RESEARCH ARTICLE   **OPEN ACCESS**

REMOTE SUPERVISED CURRICULAR INTERNSHIP IN ENGLISH LANGUAGE AT A STATE UNIVERSITY OF MARANHÃO: A TEACHING EXPERIENCE REPORT

*1Prof. Dr. Diana Barreto Costa and 2Maria Faliane Soares da Silva

1Director of undergraduate programs of Languages (Teaching Licensing) in Portuguese, English and Literature. Lawyer, adjunct professor level IV, linked to the Center of Human and Social Sciences and Languages (CCHSL) at the Universidade Estadual da Região Tocantina do Maranhão (UEMASUL), campus Imperatriz, Maranhão, Brazil
2Student enrolled in Remote Supervised Curricular Internship in English Languageat the Universidade Estadual da Região Tocantina do Maranhão (UEMASUL), campus Imperatriz, Maranhão, Brazil

ARTICLE INFO

ABSTRACT

This study aimed to report the teaching experience of the Remote Supervised Curricular Internship in English Language at a State University of Maranhão. To that end, we formulated the following guiding questions: what the guidelines from the Universidade Estadual da Região Tocantina do Maranhão (UEMASUL) are, concerning emergency remote education? How was the Remote Supervised Curricular Internship in English Language developed, during the second academic semester of 2020? What are the positive and negative aspects of the teaching-learning process for the remote format of the Supervised Curricular Internship in English Language? This study is based mainly on authors: Selma Pimenta and Socorro Lima (2012); Maurice Tardif (2010); Evandro Ghedin, Elisangela Oliveira and Washgthon de Almeida (2015). Thus, since May 2020, the University, through its resolutions, regulated the resumption of remote lectures, at first as the special academic period of 2020.3. Starting from this first experience, 2020.1 started under the aegis of resolution that established that the workload should be divided in one third of synchronous lectures and two thirds of asynchronous lectures. Consequently, the syllabus for the Supervised Curricular Internship in English Language for 2020.2 enabled, in the remote format, significant learning, despite the distance from school units. The interns who responded to the survey carried out in the classroom highlighted, as positive aspects: the intimacy with the use of applications, platforms and tools (Digital Information and Communication Technologies), methodologies that they can use with future students; the recording of the solving of questions from university entrance exams for high school students and their uploading to YouTube; the elaboration of a research project and the writing of a paper, in such a short time, showing them how capable they are to develop such activities. The course dialogued with university events, in addition to giving them the opportunity to participate in a round table, preparing them for future presentations in scientific events. As to the negative aspects, they complained of the simultaneous accumulation of tasks; of bad internet connection; of the absence of activities at field-schools and the lack of proximity with high school students with regard to learning the English language; of a weakened mental health, since anxiety, irritation, and fear have been installed in some; of the long time of exposure to the screen, either on the cell phone or on the notebook. It should be noted, therefore, that, in spite of everything, the positives outweighed the negatives.

INTRODUCTION

Halfway through March of 2020, with less than a month of lectures past, the city of Imperatriz, Maranhão, and the whole world were shaken by the dissemination of a virus, named Coronavirus SARS-CoV-2, whose rapid transmissibility and lethality forced government authorities to adopt restrictive measures regarding the movement of people, as well as to follow the United Nations (UN) recommendations on sanitary measures to prevent the contagion and spread of the virus. Among those measures, we cite: social isolation; use of masks; frequent washing of the hands; and use of gel alcohol. Thus, lectures were suspended, and the teaching systems of the country waited for the Ministry of Education (MEC) to present guidelines for all levels and modalities of teaching.

On June 1st of 2020, the Official Journal of the Union[1] (DOU) published Report CNE/CP number 9/2020, with guidelines for basic education schools and Higher Education Institutions[2] (IES) during the Covid-19 pandemic. On the document, it was recommended: remote teaching; the need for reorganization of calendars, of responsibility of education systems, and for institutions to seek alternatives to reduce the presential restitution of school days. With regard to internships, it also allowed them to be carried out in an equally virtual or non-presential manner. From there on, each Brazilian university approved, at their Governing Bodies, their respective academic calendars for 2020. At the Universidade Estadual da Região Tocantina do Maranhão (UEMASUL), the 2020.1 semester began on September 14th and concluded by December 23rd of that year. The courses were managed in two blocks – or modules, if preferred. The first block ran from September 14th to October 31st; the second block, from November 3rd to December 23rd. It is worth nothing that the academic semester of 2020.1 was worked in an experimental fashion. In contrast, 2020.2 was worked in a different way, no longer in blocks. That is: lectures started on January 4th, 2021 and ended on April 16th. In the opinion of the students, this second experience was extremely tiring, since, at the same time, many tasks were being demanded, increasing in such a way that the teachers had, several times, to flexibilize their delivery deadlines.

For this experience report, the following guiding questions were elaborated: what the guidelines from the Universidade Estadual da Região Tocantina do Maranhão (UEMASUL) are, concerning emergency remote education? How was the Remote Supervised Curricular Internship in English Language developed, during 2020.2? What are the positive and negative aspects of the teaching-learning process for the remote format of the Supervised Curricular Internship in English Language?

The broader objective for this study was to report the teaching experience in a remote Supervised Curricular Internship in English Language at a State University of Maranhão. As to the specific objectives, those are: summarizing the guidelines adopted by UEMASUL to provide continuity of education, even from a distance; reporting the experience from the daily routine, as a teacher, of the subject of Supervised Curricular Internship in English Language, remotely, during the period of 2020.2; relating the positive and negative aspects of the teaching-learning process of the Supervised Curricular Internship in English.

