



Training Spanish teachers in the context of the Pedagogical Residency Program[I thank Capes for granting the Pedagogical Coordinator scholarship of the Spanish subproject, allowing the realization of this work].

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Summary

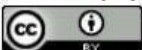
The objective of this paper is to present some difficulties encountered during the development of the activities of the Spanish subproject of the Pedagogical Residency Program, linked to the State University of Feira de Santana. We used a qualitative methodology, whose data collection was based on the criticism issued by three residents in their final report of the first module, in the year 2021. The reports and our experience highlight the difficulty in qualifying two field schools, the need to reconfigure the structure of the Spanish courses offered in the schools, and the uncertainty regarding the students' adherence to learning this language. We believe that these problems can be interpreted in the light of two situations: first, the lack of interest of the State in offering Spanish language courses in the basic education network; and second, the Capes' Call for Proposals does not contemplate some specificities of our subproject, placing it on the same level as other areas considered priorities.

Keywords: Pedagogical Residency. Teacher Training. Spanish Language.

Formação de professores de espanhol no contexto do programa de residência pedagógica

Resumo

O objectivo deste trabalho é apresentar algumas dificuldades encontradas durante o desenvolvimento das actividades do subprojecto espanhol do Programa de Residência Pedagógica, ligado à Universidade Estadual de Feira de Santana. Utilizámos uma metodologia qualitativa, cuja recolha de dados ocorreu a partir das críticas emitidas por três residentes no seu relatório final do primeiro módulo, em 2021. Os relatórios e a nossa experiência mostram a dificuldade de viabilizar o campo de duas escolas, a necessidade de reconfigurar a estrutura da oferta de cursos de espanhol nas escolas, e a incerteza quanto à adesão dos estudantes à aprendizagem desta língua. Compreendemos que estas questões podem ser interpretadas à luz de duas situações: primeiro, a falta de interesse do Estado no fornecimento da língua espanhola nas escolas públicas; e segundo, o Aviso Público Capes não contempla algumas especificidades do nosso subprojecto, colocando-o ao mesmo nível que outras áreas prioritárias.





Palavras-chave: Residência Pedagógica. Formação de professores. Língua Espanhola.

1 Introdução

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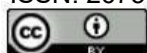
The Pedagogical Residency Program (hereafter PRP) is the most recent national policy for teacher training. Institutionalized in 2018, the initiative is committed to the initial training of students in the final stages of degree courses, through the planning and development of actions involving immersion, observation, and regency.

Although it is not its focus, the PRP develops an educational linguistic policy, in the sense that it provides opportunities for the immersion of undergraduates of Language courses (Portuguese, English and Spanish) in the classroom, so that they contribute to the critical and ethical training of the student. As expressed by Duboc (2014), in the process of learning a language, we learn with it identity, cultural, social and ideological aspects.

In view of the above, this paper aims to problematize some situations experienced in the Pedagogical Residency Program (Edital 01/2020), in the context of the Spanish subproject of the State University of Feira de Santana. In order to do so, it was based on criticisms made by three residents in their finalization report of the first module (from November 2020 to May 2021), and on our experience during the selection stage of the pedagogical team, as well as during the first six months of the implementation of the above-mentioned Edital.

This work aims to contribute to studies on the training of Spanish teachers in the context of the PRP, based on the assumption that our reflections will help professionals in this area to have a more horizontal view of the problems experienced in other contexts that involve teacher training.

2 The Educational Residency Program



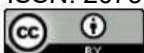


In the last three years, there has been a significant number of publications on the PRP, which seek to highlight its importance for students of undergraduate courses, as well as problematize aspects that surround a program aimed at initial teacher training. These researches are still recent, for the simple reason that the aforementioned initiative took its first step, officially, in the year 2018. However, conclusive studies have demonstrated its political, pedagogical, and social relevance (MONTEIRO et al, 2020; MELLO et al, 2020; FREITAS; FREITAS; ALMEIDA, 2020; OLIVEIRA NETO; PEREIRA; PINHEIRO, 2020; LEITE; ALMEIDA, 2021), whose effects produce transformations in teacher training itself (SOUSA; BARROSO, 2019), as well as in professional identity (PIMENTA; LIMA, 2018).

