



UFC

**UNIVERSIDADE FEDERAL DO CEARÁ
CENTRO DE HUMANIDADES
CURSO DE LETRAS
LÍNGUA INGLESA E SUAS LITERATURAS**

MARCOS ANTONIO FEITOZA RODRIGUES

**AN OVERVIEW ON THE PREPARATION OF THE ENGLISH TEACHERS AT OUR
PUBLIC SCHOOLS**

FORTALEZA – CE

2020

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Trabalho de Conclusão de Curso apresentado ao Curso de Letras – Inglês do Departamento de Língua Inglesa e suas Literaturas da Universidade Federal do Ceará, como requisito parcial para obtenção do título de Licenciatura em Letras-Inglês.

Orientadora: Profa. Dra. Lídia Amélia de Barros Cardoso.

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Aos meus pais, Nunes e Mirtes.

Aos meus filhos, Nilo, Denise e Joyce.

Às suas mães, Angela e Joelma.

Às minhas netas, Julie e Clara.

Aos meus irmãos, sobrinhos e familiares.

Aos meus amigos e companheiros.

A todos os estudantes.

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À profa. Janaina Andrade e o corpo docente da Escola João de Freitas Ramos.

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ABSTRACT

This research will help us to have an overview on the preparation of the professionals of Teaching English as a Second Language at our public schools and to show how one of the preceptors, selected in the Pedagogic Residence, a research program from CAPES/UFC was prepared to be a teacher, in comparison to others in the public network. We will look for the answers to these simple questions: What is the process of academic training of the English Language Teachers? What is the percentage of English Teachers graduated at the public schools? How this preceptor of the Pedagogic Residence was prepared? How many years did she study? Where? This research will lead with the book 'Prerequisites for Effective Teaching, Qualities of Effective Teachers', written by Stronge, James H. to develop the main defense of the idea of working harder to prepare an English Teacher, especially when we think about academic training. To enrich our research we will see the answers of twenty-seven teachers in a questionnaire in the 'Google docs applicative'. The preceptor of the Pedagogic Residence, who teaches English at a public school in the city of Eusébio, in the metropolitan region of Fortaleza, Ceará, answered specific questions. Do we need to find out who are the English Teachers in the public network? How are they being prepared? The main purpose of this research is begin to answer these questions.

Keywords: English Language. English Teacher. Pedagogic Residence. Public School.

RESUMO

Esta pesquisa nos ajudará a ter um panorama sobre a formação dos profissionais do Ensino de Inglês como Língua estrangeira nas nossas escolas públicas e mostrar como uma das preceptoras, selecionada no programa de Residência Pedagógica, um programa de pesquisada CAPES / UFC em comparação com os demais na rede pública. Buscaremos as respostas para esta perguntas simples: Qual é o processo de formação acadêmica dos Professores de Língua Inglesa? Qual é a porcentagem de professores de Inglês formados nas escolas públicas? Como foi preparada esta preceptora da Residência Pedagógica? Quantos anos ela estudou? Onde? Esta pesquisa será iniciada com o livro 'Pré-requisitos para um Ensino Eficaz, Qualidades de Professores Eficazes', escrito por Stronge, James H., Stronge, James H., para desenvolver a principal defesa da ideia de trabalhar mais arduamente para preparar um Professor de Inglês, especialmente quando pensamos na formação acadêmica. Para enriquecer nossa pesquisa, veremos as respostas de vinte e sete professores em um questionário do 'aplicativo Google docs'. A preceptora da Residência Pedagógica, que ensina Inglês em uma escola pública da cidade do Eusébio, na região metropolitana de Fortaleza, Ceará, respondeu a questões específicas. Precisamos descobrir quem são os professores de Inglês na rede pública? Como eles estão sendo preparados? O objetivo principal desta pesquisa é começar a responder a estas questões.

Palavras-chave: Língua Inglesa. Professor de inglês. Residência Pedagógica. Escola pública.

1 INTRODUCTION

The objective of this work is to investigate how local English teachers get prepared for teaching in public schools. This question has been carried on for about thirty years, and I became more intrigued in the last four years during the undergraduate Course at UFC.

Who are the English teachers in the public school network? How are they being prepared to develop their ability and help their students to succeed in the process of learning a foreign language – English? A language that is quite different from the Latin roots of Portuguese.

According to the British Council Report - *O Ensino de Inglês na Educação Pública Brasileira*, only 39% of the English teachers have a degree in the subject, and most teachers are graduated in Portuguese language, or Pedagogy. One in five English teachers has higher education outside the language area¹. (BRITISH COUNCIL, 2015). These general data brought the reflection on how is the scenario in the state of Ceará and, more specifically, in the city of Eusébio.

My previous experience shows a small piece of this picture. I was graduated from IBEU in 1984 (an intermediate level) and worked at private schools as an English Teacher from 1985 to 1988. I did not like the experience and was not comfortable with it.

Twenty years later, in 2008 I went back to teaching in public schools of the State of Ceará as a Temporary English Teacher – until 2010. And realized, again, I was not prepared. Although I had some vocabulary and was not afraid of being in charge of a classroom, I knew that was not the correct procedure. I could see some others teachers in worse positions.

I had to begin from a specific point. After participating in a program called Pedagogic Residence and meeting a preceptor I thought it would be the best way to start this research by observing English teachers in the local public network.

Since the pandemic of COVID outbreak in March 2020 some data were not successfully collected. The State Secretary of Education is not accessible since then.

It is fair to say that SEDUC, the Secretary for Education at the State of Ceará establishes that a Diploma (degree in Language) is required for teaching English. So by looking at how the preceptor of the Pedagogic Residence was prepared and comparing to the English Teachers who answered the form we aimed at finding similarities and contrast to the past.

¹ Free translation.

These questions are answered by one preceptor of the Pedagogic Residence, in a public school in the city of Eusébio, in the metropolitan region of Fortaleza, Ceará.

2 THEORETICAL REFERENCE

This research looks at the book ‘Prerequisites for Effective Teaching, Qualities of Effective Teachers, 2nd edition’ written by Stronge (2007), to support the importance of workload preparation and academic training for teaching.

What would be the best process of academic training to achieve the effectiveness as an English teacher?