Uemasul Guidelines for Emergency Remote Education: From March 15th of 2020 until June 24th, all presential activities were suspended due to the Covid-19 pandemic. On June 25th, Resolution number 107/2020 – CONSUN/UEMASUL was published; it would reopen the academic calendar of 2020, hoping to establish rules and proceedings for the special academic period of 2020.3, which was equivalent to the remote Vacation Courses, and lasted from July 15th to August 17th of that year. Indeed, educational centers were supposed to organize the provision of curriculum components, which occurred by adherence of courses, limited to one subject only. However, the guideline vetoed those of practical nature, including the supervised curricular internship. On August 10th, Resolution number 108/2020 – CONSUN/UEMASUL was published, establishing guidelines and rules for the emergency remote education, as well as for other research and extension activities during the suspension of presential work hours. It also altered the academic calendar of 2020, in sight of the exceptional situation generated by the novel Coronavirus (SARS-CoV-2) pandemic. Thus, it was decided that a third of the lectures would happen in a synchronous mode (web conference) and two thirds would be asynchronous. Both synchronous and asynchronous SIGAAUEMASUL communication tools were made available for all students, and a brief training was conducted for their handling (SIGAAUEMASUL), as well as for other active methodologies. Experimentally, the academic period of 2020.1 was worked on, and also presented in blocks: the first one from September 14th to October

31st, and the second one from November 3rd to December 23rd. On the other hand, 2020.2 was managed in a diverse way, no longer through blocks; that is, lectures began on January 4th of 2021 and ended by April 16th. Resolution number 108/2020 – CONSUN/UEMASUL allowed the start of the supervised curricular internship. However, professors responsible for this curricular component of the Center of Human and Social Sciences and Languages[3] (CCHSL), faced with uncertainty regarding how to manage the referred course, shared their worries with the Director of the Center, who issued an ordinance for those professors to prepare a manuscript that would guide and unify the teaching conduct during internships at the CCHSL Courses. The aforementioned document was then elaborated and is entitled *Proposal for the offering of the curricular component Supervised Internship, in the remote modality, for the CCHSL courses*; then, it was forwarded to the Pro-Rectory of Management and Academic Sustainability[4] (PROGESA). Since then, the responsible professor for this curricular component, at CCHSL, uses this guiding document as a parameter.

This Commission, instituted by Ordinance number 09/2020–CCHSL/UEMASUL, elaborated guidelines for the conduction of the remote Supervised Curricular Internship and, thus, defined three fundamental steps for its realization: diagnostic, teaching and final result (paper). However, those steps could be rendered more flexible, in conformity with the policy adopted by the public education system of Maranhão, where most interns were fulfilling their work hours. Still in 2020.1, in the undergraduate program of Languages in Portuguese, English and Literature, the course "Supervised Curricular Internship in Portuguese Language in High School" was offered, conducted by a fellow professor at the Languages program (Teaching License in Portuguese Language and Literature). However, this will not be our object of study, but what was worked on 2020.2, the "Supervised Internship in English Language in High School", offered by the same program, under our responsibility, which will be seen below.

Supervised curricular internship in English language in high school, remote format: Thirty-five students were enrolled in "Supervised Internship in English Language in High School". Those were already tired from 2020.1, as they considered the remote format to be much more extenuating, and that reconciling studies with their personal lives, taking into account that most of them had jobs, was becoming quite challenging. It is worth noting that 2020.2 began on January 4th, 2021, ending on April 16th. This curricular component comprises 180 hours of lectures and, as determined by Resolution number 108/2020 – CONSUN/UEMASUL, a third of those were supposed to be synchronous lectures. Therefore, every Thursday, from 6:45 pm to 9:30 pm, we had lectures via Google Meet. At the first meeting, the syllabus was presented and explored with the class. In it were, in general terms, texts by: Selma Garrido Pimenta and Maria Socorro Lima (2017), from their work Estágio e Docência (Chap.1); Evandro Ghedin, Elisangela Oliveira and Washgthon de Almeida, from the work Estágio com Pesquisa (Chap. 6); and Maurice Tardif, from the book Saberes Docentes e Formação Profissional (Chap. 2), for study, discussion and activities based on them. Such readings propitiated the establishment of a more solid initial base, with a view to the subjects' emancipation, as well as to prepare them for what was to come in the following units of the syllabus, namely the elaboration of a paper project and the paper itself. The free exercise of citizenship, concerning education, permeates the emancipation of the subject. Thus, without taking into account the oppressive social conditions, through the critical-reflexive attitude, transformative practice, and even emancipatory experiences, will not be possible. According to Freire (1989, p.37):

> awareness cannot exist outside of the praxis, or, better yet, without the action-reflection act. This dialectic unit constitutes, permanently, the way of being or transforming the world that

characterizes men. For this very reason, awareness is a historic commitment. It is also historical awareness: it is a critical insertion in history, implies that men assume the role of subjects who make and remake the world".

Thus, Freirean emancipation is about the process of political, cultural, human and social liberation of the oppressed. It is said that education institutions are privileged spaces for the construction of the subject's autonomy, favoring the development of the ability to free oneself from the condition of being oppressed, and to not go back to it. The process of reflection cannot, and neither should, limit itself exclusively to the pedagogical practice, since the social and economic context of educational policies affect inter and intra-school relationships, that is, "knowledge of the subject, knowledge of students and knowledge of the social and political aspects of teaching is fundamental" (ZEICHNER, 2003, p. 47). Thus, the proposal for working with the class was based on: reflection, discussion – which includes oppressive social conditions, socialization and action. The list of the texts contained in the syllabus gave the students the right to decide which of them they would choose to present in groups, the critical summary and even the mind map, but this one should be individual. Such flexibility, with regard to the right to choose the text, greatly pleased the students. The result was quite interesting! The mind map, based on tools made availableby the internet, increased their creativity.

