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**Activity systems of compulsory teacher training in three
perspectives**

Santa Maria, RS, Brasil
2016

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ACTIVITY SYSTEMS OF COMPULSORY TRAINING IN THREE PERSPECTIVES

Trabalho Final de Graduação apresentado ao Curso de Letras e Literaturas da Língua Inglesa, Área de Linguística Aplicada, da Universidade Federal de Santa Maria (UFSM, RS), como requisito parcial para obtenção do grau de **Licenciada em Letras e Literaturas da Língua Inglesa.**

Orientador (a): Prof. Dra. Luciane Kirchhof Ticks

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Defesa : 14/12/2016

ACTIVITY SYSTEMS OF COMPULSORY TEACHER TRAINING IN THREE PERSPECTIVES

RESUMO

O objetivo deste trabalho é identificar o sistema de atividades dos estágios obrigatórios de observação e docência do Curso de Licenciatura em Letras/ Inglês da UFSM, sob três perspectivas: 1) dos documentos legais, regulamentadores da prática de estágio; 2) da coordenadora pedagógica de uma escola da rede pública de ensino de Santa Maria; e 3) da professora orientadora da disciplina de Estágio Supervisionado do Curso de Letras da Universidade Federal de Santa Maria. Para realizar esta pesquisa, adotamos as teorias da Pesquisa Colaborativa (CELANI, 2002; MAGALHÃES, 2002), da Teoria da Atividade Sócio-Histórico-Cultural (TASHC) (LIBERALI, 2009; ENGESTRÖN, 1987), da Análise Crítica do Discurso (FAIRCLOUGH, 2003) e da Linguística Sistêmico-Funcional (HALLIDAY & MATTHIESSEN, 2004). O *corpus* deste trabalho é composto pela Instrução Normativa Nº 01/2014, pelo termo de compromisso do estágio e por três entrevistas semi-estruturadas, sendo duas com a coordenadora pedagógica e uma com a professora orientadora de estágio. A análise mostrou que os documentos legais destacam apenas um (1) sistema de atividades para ambos os estágios, não havendo distinção entre eles. Por outro lado na análise das entrevistas da coordenadora pedagógica e da professora orientadora de estágio, identificamos dois (2) sistemas de atividades distintos para cada um dos estágios. A análise ainda destacou que o sistema de atividades constituído no discurso da professora orientadora é composto por um número maior de atividades, o que o torna mais complexo e amplo em relação aos demais sistemas identificados.

Palavras-chave: Sistema de atividades. Estágio obrigatório. Pesquisa Colaborativa.

SISTEMAS DE ATIVIDADES DO ESTÁGIO OBRIGATÓRIO DE CURSOS DE LICENCIATURAS EM TRÊS PERSPECTIVAS

ABSTRACT

The objective of this work is to identify the activity system of the English Major UFSM compulsory training of observation and teaching under three perspectives: 1) the legal documents which guide the teaching practice; 2) the pedagogical coordinator of a public school in Santa Maria; and 3) the English major teaching advisor of Federal University of Santa Maria. To carry out this research, we adopted the theories of Collaborative Research (CELANI, 2002; MAGALHÃES, 2002), Cultural historical activity theory (CHAT) (LIBERALI, 2009; ENGESTRÖN, 1987), Critical Discourse Analysis (FAIRCLOUGH, 2003) and Systemic Functional Linguistics (HALLIDAY & MATTHIESSEN, 2004). The *corpus* of this work is composed by the Normative Instruction N° 01/2014, the Commitment Term of Training and three semi-structured interviews, being two of them developed with the pedagogical coordinator and one of them with the training advisor. The analysis showed that the legal documents highlight only one (1) activity system for both trainings, with no distinctions between them. On the other hand, in the pedagogical coordinator and the advisor training interviews, we identified two (2) distinct activity systems for each training practice. The analysis also highlighted that the activity system according to the training advisor is composed by a great deal of pedagogical activities, which makes it more complex and wider than the other systems identified.

Keywords: Activity system. Compulsory training. Collaborative research.

1. INTRODUCTION

Several studies about continuing teacher education have been developed over the years in order to contribute and reflect on teachers' pedagogical practices (MAGALHÃES; FIDALGO, 2008; VIEIRA - ABRAHÃO, 2006; CELANI, 2003; 2004; MAGALHÃES, 2004; 2002; COX & ASSIS PETERSON, 2001, among others). These studies establish a dialogue with the research line "Linguagem no Contexto Social", linked to the research group "Linguagem como Prática Social", as they all share the interest in discussing the pedagogical practices of literacy and interdisciplinarity in educational contexts. The pre and in service qualification is also widely approached by the research group "Linguagem como Prática Social", once the studies developed by its participants seek to investigate, problematize and improve the pedagogical practices under a reflective perspective.

