand one can already establish an analytical look at their effects on initial and continuing teacher training and their impacts on the quality of language and literature teaching in public schools throughout the national territory.

PIBID⁵, created in 2007 by the Directorate of In-person Basic Education of CAPES, inaugurated, in a way, this series of institutional programs aimed at teacher training, both in its initial stage - with undergraduate students - and in service, through partnerships signed between basic and higher education. In particular, the program aims to "provide students of the first half of undergraduate courses with insertion in the daily life of public schools of basic education, contributing to the improvement of teacher training at a higher level". Since its creation, although there have been several structural changes in the course of its offer, as it is a State policy, it has been consolidated as an institutional program for the initiation of teaching, notwithstanding the need for mobilizations and resistance regarding its permanence and configuration. Recently, the Capes Ordinance No. 90/2024,⁶ which regulates the new edition for institutional projects to be started from this regulation, was enacted.

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⁵ Available at: <https://www.gov.br/capes/pt-br/aceso-a-informacao/acoes-e-programas/educacao-basica/pibid/pibid>. Accessed on May 27, 2024.

⁶ Available at: <https://www.in.gov.br/en/web/dou/-/portaria-capes-n-90-de-25-de-marco-de-2024-550293251>. Accessed on June 1st, 2024.

Within the scope of this policy, linked to the Professional Programs for Basic Education Teachers (Prof/ProEB), ProfLetras was created in 2012,⁷ being offered in a national network and coordinated by the Federal University of Rio Grande do Norte (UFRN), with the participation of several Higher Education Institutions. Currently, the network consists of 49 units, from 42 higher education institutions, covering the five regions of the country. Over a decade, the Program, with the objective of training elementary school teachers in Portuguese language teaching throughout the national territory, graduated about 4,100 masters. It is worth mentioning that ProfLetras presents, as a fundamental characteristic, a research-based training, preferably in the teacher's own place of activities. Thus, teachers enrolled in the program, in addition to taking courses that involve deepening linguistic, literary and didactic studies, carry out interventionist research projects, a factor that immediately impacts their teaching practice as well as the reality of the place where they work.

The PRP,⁸ on the other hand, was launched in 2018, also linked to CAPES, with the intention of improving the quality of teacher training courses, enabling undergraduates who have attended a minimum of 50% of the course or who are attending from the 5th period onwards to experience the relationship between theory and practice through teaching experience, as it promotes their immersion exclusively in public schools of basic education. Like PIBID, the PRP highlights not only the presence of the Program institutional coordination, but also that of the advising professor in the University, which is close to the educational reality; that of the preceptor, a professor in service in the basic network; and the resident who is getting the licentiate degree. It is precisely the participation of these three actors that makes the articulation between theory and practice possible, insofar as it offers both the experience of initial and continuing education, since the preceptor teacher is also subjected to reflection on their practices, alongside the resident, mobilized by the advisor through theoretical-methodological foundation studies, diagnostic survey of data from the educational context, and elaboration of intervention strategies.

It is undeniable, therefore, the relevance of the three programs, which add up to a trajectory of almost seventeen years within the scope of federal proposals on initial and continuing teacher education, providing an opportunity for the articulation between the University and the basic education network, while strengthening the reflection on teacher identity and its professional valuation. In this regard, the volume that we now present, in view of the proposals received, brings together thirteen articles and a review, which discloses an academic work whose theme turns to the results of the research carried out by ProfLetras in its first ten years of operation.

The multiplicity of experiences and experiences of initiation to teaching reported in several of the articles confirm the relevance of the theme of teacher identity construction as an object of research and analysis in the field of teacher education. The articles that focus on experiences, representations, perceptions and identities highlight the perspectives and challenges encountered by the subjects when participating in these programs.

Teacher training happens through a process that operates in various dimensions, times, and spaces of the undergraduates' lives. The initiation to teaching within the school community challenges future teachers to reposition themselves in their subjectivity and teacher identity constitution, as it is through these interactions and practices at school that they have the opportunity to build themselves as teachers.

It seems relevant, then, to highlight, by the themes and objects of these articles, that teacher training programs such as PIBID, PRP, and ProfLetras contribute to the formation of the teacher's identity, including by assuming that initial teacher training in higher education is based on an intrinsic relationship between theory and practice. In this sense, the teacher is not trained first *in theory* and then *in practice*. The experiences of pedagogical practices experienced in field schools constitute modes of theoretical-practical training of the future teacher. Teacher identity is defined *pari passu* with the training trajectory, and one can even think of the strong influence of the school trajectory, as several studies indicate, for example, in the field of literacy studies and teacher training.

⁷ Available at: <https://profletras.ufrn.br/organizacao/apresentacao> Accessed on May 27, 2024.