On the second half of the syllabus, as a graded activity, there was the resolution of English Language (EL) questions from past entrance exams, which should be searched by each student. They had to signal, at a WhatsApp group – created to optimize communication with the class –, which questions were chosen, as to eliminate their duplicity. The goals of this activity were to stimulate the student to develop English Language contents in a critical, creative and innovating way, as well as to aid basic education students in solving those questions. Moreover, it made them learn how to deal with several apps (medium) to record their work. The result was great, because, at first, this would be a video posted on YouTube, randomly; however, one of the students suggested that a channel be created, named Project Enlighten English[5], with the approval of everyone. All videos from the class were gathered there, and this project will be continued by following lectures. By the end of the course, I suggested that the class elaborate two questions, then sent those to me as a part of a questionnaire that they would answer themselves. Thirty questions were systematized, including those formulated by myself, and were made available as follows: two were dichotomic (yes/no), eight were single answer (SA) questions, and the remaining ones were open answer questions. As an example: which academic work mas the most significant for you so far, during this period of remote lectures, and why?

> E4 – […] Maybe the most motivating to present was the video answering entrance exam questions, and it frustrated me, because had it been presential, I would have felt the energy from everyone as they watched by video and would cheer for my colleagues' videos […].

> E6 – To me, surely the proposal to elaborate a video answering entrance exam questions was the most significant in this remote period, because in addition to encouraging us to study, it also awakens our creative side, and can still aid other people in solving questions.

> E14: I enjoyed the idea of recording a video solving questions, as it disrupted a bit our routine of attending lectures and doing manuscript works. I like it when the activity demands a bit more creativity and relaxation.

The feedback from students regarding the video recording activity with the resolution of questions signaled to us, teachers, that it is necessary to innovate, challenge them in their creativity, taking them

out of their comfort zone. After all, remote education demands more than the presential teaching, as closed/turned off cameras could mean that they are not, in fact, even present in the lecture. Thus, it is necessary for the educational proposal to be motivating and meaningful, so as to hold them in front of the device screen. Concluded the first unit of the syllabus, we followed with the second and third units which, strategically, required the elaboration of a smaller number of activities, though more complex. Thus, it would be necessary to elaborate a paper project, during the second unit, and the paper itself, with its respective presentation at an online event, by the end of the course. The event constituted of several round table discussions, grouped by similarity of study objects, as defined by the guidelines presented below.

To guide the students, for two meetings in a row I dedicated myself to theorizations on the research project. The steps were presented using, in addition to the slides, the exhibition of projects by former students, since assimilation is greater and better when viewing a model. From this perspective, questions presented by students were clarified. Then, to aid them, the following guidelines were made available:

> Lectures from the state system of education will only begin on January 22nd, 2021, for the second and third years of High School. The first years will depend on the closure of the academic year of the municipal system. It should be reminded that according to SEDUC every year, the Pedagogical Week precedes lectures.
> Thus, it was necessary to rethink the Internship format for 2020.2 because, according to the UEMASUL Academic Calendar, the third grade will need to be issued by April 7th, 2021, and we would only have the month of March of 2021 to carry out everything that would be expected from the Internship (theory + planning + observation + conducting + elaboration of the internship report and its socialization). In other words, it would be unfeasible to be carried out in the conventional format, even because it is expected that lectures in the state education system will be remote.
> The proposal, therefore, is that the academic-scientific project works (model attached) and paper are elaborated. Attached is a file with information about the paper, the chosen academic textual genre. However, it is worth clarifying some important aspects:
> 1.   RESEARCH/STUDY OBJECT: remote teaching of the EL;
> 2.   RESEARCH SUBJECTS:
>   a.   The interns themselves as students from the Languages program;
>   b.   The intern that already exerts teaching of the EL at high schools;
>   c.   EL teachers from the state system, at high schools;
>   d.   The intern who is a parent/guardian and keeps track of the remote EL teaching of their relative.
> 3.   EDUCATION SYSTEM: public or private;
> 4.   EDUCATION LEVEL: high school or higher education;
> 5.   NUMBER OF MEMBERS TO ELABORATE PROJECT AND PAPER: 1 to 3 students;
> 6.   AMOUNT OF PAGES FOR THE PAPER: 10 pages;
> 7.   ON THE THEORICAL FOUNDATION OF THE PAPER, ADEQUATE ACCORDING TO THE SUBJECT RESEARCHED, THAT IS:
>   a.   Initial teacher training, remote teaching, emotional/psychological issues;
>   b.   Initial teacher training (did the IES collaborate to use TDIC[6]s?), remote teaching, active methodologies, TDICs, experience report (challenges, creativity, innovation);
>   c.   Education network guidelines (academic calendar, lecture planning, workload distribution, assessment methods and their periods), continuing education,

---

[5]The link to access this project is: https://www.youtube.com/channel/UCBFtIWtDjhCHyW4KmykcnGg.

[6] TDIC: Information and Communication Digital Technologies (in Portuguese, Teconologias Digitais da Informação e da Comunicação).

remote/hybrid teaching, active methodologies, TDICs, case study (challenges, creativity, innovation);

d. Educational network guidelines (school calendar, lecture planning, distribution of hours, assessment methods and periods), life history, emotional/psychological issues, TDICs.