Teachers who are not formally prepared to teach know little about how children grow, learn, and develop, or about how to support learning differences. Teachers with little or no coursework in education consistently have difficulties in the areas of classroom management, curriculum development, student motivation, and specific teaching strategies. They are less able to anticipate student knowledge and potential difficulties, or to plan and redirect the lesson to meet the individual needs of the students. (STRONGE, 2007, p. 6)

The author affirms the preparation is very important and reflects directly in the way the teachers act in the classrooms, showing a better disposition and incentivizing the students through a variety of methods he nominated ‘*effective*’, what also appears in the student’s procedures through learning process.

On the other hand, one strong predictor of teaching performance is the amount of coursework in education. Studies have consistently found positive effects of teachers’ formal education training on supervisory ratings and student learning. In addition to educational coursework, content knowledge is important. (STRONGE, 2007, p. 6)

The effective teachers have experience and know the students’ needs, they know how to achieve and maintain their attention and focus on the learning process.

Teachers with more than three years of experience are more effective than those with three years or fewer (Nye, Konstantopoulos, & Hedges, 2004), but these differences seem to level off after five to eight years (Darling-Hammond, 2000; Scherer, 2001). (STRONGE, 2007, p. 12)

The author means that, while experiencing the new career, the teachers are in constant progress and will be better professionals, year after year. The effectiveness will be a reality for those who are more dedicated and interested in the student as a human being.

According to the British Council, in “*Políticas Públicas para o Ensino de Inglês, um Panorama das Experiências na Rede Pública Brasileira*”:

The Brazilian public network has 62,250 teachers of English language, according to data from the School Census 2017. Most are women (80.1%). States that have a greater gender balance are Rio Grande do Norte, with 58% of female teachers, Amazonas (61%), Roraima (62%) and Sergipe (62%). The national average age of English teachers is 42 years old, which indicates that many will retire soon or in the medium term - a fact that should be considered in teacher training policies in order to attract young people to work in the area. (BRITISH COUNCIL, 2019, p. 52).²

The teaching qualification has been required in the last twenty years, since the Law on National Education Guidelines and Framework (*LDB*) was approved in 1996. The numbers of the professionals, the way they were employed, their salaries and their qualification are not known. This report begins to show some aspects in the reality of the public network.

The document continues by reporting data regarding color or race: most of the English public school teachers declare themselves white (48.9%). The percentage of black teachers, or that is, of those who declare themselves black or brown, it is 27.1%, revealing a distribution similar to that of basic education teachers in general, according to data from the 2017 School Census, but a discrepancy in relation to the profile of the Brazilian population, which is 56.1% of blacks, according to data from the National Household Sample Survey (PNAD). (BRITISH COUNCIL, 2019)

Some important notes from the British Council publication are:

- Less than half of the *UFs* develop specific training for the English language.
- Education teachers 'school basics that teach English on networks state public: Average 13.1%; Graduation 86.9; Specialization 42.6%; Master's degree 0.8%.
- Proportion of English teachers of agreement with the functional situation, regime contracting or type of link: Tendering/effective/stable: 43,3%; Temporary contract: 5,8%.

² Free translation.

- Bonus linked to participation in ongoing training, some with minimum stipulated workload: Ceará (minimum 80 hours), Rio Grande do Sul (minimum 40 hours), Paraná and Santa Catarina.
- 17 Federal Units indicate making use of distance education modality (*EAD*) for Teacher training. External partners are also responsible for training in 16 Federal Units.
- *Pibid* and the Program of Pedagogic Residence allow that the future teacher pass your whole degree in public school.

It is not the purpose of this work to discuss these social aspects. The numbers are here just to show how much we are far from knowing our reality. The main purpose is to focus on professional development. The report also cites Institutional Teaching Initiation Scholarship Program (*PIBID*) and Pedagogic Residence Program.

Effective teachers invest in their own education. They model to their students that education and learning are valuable by taking classes and participating in professional development, conferences, and in-service training. Additionally, they discuss their participation in these activities with students in a positive manner. Effective teachers learn and grow as they expect their students to learn and grow. They serve as powerful examples of lifelong learners as they find ways to develop professionally. (STRONGE, 2007, p. 29)

Focusing on the professional development is important to highlight that all the preparations require hard work, what means studying a lot. While teachers are investing in the career, they are also inspiring their students.

2.1 PIBID and Pedagogical Residence programs

These two programs give a good support for the future professionals, under supervision of a coordinator and a preceptor that gives instructions and help the teachers to feel comfortable in the classroom environment.

The Institutional Program for Teaching Initiation Scholarships (*Pibid*) and the Pedagogical Residence are initiatives to promote the professional development of basic education teachers under the responsibility of the Coordination for the Improvement of Higher

Education Personnel (CAPES), linked to the Ministry of Education (MEC). (BRITISH COUNCIL, 2019)

Pibid was instituted in 2007 and aims to provide undergraduate students with a practical approach to the daily life of public schools and the context in which they are inserted. The program grants scholarships to students participating in teaching initiation projects developed by higher education institutions (HEIs) in partnership with education networks. The projects should promote the initiation of the licensee in the school environment even in the first half of the course, aiming to encourage observation and reflection on professional practice. (BRITISH COUNCIL, 2019)

Undergraduate scholarship holders are accompanied by a school teacher and a teacher from one of the HEIs participating in the program. In 2018, projects from 281 institutions were approved, a considerable increase compared to 2013, when 195 HEIs participated. (BRITISH COUNCIL, 2019)

Launched in 2018, the Pedagogical Residency Program aims to improve the supervised curricular internship by immersing the student - who is already in the second half of the course - in a public basic education school. As the name of the program suggests, the residency allows immersion in schools, in order to include classroom management and pedagogical intervention, in addition to other actions. As in *Pibid*, each graduate student will be accompanied by a teacher with experience in the same teaching area as the undergraduate and by an IES teacher. The public notices aim to improve the training of teachers for basic education and the enhancement of undergraduate courses. (BRITISH COUNCIL, 2019)

The PIBID and the Pedagogic Residence are excellent tools to prepare the new professionals. I participated in PR 2018 and I can testify it is an excellent opportunity to an undergrad student who intends to have the real teaching experience at a public school.

According to the newspaper, *Diário do Nordeste*, in January 27th, 2020,

English language teaching became mandatory in schools, in 2020, starting in the 6th year. In the State of Ceará, there is one English teacher for every 101 students. Despite the result, the number is lower than the national average, which indicates 143 students per teacher. Mapping was carried out in Elementary Schools in *Ceará*. (DIÁRIO DO NORDESTE, 2020).