When investigating the contributions of PRP in a group of residents of the pedagogy course, Mello et al (2020) identified four situations that assist in the formation of undergraduates: 1) PR provides new experiences, living daily situations of the school and witnessing teachers' practices in authentic context; 2) academic, professional and human formation, enabling reflections on praxis; 3) being a teacher, that is, discovering new challenges and tasks that go beyond what was imagined; and 4) articulation between theory and practice, in the sense that this intersectionality is a support to overcome the fear of encountering reality and exposure to the different.

Regarding the last element alluded to in the previous paragraph, Curado Silva (2020) highlights the centrality of this relationship in PRP. Unlike an extremist conception that separates theory from practice, dichotomizing the autonomy of one in relation to the other, the Pedagogical Residency would bring, in the author's view, a dialectical proposal of both elements. This conception expresses an interdependent movement, whose bond forms a unit "in which knowledge has a liberating character" (p. 114).

According to the same author, the aforementioned unity is the conceptual basis of praxis, understood, on the one hand, as an explanatory, theoretical, and intentional activity, and, on the other, as a properly practical material. In this sense, the author coined the term praxis epistemology and defined it as:





This epistemology understands that teachers are historical subjects, bearers and builders of culture that have the ability to produce relevant knowledge about education from the problematization based on a solid theoretical training that allows collective and critical reflection of the practices experienced in their contexts of origin and that are permeated by different determinants that make the educational spaces tense and contradictory (CURADO SILVA, 2020, p. 111).

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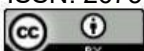
We understand that distancing these two elements hurts one of the basic principles of the PRP, which, in its Edict 01/2020, presents as one of its objectives "to encourage the training of teachers in higher education for basic education, leading the undergraduate to actively exercise the relationship between theory and professional teaching practice" (BRASIL, 2020, p. 1).

Thus, the concept of Pedagogical Residency, expressed in the Announcements of 2018 and 2020, describes some formative elements such as, for example, planned and systematic immersion of the undergraduate in school spaces, so that he can experience concrete situations of everyday life in the school and classroom, which will serve as an object of reflection on his teaching practice (GIGLIO, 2020).

Corroborating the previous statements, Pimenta and Lima (2018) point out that the professional development of teachers involves the interweaving of theory into practice and practice into theory. This relationship is fundamental for the teacher to build knowledge, producing theory in a real context.

When confronting their daily actions with theoretical productions, it is necessary to review their practices and the theories that inform them, researching the practice and producing new knowledge for the theory and practice of teaching. Thus, the transformations of teaching practices only take place as the teacher expands his or her awareness of his or her own practice, that of the classroom and the school as a whole, which presupposes theoretical and critical knowledge about reality (2018, p. 15, emphasis added).

For teacher education to advance in a critical rationality, Paniago, Nunes and Belisário (2020) warn that the effectiveness of praxis is consolidated under solid theoretical training. In other words, the simple application of methods, strategies, and teaching resources devoid of a theory that supports the actions and provide an opportunity for new interventions are more aligned with the principles of technical





rationality than, per se, in praxis, making teachers mere compliers and repeaters of tasks and guidelines.

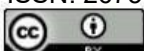
In this sense, creating spaces for the development of praxis demands eminently the offer of the curricular component analogous to the undergraduate's area of study. The statement may seem like a tautology, but our experience reveals a lack of dialogue between certain actions of the teacher education policy and the undergraduate experience.

2 Methodology

This is a qualitative research, whose collection method was done through the residents' narratives, presented in the final report of the first module, in a field for compliments, suggestions and criticisms.

The narratives, as a data collection procedure, are configured as an alternative to revisit pedagogical practices that help in the formation of this process. The subjects involved in the formative process, when revisiting the experiences and experiences of teacher-training, select significant actions and facts (PANIAGO; NUNES; BELISÁRIO, 2020), reflecting on the praxis in a constant critical-reflective exercise.

The PRP is valid for 18 months and is divided into 3 modules of 138 hours. At the end of the Program, the resident must write a text, the purpose of which is to dissect an experience gained during any of the modules and send it to Capes as a closing activity of his participation. They must sign a term of consent, agreeing to make available the result of their reflections, so that it can feed a database and thus serve as material for future research. However, each university has the autonomy to request an extra document from the residents, preceptors and pedagogical coordinators, so that the institution can follow up on the development of the Program's actions. In this sense, the information collected for this work comes from the reports written by three residents as the final activity of the first module of the Call for Applications 01/2020, from our experience during the selection stage of the centers and during the formative activity of the first module.