8. CULMINATION: round table discussion.

Based on our students, as they reach the halfway mark to their graduations and are able to enroll in the Supervised Curricular Internship, it becomes evident the little theoretical background and the difficulty of producing academic texts, such as the preparation of a research or pedagogical project, as well as the production of an internship report allied to this. This confirms the belief that the internship refers to the practical side of learning; there are also many others who are unmotivated for teaching. However, faced with so much adversity, and to give the students the means to reach the professional profile established by the Program's Pedagogical Project[7] (PPC), it is necessary to aid, better advise, teach them well so that they have a solid foundation. According to Zagury (2006, p. 71), "the main role of the professor is to teach, and teach well […]". Several relevant issues contribute to this scenario, in which variables need to be weighted as to what is incumbent upon teaching and what belongs to other bodies, that need to be studied, investigated, systematized, allowing, thus, for changes in practices and attitudes, as well as new personal and professional investments. Teacher training in Brazil has, since the end of the past century, been establishing a set of ever-growing demands when it comes to teacher professionalization. In this sense, Pimenta (2002, p. 15) believes that "being a teacher requires wisdom, scientific, pedagogical and educational knowledge, sensibility, theorical inquiry and creativity to face ambiguous, uncertain, conflicted and, sometimes, violent situations, present in the context of schools […]". This perception of a teacher reinforces that of professionalization, in the broadening of the meaning of initial teacher training, of admitting oneself as such, holder of skills and competences for the exercise of the profession.

Resuming the preparation of the paper, on the due dates, the students sent, via SIGAAUEMASUL, the projects and the respective papers. So that there was uniformity in the presentations, the slides model was sent to them, as well as the file containing the dates and the order of the presentations, the time allocated to each table (up to 40 minutes), the importance of the event, the suitability of the attire, the cameras that should be connected and other information relevant to the activity. As requested by the previously presented guidelines, the round table discussions were grouped according to the research subjects/objects, divided as follows: 1. Initial teacher training, as a student (emotional, psychological issues) was the most voted option by the class, with seven round tables and two presented papers each. Another round table, number eight, presented three papers: two being on 2. Intern teaching at high schools (student experience report); and one paper on 3. Intern who is a parent and keeps track of the remote education of their relative. Concerning the number of participants, nine students opted for elaborating their works by themselves; others formed four pairs and five trios, totaling seventeen works in eight round tables. Despite the non-attendance of some students on the date previously scheduled; the misuse of time compromising the presentation of the other person who made up the same round table; the difficulty of some in organizing the research design and the development of the paper; the inexperience of being part of a roundtable; the result was very positive. We have to admit that, in such a short time, they had to prepare the project, write the paper, as well as prepare the slides and present them. There is no doubt that time was a detriment and that, in parallel, other courses were being attended by them, but they did not let themselves be discouraged, fulfilling their duty. Let us see what they said, still in relation to the question "which academic work has been the most significant for you so far, during this period of remote lectures and why?":

E8: Preparing a paper; first, I had already heard of a paper, but had no idea how to schematize those. It was a very meaningful lesson, as it provided me with a base for my graduation project.

E9: Elaborating a paper wasincredibly challenging, it made me reflect on this moment and see what I am capable of.

E10: I believe they were all significant, but the paper was the most challenging one. I liked doing it.

E15: Creating a paper, a research project and presenting a round table. I had never, in my whole academic life, imagined myself to be able to do those activities. These works pushed me to the extreme, but in the end, they proved me that I can do something that complex and detail oriented. I am quite glad and extremely excited, after this, to be able to create my own graduation project.

E16: Writing the paper, because not only it encouraged me to write even with everything going on, I could also, in my reports, describe my fears and challenges during this time.

E22: The round tables event that took place in this internship course in English Language, as they prepared us for presentations at scientific events and guarantee a better-quality presentation for the works produced by the interns.

E24: The paper, because, despite the difficulties in elaborating it, it opened my mind for the elaboration of my own graduation project.

E25: The paper, as it was something personal and important in this scenario we are living.

E27: The preparation of a research project, as it is a rehearsal for the future elaboration of our graduation project.

As for the analysis of the answers given in relation to the activity of solving questions for the entrance exams, I reiterate it here, reaffirming that it is essential for the teacher to challenge the class, to give each one the opportunity to show that they have potential, that they are capable, hence why activities have to be challenging. Students need to leave the commonplace. The development of the ability to elaborate a research project, a paper, to prepare themselves for scientific events, as reported by them, is all part of the initial teacher training. Ghedin, Oliveira and Almeida (2015, p. 166), on the importance of research during teacher training, defended "the conception of teacher training able to produce knowledge from its educational practice, overcoming […] the traditional distancing between academic research and the pedagogical practice". Emergency remote education did not prevent meaningful learning and the elaboration of novel knowledge. Sometimes the proposed activity required dedicating it to students of basic education, sometimes it was geared towards teaching professionalization.

Speaking of professionalization evokes dealing with the development of the teaching professionality, even if those are known to be complex concepts, that are not consensual amongst researchers. Ramalho, Nuñes and Gauthier (2004) believe that professionality deals with the internal process of acquiring specific knowledge, mobilized in teaching activities, which constitute professional subjectivity. On the other hand, Lüdke and Boing (2004) believe professionalization to be intimately linked to the establishment of teaching, but also to the initial stage of training, the insertion of graduates in the teaching profession. In short, there is an overlap in the stages of professionalization and professionality, together with the supervised internship that favors reflection, to a practical work of teaching productivity, which will support graduates in learning the profession and in the critical and innovative performance of teaching practice. Saviani (1996) identifies five modalities of knowledge that shape the training of teachers, so that the knowledge that derives from the experience permeates all other knowledge. Namely: the attitudinal knowledge, critical-contextual knowledge, specific knowledge,

---

[7]From the Portuguese original *Projeto Pedagógico do Curso*.

pedagogical knowledge and didactic-curricular knowledge. Such knowledge, for him, every educator must master and must integrate their training process. In summary, the knowledge of the teachers is a plural knowledge (TARDIF, 2010), as the knowledge of experience, in addition to being contained in each of the knowledge pointed out here, is also the heart of all the others in that, with the passing of time, they are being confronted with the complex realities of daily work, shaped and validated by teachers. This range of knowledge presented by Saviani underlies our work as teacher trainers in a Supervised Internship, because, although far from the physical contact of the school environment, the formulation of the syllabus sought to prepare each student, providing them with the best possible tools. It is quite true that, for students who underwent the previous three supervised internships, this distancing was even important, as they were allowed to familiarize themselves with the TDIC, shaping their way of working, communicating, engaging and learning. However, for those who only had had a single internship experience, and in a presential form, may have found bigger hardships. Concerning this, let us see what they answered to the following question: "when it was announced that there would be a Supervised Curricular Internship in a remote form, without conducting lectures, how did you think it would go"?