⁸ Available at <https://www.gov.br/capes/pt-br/aceso-a-informacao/acoes-e-programas/educacao-basica/programa-residencia-pedagogica>. Accessed on May 27, 2024.

Angela Kleiman pointed out, at the beginning of the 21st century, that research on teacher education examines:

the so-called “natural contexts in which this training is carried out (such as the various training courses, “pre-2” and “in” service, in the terminology sometimes used in the area; (b) contexts where this training is evidenced (reading, writing, grammar classes at various levels and courses); (c) the various modalities of knowledge construction (classes in the undergraduate course, introspective diaries, collaborative research, etc.), in order to determine how this professional identity is constructed (Kleiman, 2001, p. 17).

The author intended, at the time, to emphasize the development of research, still recent, within the scope of Applied Linguistics and mother tongue teaching, emphasizing that the situation was different in foreign language teaching and learning, which had “already a more established trajectory as an area of research and development” (Kleiman, 2001, p. 16). It should be noted, therefore, that this concern with understanding the construction of professional identity permeates several articles gathered in this volume, precisely those focusing on foreign languages, theoretically located in Applied Linguistics, or in the area of Education, naturally.

This is the case of Jehovah Rosa Filho, whose article “Language teacher education in emergency remote teaching context: challenges and potentials of Programa de Residência Pedagógica”, is theoretically grounded on teacher training from epistemology of praxis, based on Pimenta (2012), Pimenta and Lima (2004) and Sacristán (1999). Teaching praxis is discussed as an experience of social transformation and the objective was to investigate challenges and potentialities experienced by residents and what their narratives reveal, so to understand the impact of PR. This is an article that addresses the challenges and potential of pedagogical interventions also through narratives about the experiences lived by residents.

Another article that also deals with the experiences of residents, named “Assessment and self-assessment as formative technology applied to the Pedagogical Residency Program”, is the text by Aássia dos Anjos Santos Rosa, Gildete Cecília Neri Santos Teles, and Juliana Pereira Souto Barreto. Similarly to the previous text, the authors resorted to questionnaires that “aimed not only to monitor the activities of those involved in the program in question, but also to exercise the continuous practice of evaluation and self-assessment in order to impact the construction of meanings regarding teacher training.”

A third article, which also used questionnaires to analyze the impressions of a group of undergraduates in Languages and Literature about their teaching construction path within the university and other formative spaces, is authored by Solange de Carvalho Fortilli. In this case, the focus of the text “Students’ Reflections on their training in a Letras course: The importance of PIBID and the Pedagogical Residency Program” is on both programs. Again, there is “the idea of *epistemology of practice*, which corresponds to the valorization of professional practice as a moment of knowledge construction through reflection, problematization of experiences, and analyses”, based on Pimenta and Lima (2006) and Schön (1992). Thus, the article also explores this concept, arguing that the joining between teachers’ research and action “leads to what was called ‘reflected practice’”.

The article by Maria da Penha Brandim de Lima and Luiz Henrique Carvalho Penido, “Pibid: impacts, meanings and perspectives in teacher training”, with analyses of meanings and impacts of the PIBID on teacher education, stands out for being the only text that presents the reader with reports from three supervisors, five undergraduates, and two institutional coordinators of the program. This text, like others, develops from the interest in “discussing the possible relationships between theoretical and practical dimension” and used semi-structured interviews to obtain data on “the meanings of Pibid for the subjects who are inserted in it”.

The last text from this set of articles with themes related to identities and the teacher training process, explicitly addresses professional identity. The author, Ana Carolina de Laurentiis Brandão, instigated to “delve into how the lives of future English teachers are affected by the experience of participating in PIBID”, uses various techniques and instruments, from visual narratives, recorded conversations, diaries, and autobiographies to discuss the impact of the experience of initiation to teaching on professional identity. The article “Imagining oneself as an English teacher: snapshots of the impact of PIBID on professional identity” has a robust theoretical section on teacher identity.

More directly or with a theoretical-methodological approach that touches the theme of teacher identity under construction, the articles show the authors’ concern and interest in discussing teacher training

processes, especially in their interpersonal, experiential, subjective, and identity dimensions. For this reason, the scope of the research gathered here mainly focuses on subjective and individual impacts. We emphasize that, even though more situated and local targets are relevant, more comprehensive, vertical research with mixed methodologies that can assess impacts of another nature and generate data with greater reach and representation is also fundamental.

One should mention that some of these articles seek to relate the assessment and self-assessment instruments to issues of under-construction teacher identity, insofar as assessments must be thought of as training methods and as promoting reflections on the practices of the future teacher, as Fernandes (2009) proposes. In this way, the reader will find texts that highlight representations and voices of the undergraduates, experience reports, and reflections on participation in the PIBID and PRP programs.