In the year in which the National Common Curricular Base (BNCC) establishes the mandatory teaching of the English language from the 6th year onwards, *Ceará* has an average of 101 students per teacher of the language in Elementary Education (EF). (DIÁRIO DO NORDESTE, 2020)³.

In the Northeast, *Ceará* appears in 2nd place with the result that comes closest to the proportion measured in public schools throughout Brazil, behind only Maranhão, where the average is 98 students per English teacher. The worst proportion is from Pernambuco (PE), whose state has 391 students for each educator in the discipline (English Language). The information is included in the study "Public policies for teaching English" by the international organization British Council. To outline the panorama, the institution calculated the average number of students per language educator based on data on the number of enrollments in public schools and the number of English teachers in the state. Although the BNCC does not stipulate an ideal number of students for each teacher, the UK institution estimates that the result in *Ceará* may indicate that the number of English teachers in the state is insufficient in relation to the number of students. (DIÁRIO DO NORDESTE, 2020)

The report by the *Diário do Nordeste* questioned the State Education Council (CEE) about the total number of English teachers allocated to municipal schools in *Ceará*, in addition to the number of institutions offering the discipline. The demand, however, has not been answered.

This report shows that State of *Ceará* and the cities need more professionals and consequently the University will work harder to supply the market.

2.2 Teachers

Based on the 2017 School Census, the study points out that State of *Ceará* has 43.3% of English teachers who have taken a public or permanent position and 56.8% on a temporary contract. In general, educators from all states surveyed pointed out as challenges for language teaching: overcrowding in classrooms, overload, little time for planning and low wages. (DIÁRIO DO NORDESTE, 2020)

³ Free translation. The original text is transcribed in the appendices.

Taken together, these factors lead to a feeling of professional devaluation and the teaching of a foreign language", concludes the survey. In addition to the proportion of students per teacher, the research also analyzed the proposals for teaching English in schools in Ceará. The study concluded that the local curriculum is mainly focused on the grammatical structure of the language, which reinforces the lack of practices with a deeper or broader foundation for teaching. (DIÁRIO DO NORDESTE, 2020)

For one municipal school teacher, interviewed by the Diário do Nordeste, however, "there is a lack of resources to help students absorb the contents of the foreign language". "More than just an expository class, we need audiovisual material. And unfortunately, there isn't," laments the professor, stressing "not enough books are available for all students". (DIÁRIO DO NORDESTE, 2020)

The School Census showed the long way to run in the professional relationship with the employers and the absence of tools to stimulate the practice of teaching and motivate our students. It confirms that teaching is not the best way to make money.

Cardoso and Netto (2018) discuss the role teaching practice recognizing the importance of context to supervise the language internship at the Federal University of Ceará saying that:

The work, which was born from the need to investigate how the teaching experience of the graduates of the UFC Letters course took place, also knowing the skills and competences developed, revealed the following facts: (i) the CCB, for understanding a wide variety number of courses, arranged at different levels of proficiency, promotes an important internship center that has the potential to accommodate interns with heterogeneous academic and professional experiences, and (ii) the intervention of the teacher-collaborator proved to be relevant for the teacher development of the interns. (CARDOSO & NETTO, 2018, p. 15)

The authors relate the internship realized in the Casa de Cultura Britânica and how it is important in the academic training and acquisition of competence for the teaching qualification. They also emphasize the relevance of the supervisor and structure of the CCB to the development of the future professionals.

3 METHODOLOGY

This is a quali-quantitative research (GATTI, 2010). A quantitative part is explained because it uses a lot of data regarding the number of teachers, how many have a degree in English and others. It also includes a qualitative part because a questionnaire was applied to participants. The quantitative data received a descriptive analysis. Besides, as “case studies can describe an intervention and the context in which it occurs.” (MCKAY, 2006, p. 72), the decision to investigate how English teachers got prepared to teach in public schools would be very difficult to achieve.

The procedures used: 1. Google form questionnaire, 2. a Follow up interview with the preceptor and 3. some e-mail exchange.

4 FINDINGS

This section shows the answers to the questions of this study: Who are the English Teachers in the public network? How many English Teachers are graduated? What is the percentage?

To answer these questions we searched on the site of the Ministry of Education and the data show the information about the State of Ceará in Elementary School and High School (EF / EM). They show numbers of the state and of the country for all the subjects, but what is relevant for our study is the English Language Teaching.

It is important to inform the Ministry of Education, based on the School Census of 2007, published the following tables in 2009.

CEARÁ

Tabela 1 - Comparativo da Proporção de Professores do Ensino Fundamental - Anos Finais, com Formação Superior, segundo a Disciplina que Lecionam, Brasil-Ceará, 2007

Disciplina	Ceará		Brasil	
	Licenciado	Não Licenciado	Licenciado	Não Licenciado
Química	85,46%	14,54%	89,36%	10,64%
Física	86,87%	13,13%	88,97%	11,03%
Matemática	92,55%	7,45%	92,54%	7,46%
Biologia	89,39%	10,61%	90,98%	9,02%
Ciências	92,56%	7,44%	92,54%	7,46%
Língua /Literatura Portuguesa	92,61%	7,39%	93,62%	6,38%
Língua/Literatura estrangeira - Inglês	92,74%	7,26%	93,85%	6,15%
Língua/Literatura estrangeira - Espanhol	89,77%	10,23%	91,06%	8,94%
Língua/Literatura estrangeira - outra	85,71%	14,29%	92,96%	7,04%
Artes (Educ. Art, Teatro, Dança, Música, Artes Plásticas, outras)	92,96%	7,04%	91,96%	8,04%
Educação Física	93,18%	6,82%	92,98%	7,02%
História	92,33%	7,67%	93,27%	6,73%
Geografia	92,66%	7,34%	93,07%	6,93%
Filosofia	88,12%	11,88%	91,48%	8,52%
Estudos Sociais/Sociologia	81,61%	18,39%	89,72%	10,28%

Source: <http://portal.mec.gov.br/dmdocuments/estudoprofessor.pdf>

CEARÁ

Tabela 2 - Comparativo da Proporção de Professores do Ensino Médio, com Formação Superior, segundo a Disciplina que Lecionam, Brasil-Ceará, 2007