In order to contribute to these studies, the research group "Núcleo de Estudos Colaborativos em Contextos Escolares" (N.E.C.C.E), created in 2010, proposes to problematize educational practices in public schools in Santa Maria, RS. Within N.E.C.C.E, the umbrella project "Multiletramentos, interdisciplinariedade e formação colaborativa de professores de Linguagem na escola" (TICKS, 2015).¹ has been developed in the period of 2015-2018 in a public school in Santa Maria. It aims to problematize school multiliteracies practices through a critical and collaborative purpose, in which all participants (teachers, researchers, students and school staff) engage in reflective practices of language teaching in this context. Regarding the improvement of pre and in-service qualification, the project investigates discursive practices of teachers and students and how language mediates these practices.

Being part of this umbrella project, the objective of this research is to map the activity systems of pre-service teachers within a public school during the compulsory training program from three perspectives: a) the Government legal regulation documents; b) the public school coordinator; and c) the UFSM English Major Training advisor. Thereby, this work aims to contribute to the development of pre-service teachers' critical qualification and their teaching practices in the school context.

¹ Ethics and Research Comitee/ UFSM – GAP/CAL = 039819

According to Damianovic (2011, p. 295), “it is in the collaborative co-thinking that the articulation among practices can be reconstructed through language in social practices as resources of action, review and reconstruction of human acts in new social roles inside the world.”²

2. REVIEW OF LITERATURE

We divide this review of literature into two moments. In the first one, we discuss the promotion of continuing teacher education programs within a collaborative perspective (subsection 2.1). In the second moment, we discuss the activity system theory (subsection 2.2), and the theory of discourse and language which support this analysis (subsection 2.3).

2.1 Collaborative research

Collaborative research is a qualitative perspective of investigation which has as main goal the establishment of a process of negotiation among all participants involved in the study with clear objectives on what is being investigated. According to Magalhães (2002), collaborative research may contribute to develop a reflective and critical space in the school context, once researchers, teachers and students can propose ideas and suggestions in order to discuss the discursive practices developed in classroom.

Collaborative research seeks to respond to the expectations of the context investigated, aiming at the education of reflective and autonomous professionals who may consider new relations among theory, practices, research and teaching. Teachers who engage in collaborative processes have the opportunity to recognize themselves as researchers of their own classrooms, articulating teaching and learning theories in particular contexts and considering their students' needs in order to transform their discursive practices by constant negotiation (MAGALHÃES, 2002). To achieve these goals, all participants need to be opened for discussion and provide a respectful and trustworthy locus for reflection, recognizing the asymmetrical

² My translation. In the original: “É no copensar colaborativo que a articulação entre práticas podem ser reconstruídas pela linguagem em práticas sociais como recursos de ação, revisão e reconstrução do agir humano em novos papéis sociais dentro do mundo.” (DAMIANOVIC, 2011, p. 295)

knowledge as a relevant part of this process, since it is constructed by contradictions (MAGALHÃES; OLIVEIRA, 2016) and different levels of knowledge which these participants should be prepared to deal with.

Within a continuing teacher program, the negotiation process is an important tool for the construction and deconstruction of the meanings represented by teachers in their classroom discursive practices. Thereby these programs should provide, for all participants engaged in the school context as well researchers, the opportunity for reflection to problematize, discuss and change the ways they understand and explain their practices, roles and themselves as professionals of education (MAGALHÃES, 2002).

Through these processes of reflection, teachers can observe the implicit values, representations and ideologies present in their discursive classroom practices and in their discourse, which constitute their professional profile as teachers and shape with their students. The reflective process is understood, according to Grimmett cited by Magalhães (2002, p. 50), as “a tool to practice comprehension and transformation and it involves: (a) to rethink the situation, making questions of clarification; (b) to discuss ignored aspects; (c) to attribute new meanings for situations already discussed.”³