In order to respect the ethical principles of research, the three residents authorized, via Google Form, the disclosure of their reports for research purposes.

We consider it important to clarify that our results reflect a preliminary view of the process, given that, at the time of writing this paper, Edital 01/2020 is still in effect, i.e., the activities of the PRP are still ongoing. With this, we mean that the residents' statements may change until the finalization of the above-mentioned Announcement, although everything leads us to believe that the analysis made in this first stage will not change, for the reasons we will explain in the next section.

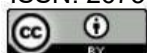
3 Results and Discussion

Before we start the discussion of the results, it is convenient to unravel some aspects of the Pedagogical Residency Program and the Spanish subproject linked to the State University of Feira de Santana.

The PRP is divided into two large groups of subjects, whose cores can be classified as priority and general areas. The first group includes Literacy, Biology, Science, Physics, Portuguese Language, Mathematics and Chemistry; the second includes Art, Physical Education, Philosophy, Geography, History, Computing, English Language, Spanish Language, Sociology, Intercultural Indigenous, Field Education and Pedagogy.

The areas considered as priority must, necessarily, be formed by 3 field schools: for each school 8 residents and 1 preceptor, totaling 24 undergraduate students and 3 teachers.

The general areas have a differentiated organization. They can follow the same configuration as the previous ones, or form a nucleus with two subprojects. For example: two field schools for one area, totaling 16 residents and 2 preceptors, and one school for one area, totaling 8 residents and 1 preceptor. Necessarily, each nucleus must be 24 by 3.



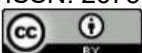


The Spanish subproject to which we refer in this work has 16 residents and 2 preceptors, allocated in the following schools: Instituto Federal da Bahia (IFBA) and Colégio Modelo Luis Eduardo Magalhães. The first one is a Federal Government institution and the second one is a Bahia State Government institution.

7 Having presented some general information about the configuration of the PRP, in the macro sense, and of the Spanish subproject of UEFS, we make the first problematic observation of this work: of the two above mentioned schools, only IFBA offers the Spanish language, but on an optional basis. Despite its non-mandatory nature in the curriculum, it is important to clarify that the residents will only be able to perform their practices in the afternoon shift of the preceptor, which is why the discipline should be structured as an extension project. Colégio Modelo, on the other hand, although Spanish is not included in its course schedule, is making efforts to offer it as an extracurricular course. This institution understands that offering Spanish will be an opportunity for students to gradually realize the importance of learning another foreign language besides English.

In many contexts where Spanish is an optional subject, the student's decision is justified by the rejection of English or because it is an "easier language. Gomes (2015) identified this experience in a school in Salvador, where the principal claimed the importance of student autonomy in relation to the language they want to learn. This observation assumes that decision making is a way for students to learn what they identify with.

The second problem is related to the first, that is, the state and municipal schools located in Feira de Santana do not offer the Spanish language in their curricula. This observation occurred during the selection period of the preceptors, whose accreditation was conditioned to the offering of the Spanish language in the field schools. In other words, for an institution to be accredited, the teacher of the area should participate in the selection phase for the PRP preceptor, without which the subproject could not select the respective residents. Based on this imposition, not having a preceptor from the area





means not extending the opportunity for undergraduates to experience school and make it impossible for them to build knowledge in the relationship between theory and practice.

The questions posed above can be analyzed in the light of the language policies of Spanish teaching in Brazil. After the repeal of Law 11.165/2005, the few institutions that offered the Spanish language started to reduce its course load and/or remove it completely from the curriculum. This situation directly impacts the formation of the Spanish cores of the PRP and especially the difficulty for residents to find expanded spaces for the development of their pedagogical action, understood as "activities that teachers carry out in the school collective, presuming the development of certain oriented and structured material activities" (PIMENTA; LIMA, 2018, p. 35).

As said in the previous section, creating conditions for the development of praxis eminently requires the offer of the curricular component analogous to the undergraduate's area of study.

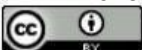
Some authors teach us that the curricular institutionalization of a language in a school subject is the result of educational and linguistic policies (RAJAGOPALAN, 2003), which structure its socio-historical constitution and aggregate forms of knowledge, cultural practices and ideologies (GERHARD, 2013).