Disciplina	Ceará		Brasil	
	Licenciado	Não Licenciado	Licenciado	Não Licenciado
Química	92,47%	7,53%	90,51%	9,49%
Física	92,06%	7,94%	91,56%	8,44%
Matemática	93,18%	6,82%	93,21%	6,79%
Biologia	92,82%	7,18%	93,28%	6,72%
Ciências	100,00%	0,00%	95,34%	4,66%
Língua /Literatura Portuguesa	96,12%	3,88%	95,28%	4,72%
Língua/Literatura estrangeira - Inglês	94,66%	5,34%	94,27%	5,73%
Língua/Literatura estrangeira - Espanhol	92,31%	7,69%	90,85%	9,15%
Língua/Literatura estrangeira - outra	84,62%	15,38%	95,24%	4,76%
Artes ((Educ. Art, Teatro, Dança, Música, Artes Plásticas, outras)	95,69%	4,31%	93,14%	6,86%
Educação Física	94,81%	5,19%	94,15%	5,85%
História	95,36%	4,64%	95,33%	4,67%
Geografia	96,46%	3,54%	95,03%	4,97%
Filosofia	93,94%	6,06%	92,95%	7,05%
Estudos Sociais/Sociologia	93,53%	6,47%	93,08%	6,92%

Source: <http://portal.mec.gov.br/dmdocuments/estudoprofessor.pdf>

As we can see in the previous tables, the percentage of English Teachers in the Elementary School, who achieved the necessary requirements, in the State of Ceará (92,74%) and in Brazil (93,85%). In the High School, in the State of Ceará (94,66%) and in Brazil (94,27%). We find these and many others tables in the site of MEC (Ministry of Education).

What is the process of academic training of the English Language Teachers in Public Education network? Nowadays, the Secretary for Education at the State of Ceará, SEDUC, requires the Diploma (Degree in Languages).

The academic training and acquisition of competence are important for the teaching qualification and has been required according to the LDB (Lei 9394/96).

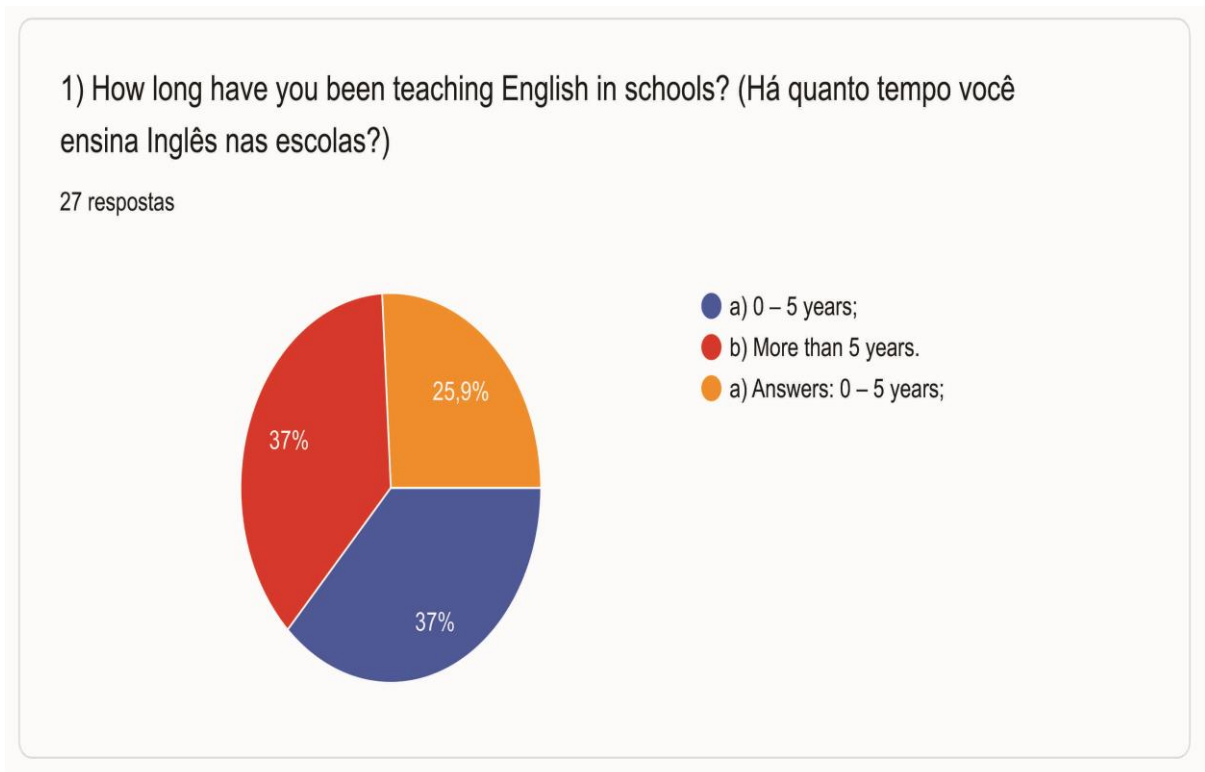
Are these numbers reflecting the present moment? It is impossible to know the answer without a recent research.

5 DATA ANALYSIS

In this section we discuss and look at the answers to the questionnaire applied through the Google forms platform with twenty-seven participants.

1) How long have you been teaching English in schools?