Other themes brought by the articles in this edition address the pedagogical practice itself, as experienced by undergraduate students in their participation in PIBID and PRP. In such texts, one can find discussions on the challenges experienced by undergraduates regarding the effectiveness of theories developed in the various theoretical subjects of their courses of origin - notably Languages and Literature or Pedagogy. Overall, the aforementioned articles expose the methodological outputs found by students and their preceptors, advisors, and coordinators in search of ensuring quality teaching, which would result in significant learning for the students of the schools in which the projects were carried out.

Thus, the article "Instrumentalization, literacy and cultural appreciation through an experience with journalistic interview within the scope of PIBID", by Gabriel Cantilino and Gustavo Lima, reports the challenges for carrying out didactic projects with genres in the journalistic sphere, also pointing to its relevance in building of citizenship for young students in basic education. Also guided by the applicability of concepts developed in the course, the article "Introduction to Sociolinguistics in the classroom: contributions of the PIBID", by Helen Cristina da Silva, explains the importance of sociolinguistics research as a tool for understanding the linguistic profile of students and, consequently, constructing a more consistent and effective practice in the development of Portuguese language teaching projects. In the same direction, although with a different scope, the article "Teacher training and fomenting literary readership at the Federal University of Rio de Janeiro's Pedagogical Residency Program: theories and practices", by André Luís Mourão de Uzêda, Juliana Nascimento Berlin Amorim, Marcos Vinícius Scheffel, and Victor Figueiredo Souza Vasconcellos, discusses the possibility of teaching literature in the final years of elementary school, based on theoretical concepts that allowed the proposition of literary reading projects in this phase of the school curriculum.

Also present in this edition are articles that turn their gaze to language learning, whether mother tongue or second language, written or oral. This is the case of the articles "Teaching English as an Additional Language in Higher Education and pre-service teacher education during the Pandemic: a Pibidian Experience", by Karen Andresa Teixeira Santorum and Helena Vitalina Selbach, and "The organization of pedagogical work in the literacy cycle: Students' knowledge in action", by Andrea Brito, Eliana Albuquerque, and Sirlene Souza. The first brings the initial training course of English language teachers, emphasizing the need to develop, in addition to specific linguistic knowledge, critical awareness of the teaching processes and evaluation of the additional language in the contexts of public schools. The second exposes the relevance of a theoretically-supported teacher education, in dialogue with practices that focus on the identification of individuals' demands in the literacy phase, thus outlining proposals using the most varied resources (games, literary reading, etc.) in the conduct of written language acquisition processes.

In this same perspective, a third text discusses the strategies and tools developed by Pibid students with a view to promoting a more effective teaching of the Portuguese language. This is "Games and playfulness in Portuguese teaching: an analysis of the Pibid-Letters experience", by Artur Ribeiro Costa e Silva, Diana Vieira Rodrigues, and Geová Bezerra Guimarães, in which the game is presented as an instrument with strong pedagogical potential, especially in the field of language, as observed in reports of the practices presented in the article.

This edition also contains the article "The image text: interdisciplinary work with Portuguese Language and Geography in the 8th year", by Annie Rose dos Santos and Aline Alencar de França, presenting an interdisciplinary project resulting from research carried out at ProfLetras, in which the impacts of an intervention research focused on the practice of image reading are exposed.

Also within the scope of the professional master's degree in Literature, the text "PROFLETRAS and the constitution of literature teaching communities of practice", by Vera Medeiros, discusses the impacts of the program on literature teaching research, tracing a framework of the main theoretical and methodological references supporting the projects developed between 2015 and 2020. In addition, it reflects on the training model implemented by that graduate course and its effects on Literature didactics in the country.

However, one can notice (i) the almost absence of data on the importance of these programs for supervisors, since these public policies constitute opportunities for continuing education for basic education teachers in close dialogue with the University; (ii) the absence of research on the impact of programs for universities (although Brandão's text briefly addresses repercussions for higher education teachers); the absence of research that discusses the supervised curricular internship and pedagogical residency, namely their overlaps and differences for teacher training.

As it can be seen, the texts gathered here revealed several aspects related to PIBID, PRP and PROFLETRAS programs. However, due to the nature, dimension, and specificity of the research unfolding in the impacts produced throughout their existence, it is necessary to mention that further studies of national scope are still relevant; for example, those capable of contributing to the analysis of the programs' variables and the impacts of public policies, particularly at this time when possible changes in their configurations are announced.

Finally, with this Dossier, we express our satisfaction in publishing issue 27.1 of **Revista Signum: Language Studies**, acknowledging authors, members of the editorial and scientific councils, and *ad hoc* reviewers who, together, enabled the dissemination of research and teacher training experiences distributed throughout the five regions of the country, thus showing their national reach.

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