In this sense, Vargas and Souza (2021, p. 20) understand that:

[The] formulation, implementation and consolidation of educational/curriculum policies procedurally involve disputes that construct the history of a discipline in Brazilian schools. Thus, looking specifically at Spanish helps us understand how public policies have placed it, in such a short time, from a place of extreme officialdom (inserted in laws at different governmental levels) to a position of fragility, eliminating it completely from national educational policies.

In parallel to the discussion above and the sine qua non condition of the opening of spaces for the development of practice through the offer of a curricular component analogous to the undergraduate's training, we highlight the opinion of two residents of the Spanish subproject:

(R1) "I criticize our governments for making the development of Spanish language teaching more complicated in public schools."





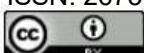
(R2) "I criticize the Governments for the scrapping in education, and the absence of Spanish language teaching in schools [...] that the Governments rethink education, try to insert the Spanish language in state schools".

As noted above, residents criticize the government for the difficulty of implementation and absence of Spanish in schools. This is not a fortuitous criticism, but is based on the status quo of the provision of this language in the basic education network. In many instances, the school outsources the foreign language, understood as an extracurricular subject, whose role is that of a vehicular or instrumental language (LAGARES, 2013). The lack of clarity of a state or municipal regulation makes possible divergent interpretations of resolutions, which attributes to the aforementioned language the filling of schedule gaps (LATTIES; KERSCH, 2019). Not coincidentally, both criticisms come from residents who develop activities in the same school-field, which has as its initial proposal to offer it as an extracurricular subject, gathering, processually, the adhesion of students so that it can be promoted to the condition of compulsory subject.

The offer of the Spanish language in the basic education system has always been a tumultuous experience: sometimes it had a privileged status, to the point of becoming a compulsory offer, and other times it was reduced to optionality or its complete disappearance, through an arbitrary decision of the State.

The inclusion of Spanish in the basic education network is characterized much more by geopolitical demands than by eminently educational interests. This has been the case in its three main movements over the past 100 years: first with the creation of the chair of Spanish at Colégio Pedro II, in 1919; second with the Capanema reform, in 1942, which makes it compulsory to offer and study, just like English and French; and third with Law 11.161/2005, which makes its offer compulsory in high school and optional enrollment for students (RECUERO, 2017).

This last movement signified a turning point for the Spanish language in Brazil, generating a fresson among teachers in the area, as it was imagined that the effects of the aforementioned Law would be beneficial and long-lasting for teacher training. Recuero lists some successes such as, for example, the expansion of university courses





in Spanish graduation, the opening of vacancies in competitive examinations, the creation and expansion of scholarships for teacher researchers and teacher tutors, the inclusion of Spanish in ENEM and the inclusion of Spanish in the National Textbook Program.

Twelve years later, the pendulum regulating the status of Spanish in basic education is moving to the opposite side, driven by Law 13.415/2017. This period, say Costa and Gonçalves (2020), represented a change of direction in the national teacher training policy from the removal of former president Dilma and the beginning of the Michel Temer government, whose changes in economic policy reverberated in education and consequently in teacher training initiatives. A clearly neoliberal posture is assumed, whose conduct has as one of the premises the reformulation of the educational agenda.

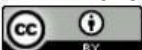
Underlying this redirection in domestic policy, changes in foreign policy also stand out, in which Brazil is once again strengthening ties with English-speaking countries, especially the United States. Some authors (CASARÕES, 2016) interpret this structural change in the institutional design of Brazil's foreign relations as a risk to the regional integration process. As Spanish teachers, we are witnesses that these changes in macro-policy reverberated in the unspeakable loss of achievements for the teaching of the Spanish language.

At that same time, the Federal Government enacts the Common National Curriculum Base (BNCC), whose imperative, in terms of language policy, is to privilege the English language in schools, characterizing it as an instrument that serves a broader agenda, based on interests divergent from its ends.

According to Silva Jr (2020, p. 109):

It is also noted that the current BNCC disregards the history of foreign language teaching in the country and the comprehensive training of the subject through contact and assimilation with different cultures, ways of thinking, feeling and acting in the world. This distorted view can be understood from the moment the text of the document reinforces the adoption of English as the only lingua franca [...].

This same author also considers that the absence of Spanish in a document that governs basic education enables experts in the field of Spanish teaching to devise a





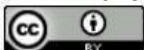
(counter)proposal to the BNCC, more consistent with what is meant by teaching this language in Brazil.