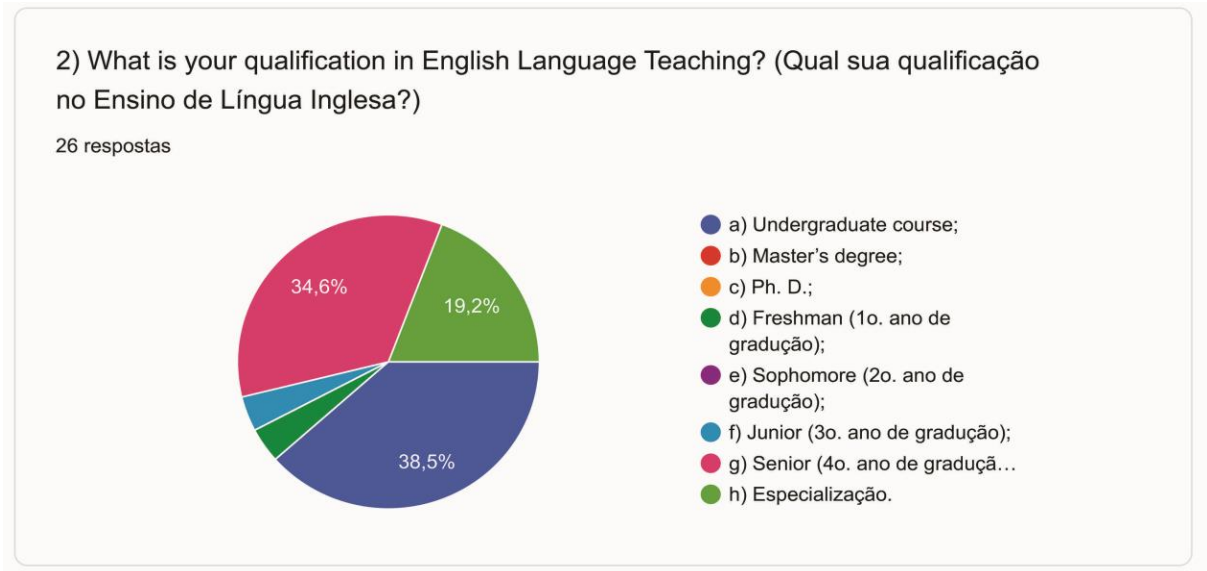
From Twenty-seven answers, ten (37%) of them teach for more than five years. The other seventeen (63 %) have less than five years of experience in teaching.



Print screen of the answer to the first question on the Google form.

2) What is your qualification in English Language Teaching?

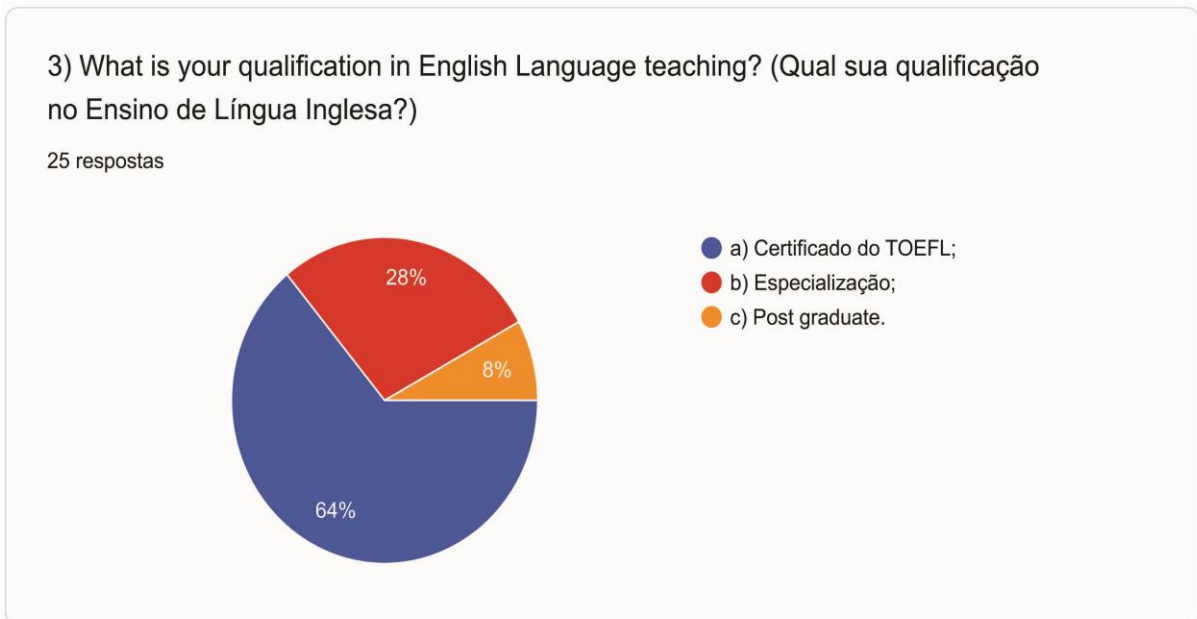
From 26 answers, ten (38,5%) of them has an undergraduate course; nine (34,6%) of them are Senior (fourth semester); Five (19,2%) of them has an specialization course; While one (3,8%) is Junior (the third year) and another (3,8%) is Freshman (first year).



Print screen of the answer to the second question on the Google form.

3) What is your qualification in English Language teaching?

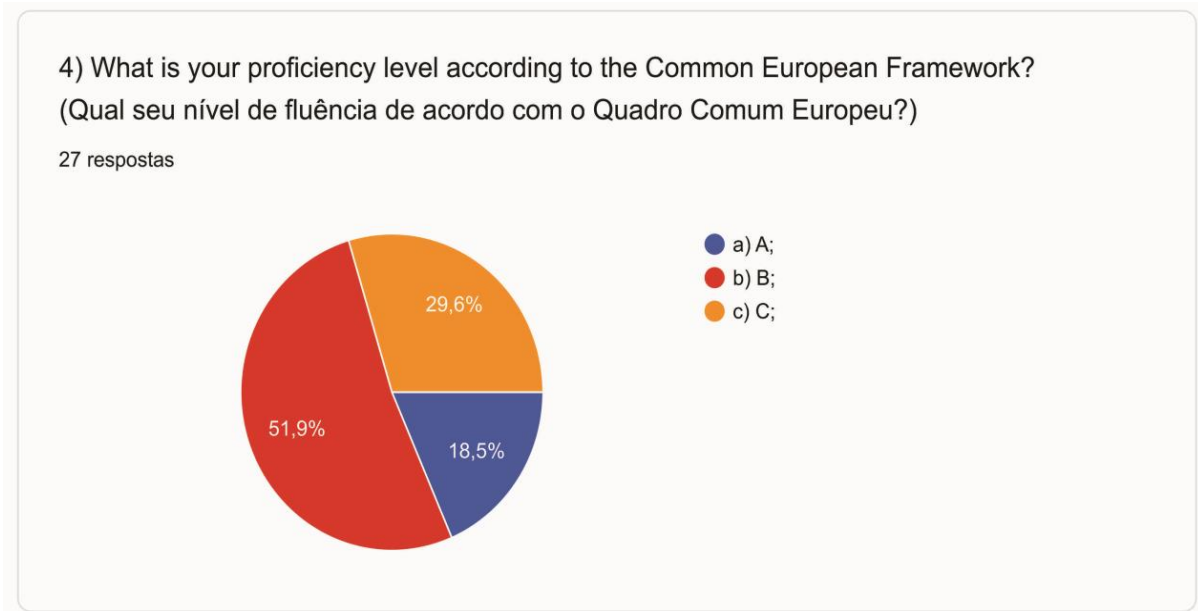
Form the 25 answers, 16 (64%) of them has a TOEFL certificate; Seven (28%) of them has an specialization course; while two (2%) are post graduated.