E10: I was very unenthusiastic, I thought it would be awful. However, it positively surprised me. In fact, I liked it even more in this remote form.

E14: When I enrolled, I could not fathom how it would go. Then I thought it would be like other courses: content, seminar, grading exams. I think it was the most profitable course in this remote education.

E19: I imagined we would do plenty of micro lectures, but was surprised in a positive way, because we did a lot of more meaningful activities.

E20: Because I had already gone through previous experiences with a presential internship, I thought it would be a unique experience and I would have a lot to gain from it.

E22: I had a lot of questions about how internship lectures in this format would be, mainly the practical ones. However, I realized how much the teachers were able to soften the damage caused by the pandemic by encouraging diverse and dynamic activities.

E26: I thought the teachers had gone crazy. How can it be, an internship without conducting lectures? It was great, though!

UEMASUL, hoping to minimize the impact on student life as a result of the suspension of lectures for more than five months due to the Covid-19 pandemic, gave full autonomy to the Collegiate Bodies of each IES course to offer the curricular components in accordance with the needs of the students, especially those who were about to complete the course. Thus, the offer of a Supervised Curricular Internship, even in the remote format and without regency, needed to take place. When analyzing their answers, we can see that we were correct, as we were able to innovate and did not waste the opportunity to offer them novel knowledge, in novel ways. Good to say that we believe that the presence of interns in the field is of fundamental importance for the professional teaching shaping, following the daily life in the school unit, strengthening ties with this reality and space that, in the future, they will occupy/experience. However, as an emergency, bringing forth this course, planned for the remote format, and not simply a transposition of what would be in the face-to-face mode to the virtual, had us also be challenged. After all, it is the first time that my generation is faced with such a bleak scenario, that nevertheless requires quick responses/actions to mitigate losses. There are many positive points to be listed, although there are many negative aspects too, as will be seen below.

Positive and negative aspects of the teaching-learning process at the supervised curricular internship in english language, in the remote format: UEMASUL has been making adaptations and instrumentalizing itself to tend to demands from the academic community, that include the use of the TDICs. Those have become a highly relevant pedagogical tool, mainly in this scenario of Covid-19 pandemic, that imposed to the IES the remote education in order to evade the continuing suspension of lectures. However, the use of TDICs to support the teaching-learning process only works if it is carefully planned to avoid wasting time and financial resources. Amidst the complexity of learning, it is important to search for novel teaching methodologies, understanding that their use brings multiple teaching-learning possibilities. During the Covid-19 pandemic, UEMASUL, in an attempt to facilitate access to the internet for students and teachers so they could access lectures and activities in the 2020. 1 semester, devised a plan to help access the network through the donation of data chips, with capacity of 30Gb and 50Gb. The chips with greater capacities were distributed to students who had greater economic need and/or were in socioeconomic vulnerability

As a support for the teaching-learning process, UEMASUL has the Integrated Academic Activities Management System[8] (SIGAA), responsible for procedures in the academic area and for all records and reports of teachers and students. It is, then, an essential tool for the use of remote education activities, as has been happening since the semester of 2020.1, in which didactic-pedagogical activities have taken place remotely. UEMASUL developed, throughout the duration of 2020.1, actions to prepare teachers for dealing with technological resources and implanting innovating methods, adequate to remote lectures. Amongst those actions, we highlight the teacher training courses, which deal not only with the handling of the technological tools made available by the GSUIT package, but with courses on active methodologies that put the students at the leading role. The Coordination of Technology gave technical support to professors, with videos explaining how to use SIGAA Platforms and the GSUIT package, such as Google Classroom, which allows the creation of activities with multimodal resources, elaboration of tests, creation of reflective diaries etc. This reinforces the digital literacy of teachers and students; after all, such skills are required for the 21st century citizen.

It is relevant for this study to bring up information on the IES we are linked to, because in it are contained the actions towards teachers and students, which have repercussions in the classroom of each educator. For example: even if for a short duration, the course on active methodologies made us able to deal with multiple technological tools, to the point of working the contents listed in the teaching plan. Furthermore, the distribution of chips enabled those who needed them to fulfill their academic responsibilities. The hiring of the SIGAA facilitated the exercise of the teaching profession, allowing students to also become familiar with its use, posting tasks and respecting deadlines. However, the fact that we worked from our houses made it impossible to dissociate personal from professional. At all times, in the WhatsApp groups created for the courses, we received demands from students and from the IES itself, as opposed to when work was presential, where there was a clear division of the roles we played. Besides, the long time of exposure to the computer screen, sitting down, triggered infirmities that were not there before, such as headaches, backache and mental tiredness/fatigue. When in a virtual classroom, ministeringlectures to students with theircameras turned off was as if we were in a desert, talking to the wind, with a great feeling of solitude, without the certainty of their presence there. According to the Information Technology experts, keeping all cameras on would compromise the connection speed for the entire network. So, if, on the one hand, we are, comfortably, giving lessons from home, saving commuting time and fuel, on the other hand, this distancing, together with the lack of visualization of the student's presence, causes bother. Remote teaching, as mentioned above, made us also improve the teaching practice, using digital tools and methodologies that aroused the interest of interns and enabled them for teaching professionalization.