It is curious to note that the *modus operandi* of the PRP should lead the undergraduate student to actively exercise the relationship between theory and practice, as long as he or she follows the BNCC guidelines. However, the latter document does not issue any guidance on the Spanish language, masking the narrative of the only passage dedicated to it. Moreover, it absolutely omits border contexts, where Portuguese and Spanish usually transit freely. According to Boéssio (2011), the teaching of Spanish in these border spaces enables multiple integrations: linguistic, political, economic, historical and cultural; besides providing students with knowledge of the context in which they are inserted, creating opportunities to act and interact in their daily lives, so that they can value languages and cultures with which they have contact.

Several Spanish language centers, especially in contexts that are similar to the one in Feira de Santana, tend to arm themselves with alternative strategies that may justify the need to make changes in their configuration, not because they insist in not complying with the demands of the funding agency, but because it does not contemplate idiosyncrasies formed from the reality of each subproject. In this way, the cores become plastered when the same demands of the other areas contemplated in the curriculum of the schools are imposed on them. This is the third problem verified in our work, whose effect usually generates insecurity among the residents, as we could observe in one of the reports:

(R3) "we carry the fear and uncertainty of not reaching the number of students we should and would like".

The resident's apprehension about the number of students is not a coincidence, since the graduate student must develop, in each module, 40 hours of regency, which is conditioned to the number of classes in the school. As of the writing of this paper, the residents had not started their regency, for the reasons we have presented and for the troubled resumption of school activity in a scenario marked by the Covid-19 pandemic.





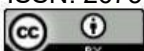
Considering this reality, the PRP has been flexible about the beginning of the regency period, being able to concentrate the first 40 hours in the last two modules.

The optional nature of the Spanish courses in both institutions may have repercussions on the low adherence of students. If this happens, the residents will have difficulties in fulfilling the 120 hours dedicated to regency during the whole program. Paniago, Nunes and Belisário (2020) identified a situation analogous to our concern. Based on their training experiences in a Federal Institute of Education, the authors concluded that, despite the institution's efforts, the residents had difficulties in fulfilling the entire workload assigned to regency. The authors believe that it is practically impossible to meet the requirements imposed by the Capes edict, because there are several residents for a single preceptor. If they all did the regency individually, the preceptor would no longer be able to teach his classes.

4 Final considerations

This paper sought to present some difficulties experienced during the development of the activities of the Pedagogical Residency Program (Edital 01/2020), in the context of the Spanish subproject of the State University of Feira de Santana. In order to do so, we based our work on the criticisms made by three residents in their finalization report of the first module (from November 2020 to May 2021), and on our experience during the selection stage of the pedagogical team, as well as during the first six months of the implementation of the above-mentioned Edictal.

It was possible to note three problems experienced in our context. The first one is that, of the two schools in the field qualified for the Spanish subproject, only IFBA offers Spanish, but as an option. The other institution will offer Spanish as an extracurricular component, which should count on the adherence of the students. As for the second, it was possible to verify that the state and municipal schools, located in Feira de Santana, do not offer the Spanish language in their curricula. We verified this reality during the





qualification period of the field-schools, which is conditioned to a teacher graduated in the area and who is working in the school. In the absence of a preceptor, the vacancies for the 8 residents who are supposed to work at the institution are cancelled. Regarding the third problem, we identified fear and uncertainty on the part of one of the residents of not getting the number of students that he or she should or would like. This feeling occurs because the Spanish courses in the qualified field schools will be offered, one in the extension project model and the other as an extracurricular course. In both cases, there is no certainty about the number of students and even less about the classes in which the residents will be responsible for teaching. The low adherence to the Spanish courses will mean a concentration of residents in the same class, which may make it difficult for them to fulfill their workload.

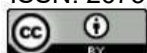
In conclusion, we consider that this work brings into discussion the curricular component of the Spanish language in schools, as well as the importance of reviewing some of the treatments of the Spanish area in the PRP. Moreover, it questions the State about the offer of this curricular component, asking it to rethink policies of linguistic education that can create conditions for undergraduates to find authentic spaces for the development of praxis. We understand that, without it, the formation of these residents will be compromised.

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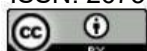
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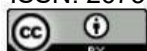
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