Print screen of the answer to the third question on the Google form.

4) What is your proficiency level according to the Common European Framework?

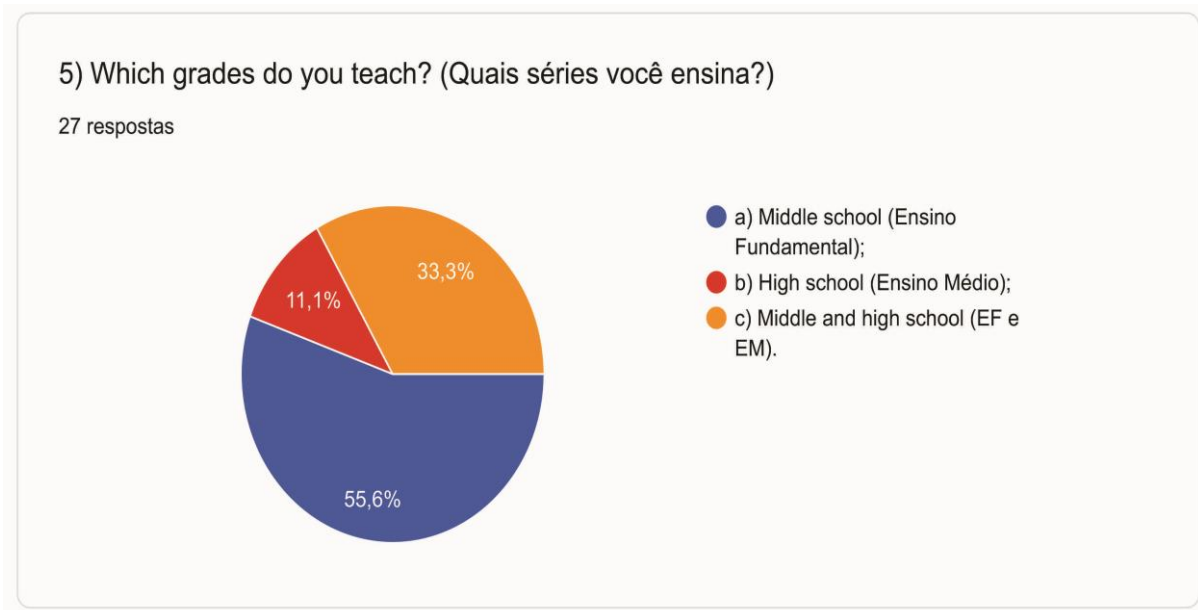
From the 27 answers, 14 (51,9%) of them has the 'B' level; Eight (29,6%) of them has the 'C' level – the highest; And five (18,5%) of them has the 'A' level.



Print screen of the answer to the fourth question on the Google form.

5) Which grades do you teach?

From the 25 answers, 15 (55,6%) of them teach at a middle school; nine (33,3%) of them teach in a high school and in a middle school; three (11,1%) of them teach in a high school.



Print screen of the answer to the fifth question on the Google form.

6) Which grades do you teach? (Quais anos/séries você ensina?)

26 respostas

2 and 8

All high school. From first grade to third grade.

8° e 9°

1 série do ensino fundamental

First, second and third year of high school

Atualmente educação infantil e ensino fundamental

Superior.

From 1st to 12th and higher

1st grade

6° ano fundamental

1a - 2a -3a série Ensino Mdio

1 e 2 grades

1 2 e 3 ano do Medio

6° e 8° anos

Not teaching (undergraduated and unemployed)

1° to 5°

1°-5°

agora nao ensino nenhuma, mas já ensinei o primeiro ano do ensino médio

6th to 9th

6 ano ao segundo grau do ensino médio

Private Courses in different levels

From 6th to 9th grades

6th to 9th grade, Middle School. 1st grade, High School.

6° ao 3°

1o.Ano

Educação infantil,2

Print screen of the answer to the sixth question on the Google form.

5.1 THE PRECEPTOR OF THE PEDAGOGICAL RESIDENCE PROGRAM.

How the preceptor of the Pedagogic Residence was prepared? How many years did she study? Where?

She obtained an undergraduate diploma in English. Talking about the process of studying and graduation, the years she studied and where, she answered that studied from 2012 to 2017 at *Universidade Federal do Ceará*.⁴

⁴ The questions for the informant are transcribed in the appendices.

She has been working as a permanent teacher since 2009. First, she worked in the Fifth grade and she taught all subjects. She started teaching English in 2013. She also has an Undergraduation in Pedagogy (2007) and Language Arts - English (2017), a Specialization in School Management (2012) and in Applied Linguistics (2019); her English Course, from 2005 to 2007 was incomplete.

She participated in complementary courses such as PDPI (Fulbright) and BRITE (Embassy/IBEU). In the first, the focus was on developing language skills and teaching methodology. The second focused on teaching methodology. Referring to a Practicum experience in English as a foreign language, she only did the ones required by the university. First in the Pedagogy course and last when she was studying English.

Her perception about the Pedagogical Residence Program.

She would say that there are some gaps, although things can change. The course offers the main tools but she believes more time in the field could help, that is why she thinks the Pedagogic Residence is a program that should be extended to all the students. Countries that show good results in education tend to support better the student teachers. Since the first year of college they are placed in schools and they also have mentors to give them feedback after each class. This accompaniment offers more confidence to the students, who will no longer see the classroom as an uncharted territory.

6 FINAL CONSIDERATIONS.

It seems to be necessary, and also a good idea, to increase the number of students engaging the Pedagogic Residence Program. This is the way to empower the future English Teachers to a closer contact, facing the real life in a classroom and the situations of a day-by-day in a school with all the chores such as planning, preparing classes and exercises, works, correcting tests and all duties of the profession.