---

[8]From the Portuguese original *Sistema Integrado de Gestão de Atividades Acadêmicas*.

Now, as for the student's perspective, we will find out what they accounted as negative and positive, from the following question: "faced with the current pandemic scenario we are living in, and with the Supervised Curricular Internship in English Language, that is, as we know, a combination of theory and practice, and that this practice was not able to take place, we can still perceive positive and negative aspects. Which ones can you list"?

E2: Among the positive aspects are surely the comfort and ease to watch lectures (for those who are able to, of course), besides the content. Regarding the negative ones, I can cite the robotization of teaching, lack of direct contact and interaction, both with the professor and with the classmates.

E3: Positive: learn how [...] to be resilient (even if against our will), to leave self-indulgence behind, to explore this novel modality of teaching, to learn new ways of working on a subject and of developing feelings, such as empathy and hope; "we leave no one behind".
Negative: short deadlines, lack of internet connection for some, technical issues; sometimes, failure in communication, anxiety triggers for many, irritation when sitting in front of the computer for others.

E4: Positive aspects: I now admire a lot more the strength and intelligence that the internship advisor has, and how she directed this course without losing her focus, rescuing everyone that fell on their way; the ideas for the works presented are wonderful and I intend to bring those to the remote education of the schools in which I teach. This course dialogued with university events, what really opened the eyes of many students/teachers in training in regard to the challenges of education.
Negative aspects: the course in the remote format isolated even more the teachers in training that did not have previous experience with teaching the English language in high school; we could not comprehend the real situation of the high school student when it came to learning the English language; […].

E6: Positive:
1- Despite the moment we are living, lectures did not stagnate.
2- With the diversity of activities and resources, our knowledge was not compromised.
3- We did have practice time, even if in a remote form, i.e., the recording of videos aimed at high school students.
4- We had a different internship course, really innovating, that allowed us to acquire a series of novel knowledge.
Negative:
1- Because of the pandemic, we had no physical contact with the students.
2- We were unable to actively take part in school activities.

E8: Positive: student autonomy to research; active learning; greater ability with problem solving.
Negative: lessening of student participation in class.

E10: To me, the only negative aspects where the exhaustion of staying in front of the computer and the excess of activities.

E12: Positive aspects: learning how to use apps and internet channels (Google Meet and YouTube).
Negative aspects: absence of activities at the field school, due to the pandemic; long hours of remote lectures; internet failure; energy failure; domestic tasks at the same time of lectures.

E25: The negative aspect is that we really miss the students in class, so we could deal with them as interns. The positive aspect is that several media were addressed to make up for the absence of physical presence at a classroom.

E27: The only negative aspects I see are the lack of interaction with teachers and students at public schools, so we can observe from up close their current reality, and the issue with the internet connection that sometimes fails, and you cannot access it immediately. The positive aspect is that the quality of learning has not decreased and, for those who did not have the time and could not reconcile work and the presential internship, it was an opportunity to not stay behind in their studies.

It is not that the remaining answers to this question were not relevant, but, as to not extend this study too much, we will contemplate most of the aspects presented by the other students, as per the ones we highlighted above. Namely: most of them affirmed that they lamented the impossibility of taking part in school activities, of having direct contact with High School student in the learning of the English language, as recounted by E2, E4, E6, E12, E25 and E27. In fact, this gap was not abridged, the reason clearly being that the pandemic prevented our presence in schools. We also bring as a justification the fact that, as informed by the Regional Education Unit[9] (UREI), the activities of the state education network started on January 19th, 2021, with the Continuing Teacher Education/Pedagogical Journey, extending until February 19th. On February 22nd, remote lectures themselves began. These details were only informed after publication of the Academic Calendar of the Secretary of State for Education of Maranhão[10] (SEDUC/MA). Thus, it was necessary to rethink the Internship format for 2020.2, as, according to the Academic Calendar of UEMASUL, the deadline to release the final grade would be April 7th, 2021, and we would only have the month of March to conduct everything that was expected of the Internship – that its: it would be unfeasible to carry it out in the desired format. This is why, due to unavoidable forces, we could not interact with public schools, as they normally receive most of our interns.

It is worth mentioning that technical issues, bad internet connection, extended time of exposure to a computer screen and excess of activities were also pointed out as negative aspects, as observed in the answers of E3, E10, E12 and E27. Most of them participated in virtual lectures through their notebooks and/or smartphones, but no one complained about the limit of internet access data, meaning that UEMASUL covered, partly, this issue with the aid of the Digital Inclusion Emergency Help Program; connectivity, however, is out of its bounds. The farther an intern lives from the center of the city, where the university is, the more unstable their internet navigation is. At the beginning of this section, as a teacher, the same complaint of prolonged exposure to the computer was presented and, sadly, there is not much to do about it, as even with the workload reduction to a third of synchronous lectures, many students take up to six courses, if enrolled in the vespertine shift, and four, if enrolled in the night shift. Now, as to the excess of activities, something inherent to the number of courses taken, we see this as something to better appraise. A paper from a group of students reported the following:

we feel very pressured with so many activities to be delivered, many of those we do not even manage to finish and return in time. Due to the decrease in the content, many professors felt compelled to double the quantity of activities, as to compensate the content that they are not passed on (PAPER 12, 2021, p. 11).

We can perceive that students understand the reasoning behind so many activities, that is: a way found by the professor to compensate for the two thirds of asynchronous lectures and to avoid a bigger damage to their classes, since we cannot pretend that there is not damage, in fact. The lectures format adopted in 2020.1, by blocks, as perceived by the interns, is much better. Despite the shortening of the time offered for each block and, consequently, for each course they took, it was still preferable, as the quantity of simultaneous activities decreases, since each block can have, at most, three courses. Thus, the "overdose" of tasks and long exposure to the computer due to online lectures/activities ended up compromising the mental health of students. As presented by this group:

---

[9] From the Portuguese original *Unidade Regional de Educação*.
[10] From the Portuguese original *Secretaria de Estado da Educação do Maranhão*.