In the words used by Stronge '*gifted teachers will teach gifted students*'. He also nominates them 'Effective teachers'. He says that training is responsible for a good and competent professional. The effectiveness will lead the teacher to know the students' needs.

The British Council (2019) cited ‘Institutional Program for Teaching Initiation Scholarships’ (Pibid) and ‘Pedagogical Residence Program’ as ‘initiatives to promote the professional development of basic education teachers’.

In the article “Practicum experience in English as a foreign language and the development of teaching competences and pedagogical knowledge”, the authors discuss the teaching practice recognizing the importance of context for the realization of supervised language internship English at the Federal University of Ceará”. Cardoso and Netto cited the *Casa de Cultura Britânica* as an institution with an adequate space to contribute to the professional development of teachers.

The experience of a supervisor during teacher training programs can foster successful experiences. My own experience without the prerequisites of an effective teacher shows this necessity. I knew there were some blanks and I was sure it was because I had not have adequate training. The opportunity to study second language Methods, English Phonetics, Applied Linguistic and English Literature, for example, plays a significant role in improving the body of knowledge for the teaching practice. This research is just an initial tentative to collect an overview of how public schools English as Second Language Teachers go about to get professional development.

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8 APPENDICES.

Reportagem do Jornal Diário do Nordeste

Por Redação, metro@svm.com.br 23:00 / 27 de Janeiro de 2020

Proporção de professores de inglês por aluno no Ceará é inferior (?) à média nacional.

Em 2020, o ensino da língua inglesa passa a ser obrigatório nas escolas partir do 6º ano. No Ceará, há um docente de língua inglesa a cada 101 alunos. Apesar do resultado, número é inferior à média nacional, que aponta 143 alunos por docente.

Mapeamento foi feito em unidades de Ensino Fundamental do Ceará

No ano em que a Base Nacional Comum Curricular (BNCC) estabelece como obrigatório o ensino da língua inglesa a partir do 6º ano, o Ceará apresenta uma média de 101 alunos por professor do idioma no Ensino Fundamental (EF). Apesar do número elevado, o resultado do Estado é inferior à média nacional cuja média é de 143 estudantes por docente da língua inglesa.

No Nordeste, o Ceará aparece em 2º lugar com o resultado que mais se aproxima da proporção aferida em escolas públicas de todo o Brasil, ficando atrás apenas do Maranhão, onde a média é de 98 alunos por professor de inglês. A pior proporção é de Pernambuco (PE), cujo estado acumula 391 estudantes para cada educador da disciplina.

As informações constam no estudo "Políticas públicas para o ensino de inglês" da organização internacional British Council. Para traçar o panorama, a instituição calculou a média de alunos por educador de línguas a partir de dados sobre o número de matrículas nas escolas públicas e a quantidade de professores de inglês no Estado.

Embora a BNCC não estipule um número ideal de estudantes por cada docente, a instituição do Reino Unido avalia que o resultado do Ceará pode indicar que o número de professores de inglês nos estados é insuficiente em relação à quantidade de alunos.

A reportagem do Diário do Nordeste questionou ao Conselho Estadual da Educação (CEE) o número total de professores de inglês alocados em escolas municipais do Ceará, além da quantidade de instituições que ofertam a disciplina. A demanda, porém, não foi respondida.

Professores

Com base no Censo Escolar 2017, o estudo destaca que o Estado possui 43,3% de professores de inglês concursados ou efetivos e 56,8% em contrato temporário. Em linhas gerais, os educadores de todos os estados ouvidos na pesquisa apontaram como desafios para o ensino da língua: lotação das salas de aulas, sobrecarga, pouco tempo para planejamento e salários baixos.

"Somados, esses fatores acarretam um sentimento de desvalorização profissional e do ensino da língua estrangeira", conclui o levantamento. Além da proporção de estudantes por docente, a pesquisa também analisou as propostas para o ensino do inglês nas escolas do Ceará.

O estudo concluiu que o currículo local é voltado, sobretudo, para a estrutura gramatical da língua, o que reforça a carência de práticas com fundamentação mais aprofundada ou ampla para o ensino.

Para o professor da rede municipal Clemilson Santos, no entanto, faltam recursos que auxiliem os alunos a absorverem os conteúdos da língua estrangeira. "Mais que só uma aula expositiva, a gente precisa de material audiovisual. E infelizmente, não tem", lamenta o professor reforçando que "nem livros suficientes têm para todos os alunos".

<https://diariodonordeste.verdesmares.com.br/editorias/metro/proporcao-de-professores-de-ingles-por-aluno-no-ceara-e-inferior-a-media-nacional-1.2203845>

TABELAS DO MEC

CEARÁ

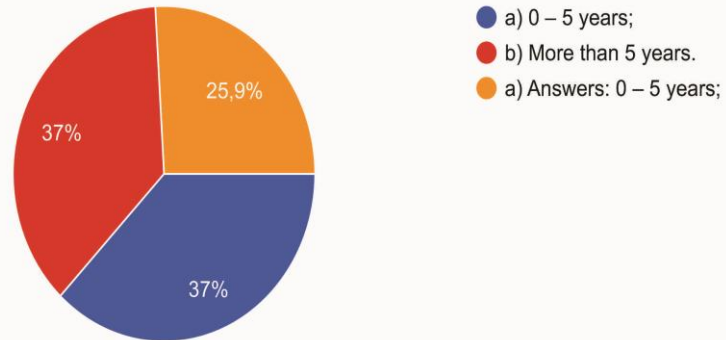
Tabela A10 - Comparativo da Proporção de Professores do **Ensino Fundamental - Anos Finais**, com Formação Superior, segundo a Disciplina que Lecionam, Brasil-Ceará, 2007

DISCIPLINA	CEARÁ		BRASIL	
	LICENCIADO	NÃO LICENCIADO	LICENCIADO	NÃO LICENCIADO
MÚSICA	85,46	14,54	89,96	10,64
FÍSICA	86,87	13,13	88,97	11,03
MATEMÁTICA	92,55	7,45	92,54	7,46
BIOLOGIA	89,99	10,61	90,98	9,02
CÊNCIAS	92,56	7,44	92,54	7,46
LÍNGUA/LITERATURA PORTUGUESA	92,61	7,39	93,62	6,38
LÍNGUA/LITERATURA ESTRANGEIRA - INGLÊS	92,74	7,26	93,85	6,15
LÍNGUA/LITERATURA ESTRANGEIRA - ESPANHOL	89,77	10,23	91,06	8,94
LÍNGUA/LITERATURA ESTRANGEIRA - OUTRA	85,71	14,29	92,96	7,04
ARTES (EDUC. ARTÍSTICA, TEATRO, DANÇA, M				

Questionário aplicado in Google forms:

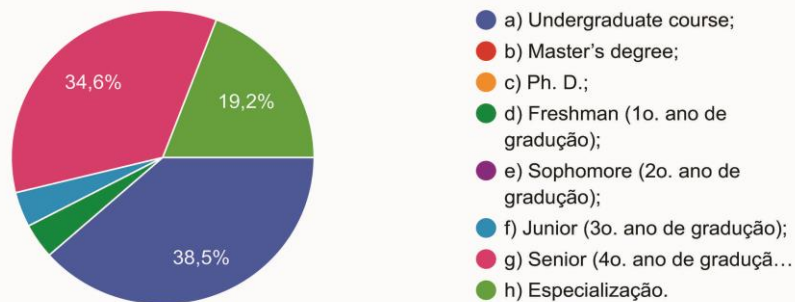
1) How long have you been teaching English in schools? (Há quanto tempo você ensina Inglês nas escolas?)

27 respostas



2) What is your qualification in English Language Teaching? (Qual sua qualificação no Ensino de Língua Inglesa?)

26 respostas

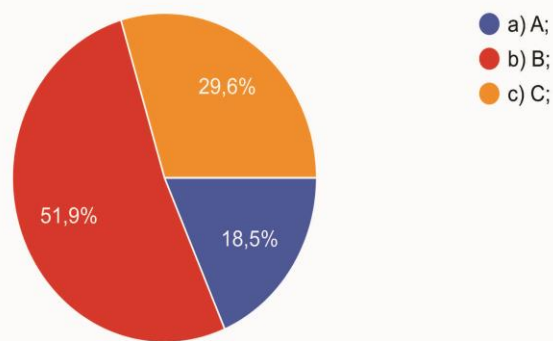


3) What is your qualification in English Language teaching? (Qual sua qualificação no Ensino de Língua Inglesa?)

25 respostas

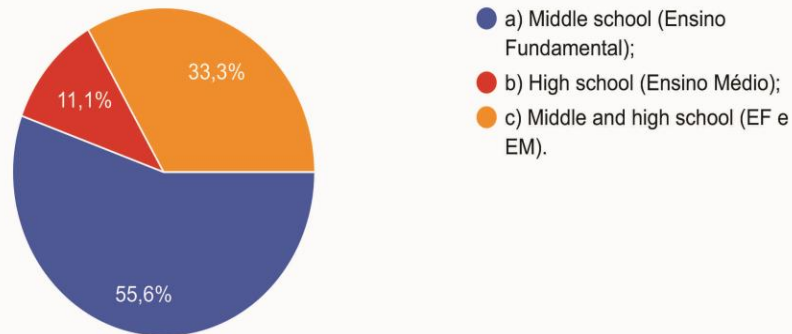
4) What is your proficiency level according to the Common European Framework?
(Qual seu nível de fluência de acordo com o Quadro Comum Europeu?)

27 respostas



5) Which grades do you teach? (Quais séries você ensina?)

27 respostas



6) Which grades do you teach? (Quais anos/séries você ensina?)

26 respostas

2 and 8

All high school. From first grade to third grade.

8° e 9°

1 série do ensino fundamental

First, second and third year of high school

Atualmente educação infantil e ensino fundamental

Superior.

From 1st to 12th and higher

1st grade

6° ano fundamental

1a - 2a -3a série Ensino Médio

1 e 2 grades

1 2 e 3 ano do Médio

6° e 8° anos

Not teaching (undergraduated and unemployed)

1° to 5°

1°-5°

agora não ensino nenhuma, mas já ensinei o primeiro ano do ensino médio

6th to 9th

6 ano ao segundo grau do ensino médio

Private Courses in different levels

From 6th to 9th grades

6th to 9th grade, Middle School. 1st grade, High School.

6° ao 3°

1o.Ano

Educação infantil,2

QUESTIONS (for the informant)

1. How and why did you decide to be an English Teacher?

I like studying languages and English is my favorite. I started teaching English before I get my diploma because of the lack of English teachers in my school. A year later a started the course.

2. When did you fall in love with the English Language?

Even before I could actually identify English language (since I was a kid)

3. How were you prepared to be an English Teacher?

I did an undergraduate diploma in English.

4. How was your process of studying and graduation? How many years did you study? Where?

I studied from 2012 to 2017 at Universidade Federal do Ceará.

5. In your opinion, what is the process of academic training of the English Language Teachers in Public Education?

-----x-----

6. What about the network of the State of Ceará and cities like Eusébio and Fortaleza?

-----x-----

7. How well are English School Teachers being prepared to the reality they will face? (Any idea? Do you know it?)

I can only answer about the place I work. What I know for sure is that not all teachers have a degree in English.

8. How many English Teachers are graduated at the public schools in Eusébio? What is the percentage? (Any idea? Do you know it?)

I don't know.

9. How many English Teachers are graduated at the public schools in Fortaleza? What is the percentage? (Any idea? Do you know it?)

I don't know.

10. How many English Teachers are graduated at the public schools in Ceará? What is the percentage? (Any idea? Do you know it?)

I don't know.

11. How were you prepared as a preceptor of the Pedagogic Residence? By which criteria were you and your school selected?

I was invited by the supervisor who came to the school fortnightly to discuss the ongoing practice. We had also some general meetings, but we did not have specific meetings only for the preceptors offered by the program.

12. How well are English School Teachers being prepared to the reality they will face?

I would say that there are some gaps, although things can change. The course offers the main tools but I believe more time in the field could help, that is why I think the Pedagogic Residence is a program that should be extended to all the students. Countries that show good results in education tend to support better the student teachers. Since the first year of college they are placed in schools and they also have mentors to give them feedback after each class. This accompaniment offers more confidence to the students, who will no longer see the classroom as an uncharted territory.

13. How is English taught in regular schools? How many students acquire English during school years? What is the percentage?

It's difficult to give a single answer to this question because it depends on the school, the teacher. I believe the traditional way prevails, but as I said, it depends.