[…] studying amidst the pandemic becomes a hard task. The student needs to know how to deal with a great number of bad news related to the coronavirus, with anxiety and other issues that damage their mental health, that in addition to the duty to carry out the activities/works delivered during lectures (PAPER 12, 2021, p. 12).

Faced with this, we no longer have doubts that: the uncertainty regarding the Covid-19 treatment protocol in 2020; the steadily growing occupation of clinical beds and ICU; the daily media disclosure of the number of deaths in Brazil and in the world, including the loss of UEMASUL colleagues; and, to make it worse, the second wave of the disease, that took place between the months of March and April of 2021, disturbed the mental health of both teachers and students – in fact, of mankind itself, as we were all, one way or another, affected. The study "Global Student Survey", conducted by Chegg.org, according to Elida Oliveira (2021, online), ratifies the subject at hand as follows:

Brazil has the largest rate of college students who declare having their mental health affected during the pandemic, says the research. They heard 16,8 thousand students from 21 countries, ranging from 18 to 21 years. In Brazil, 87% affirmed to experience increased stress and anxiety. Seven out of ten Brazilian college students (76%) declared that the pandemic impacted their mental health, the largest index recorded for all 21 countries analyzed […]. Only 21% sought help, and 17% declared to have suicide thoughts (G1.GLOBO.COM/EDUCACAO/NOTICIA/2021/02/06).

So, when E3 talks about feelings such as resilience, empathy, hope and psychological disorders, like anxiety and irritation, we become more understanding, extending deadlines to deliver tasks. In the words of E4, "rescuing everyone who fell on their way"; and it did go like that, calling one or another on WhatsApp, in private, to understand the reasons behind their absences, of them not returning their answered activities, and, when realizing that there were signs of psychological distress, would tell them that they were indeed capable, and that a new deadline would be given so they could fulfill their task, to which they replied gratefully. It is necessary to hear them, to try to understand, to help, to stimulate them, especially because many were taking this course as their last remaining credits for curricular fulfillment. Empathy is fundamental, too, in teaching.

In May of last year, the World Health Organization (WHO) had already issued a warning about the mental health crisis caused by the pandemic. "Isolation, fear, uncertainty, economic chaos – they all cause or can cause psychological distress", said Devora Kestel, director of the WHO mental health department at the time (G1, GLOBO.COM/BEMESTAR/CORONAVIRUS/ NOTICIA/2020/05/14).

As we can see, the mental health crisis provoked by the pandemic was already announced in May of 2020 by the WHO, only two months after it was installed. This leads us to the belief that the passing of time has only been aggravating this picture, whereas, at the heart of the pandemic, comes the economic crisis, flanked by unemployment, the difficulty in paying bills, and, consequently, the increase in inequality and social vulnerability. This state of affairs has negative repercussions on the psychological state of students, on their performance, and we cannot remain indifferent to all this. There were, unfortunately, those who cancelled the course because they were unable to compete with family members who were also studying for the only cellphone they had. This is only one example of a case that comes to our attention, but of course there were other issues, which were aggravated by the pandemic. Teacher empathy and solidarity, always!

From the selection of narratives presented above, through this sampling of nine interns out of a total of twenty-seven responders, we see that the positive aspects surpass the negative ones. They emphasize how relevant it was for lectures to continue, to remove them from self-indulgence, having them work with a diversity of activities and resources; that this internship course was different, innovating, providing them with novel knowledge. According to E4, the internship dialogued with events organized by UEMASUL, mainly the *3rd National Congress in Education: teacher training and the challenges of the Supervised Internship*, which ran from January 25th-29th of 2021; that the quality of the teaching-learning process did not decrease or falter; that there was the opportunity to work on the practical aspects, according to E6; that it gave students autonomy to research and learn how to use internet apps and platforms. Furthermore, it was truly relevant when E4 affirmed to having learned novel practices of work, that would be brought forward to their classrooms. Based on this, we bring up Tardif (2010) to reinforce what the intern said, when he affirms that a good deal of what professors know about teaching comes from their own life stories, mainly from their socialization as students. The knowledge acquired during their pre-professional trajectory have an important weight on their understanding of the nature of knowledge, which will be mobilized and used, afterwards, during their professional socialization and during the very exercise of the magistery. That being said, it is clear that professional knowledge are multiple, come from various sources, are acquired in the course of time, in the most diverse situations, be it from the life story of the professors, from knowledge, beliefs and representations, taking place even before they begin to work, because they (the knowledge) are used and develop throughout the career. Therefore, the teacher makes use of their personal culture, in addition to seeking support in didactic and pedagogical knowledge, derived from professional training, as well as in the experience of certain teachers.

Final Considerations: The spreading of the Covid-19 pandemic halted the activities of the Brazilian public IES; however, inertia could not be the best way out. As soon as MEC authorized, remote emergency education was allowed, enabling the academic community to go through experiences completely different from their regular ones. Each university drafted their rules, including UEMASUL, and, through resolutions, they determined the reopening of the academic calendar, experimentally, by offering courses from period 2020.3, conventionally named "vacation courses", although it was forbidden to offer practical courses, as well as the supervised internships. Those were then allowed starting from 2020.1, with a third of them being synchronous lectures, and two third asynchronous. The course reported here, however, "Supervised Curricular Internship in English Language at High School", took place in 2020.2, with classes taking place from January 4th to April 16th of 2021. The syllabus aimed to excel in the quality of the teaching-learning process, even if remote, by enabling critical reflections and discussions of chapters in the works "Internship and Teaching", "Internship with Research" and "Teaching Knowledge and Professional Training", which underpinned the seminar activities, mind map and critical summary, in addition to subsidizing the preparation of the paper project and the paper itself.

Positive aspects overcame the negative ones. Thus, in conformity with the questionnaire answered by most of the class, they referred to the development of feelings, such as empathy, "leave no one behind", resilience, hope, but also of anxiety, fear, and irritation as a consequence of the pandemic context, of the long time of exposure in front of a computer, be it as a student or as a professional, and/or the expressive volume of tasks. Students declared how much they grew in their abilities with the use of tools and internet platforms when producing a video solving entrance exam questions for High School students; that they felt empowered when elaborating the paper project and the paper itself, as they had not believed themselves capable of that and, thus, from this experience they would have actual conditions to develop their graduation projects, to conduct a research and to participate in events, considering that they composed the round table discussions at the end of the course. Moreover, they signaled to how much they felt the lack of being on the schools, of direct contact with students and English teachers from High School, of breathing the airs of the teaching units as to, then, improve their teaching professional identity.

To hear, teach and prepare them for teaching and for research, to extend deadlines for tasks delivery, to call them in private to understand the motives behind their absence in the online classroom, or the lack of reply to a task, also helped me increase my sensibility and empathy; after all, we have all been affected by this pandemic, some more and others less, being necessary to humanize this relationship more and more. We are of course aware that a component such as the Supervised Curricular Internship requires presence, interactivity with the school community and, consequently, the conduction of a collaborative research. However, the pandemic scenario did not allow for that to happen, and as recognized by the interns, it would be better it be like this than for them to be stagnated, taking even more losses than they already had. Given the above, we conclude this experience report reaffirming what was presented above, the proximity with the school context needs to be part of the experience of the teaching profession, because, when compared with medical training, we clearly perceive the importance of the internship, of the immersion in the field of work for the development of professionalization and professionality. Therefore, in Education, the distance between the IES and the field school cannot and should not persist, at the risk of training "lame" professionals. As an emergency, the internship was conducted in a remote format, but as an exception to the rule.

REFERENCES

BRASIL. Parecer CNE/CP 9/2020. Reexame do Parecer CNE/CP nº 5/2020, que tratou da reorganização do Calendário Escolar e da possibilidade de cômputo de atividades não presenciais para fins de cumprimento da carga horária mínima anual, em razão da Pandemia da COVID-19. Disponível em: http://portal.mec.gov.br/docman/junho-2020-pdf/147041-pcp009-20/file. Acesso em: 10 maio 2021.

FREIRE, Paulo. Conscientização: teoria e prática da libertação: uma introdução ao pensamento de Paulo Freire. São Paulo: Centauro. 1989.

GHEDIN, Evandro; OLIVEIRA, Elisângela S; ALMEIDA, Whasgthon A. de. Estágio com pesquisa. São Paulo: Cortez, 2015.

LÜDKE, M.: BOING, L. A. Caminhos da profissão e da profissionalidade docente. Educação e Sociedade, Campinas, v.25, n.89, p.1159-1180, set./dez.2004

MARANHÃO. Resolução nº 107/2020 CONSUN/UEMASUL. Reabre o Calendário Acadêmico de 2020 e que estabelece normas e procedimentos para o Período Letivo Especial 2020.3 da Universidade Estadual da Região Tocantina do Maranhão. Imperatriz, 15 jul. 2020.

MARANHÃO. Resolução nº 108/2020 CONSUN/UEMASUL. Estabelece diretrizes e normas para o ensino emergencial remoto e demais atividades de pesquisa e extensão, durante a suspensão das atividades presenciais, e altera o Calendário Acadêmico 2020 da Universidade Estadual da Região Tocantina do Maranhão. 7 ago. 2020.

NASCIMENTO, Icaro Baltazar; CHAVES, Jessiane Carla de Melo; SANTOS, KarolinyFerrreira dos. CORONAVÍRUS: saúde mental e rendimento acadêmico no contexto pandêmico. Paper 12 (Trabalho final de Estágio Curricular Supervisionado de Língua Inglesa –Centro de Ciências Humanas Sociais e Letras (CCHSL), Universidade Estadual da Região Tocantina do Maranhão (UEMASUL). Imperatriz, 2021.

OLIVEIRA, Elida. Brasil tem maior índice de universitários que declaram ter saúde mental afetada na pandemia, diz pesquisa [online]. Disponível em: https://g1.globo.com/educacao/noticia/2021/02/26/brasil-tem-maior-indice-de-universitarios-que-declaram-ter-saude-mental-afetada-na-pandemia-diz-pesquisa.ghtml. Acesso em: 9 maio 2021

PIMENTA, Selma Garrido (Org.). Saberes pedagógicos e atividade docente. 3. ed. São Paulo: Cortez, 2002.

RAMALHO, Betania Leite; NUÑEZ, Isauro Beltran; GAUTHIER, Clermont. Formar o professor, profissionalizar o ensino: perspectivas e desafios. 2. ed. Porto Alegre: Sulina, 2004.

SAVIANI, Demerval. Os saberes implicados na formação do educador. In: BICUDO, M. A. V; SILVA JÚNIOR, C. A. da. (Org.). Formação do educador. São Paulo: Ed da UNESP, 1996, v.1, p. 145-155.

TARDIF, Maurice. Saberes docentes e formação profissional. Petrópolis, RJ: Vozes 2010.

ZAGURY, Tania. O professor refém: para pais e professores entenderem por que fracassa a educação no Brasil. Rio de Janeiro: Record, 2006.

ZEICHNER, Kenneth M. A. Formando professores reflexivos para a educação centrada no aluno: possibilidades e contradições. In. BARBOSA, R.L.L (Org.). Formação de educadores: desafios e perspectivas. São Paulo: UNESP, 2003.

****