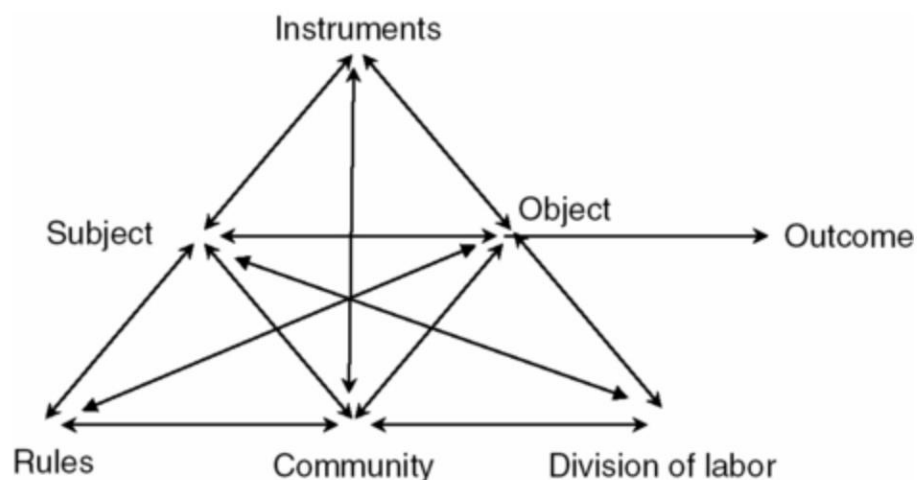
Therefore, the reflective act is a relevant tool in collaborative research as it provides the construction of knowledge and also the discussion about this knowledge as well as reflections about beliefs and values shared by teachers through their practices in classroom. As a result, collaborative research aims to promote changes among school staff and researchers and their practices with emphasis on the process of investigation and not only on the products developed in the end of the process (MAGALHÃES; FIDALGO, 2008).

In the next subsection, we approach the concept of activity system, within Cultural-Historical Activity Theory (CHAT), in order to explore how participants interact with one another, in a particular context, and with specific activities and purposes.

³ “My translation. In the original: Uma ferramenta para praticar compreensão e transformação e envolve: (a) repensar a situação, fazendo questões de clarificação; (b) discutir aspectos ignorados; (c) atribuir novos sentidos e situações já discutidas.” (MAGALHÃES, 2002, p. 50)

2.2 Activity system

Within the school context, different participants, such as in service and pre service teachers, students, coordinators, family members and also researchers take part in different events which constitute several activity systems. The activity system, therefore, is a systematization of processes of mediation which present interrelated elements of interaction processes shared among individuals (PASSONI, 2012). The structure of the activity system is composed by instruments, subject, object, rules, community, division of labor and outcomes. In other words, the activity system is a locus in which the subject interacts with the object in order to achieve an expected result. It is socially motivated, considering the context and what is been shared among the participants (MAGALHÃES; OLIVEIRA, 2016). Figure 1 represents Engeström' model which systematizes the elements and structure of the activity system.



According to Engeström (1987, p. 133) “the essence of learning activity is the production of objectively, societally new activity structures (including new objects, instruments, etc.) out of actions manifesting the inner contradictions of the preceding of the activity in question.” The subject develops the action within the system once he/she interplays toward the object. The subject is part of a community, which is composed by all members that share the same object collectively or individually and this community shares rules which guide actions implicitly or explicitly within the system. In the same way, the subject aims to achieve an object which refers to what

the subject establishes during the process in terms of tasks and actions. The object could be close or distant of the outlined objective and it is mediated by instruments, such as methodologies, genres and cultural tools. The mediation of the object through the community occurs as a result of the division of labor according to the criteria organized inside the group (BAZERMAN, 2013). Finally, outcomes are understood as the final product aimed or achieved by the engagement and interaction of all elements of an activity system.

The activity system can be interconnected to other activity systems, once they are dynamic and each of them is constructed by particular components according to the context (PASSONI, 2012). Each activity system analyzes and associates all the elements of a system inside a context, therefore promoting contradictions, stimulating creative solutions in relation to all participants and elements of a system and expanding the old system, providing a new activity structure (ENGESTRÖM, 1987). Thereby from these contradictions, changes may occur in the interaction (MAGALHÃES; OLIVEIRA, 2016). To analyze linguistically these possible changes and contradictions, in our *corpus*, we use the contribution of two other theories: Critical Discourse Analysis and Systemic Functional Linguistics, which we discuss in the following subsection.

2.3 Critical Discourse Analysis and Systemic Functional Linguistics

The Critical Discourse Analysis perspective proposed by Norman Fairclough approaches language as “an irreducible part of social life, dialectically interconnect with other elements of social life, so that social analysis and research always have to take account of language” (FAIRCLOUGH, 2003, p. 2). Therefore, the representation of social research may be observed through the language study, within discourse analysis.

Fairclough points out that discourses are “ways of representing aspects of the world” (FAIRCLOUGH, 2003, p. 124). The different perspectives of the world shared by individuals are constructed through their relationships with the world, the social relations and subjectivities which build social identities and personalities.

Fairclough supports his critical discourse analysis by using systemic functional linguistic analysis to show the material evidence in terms of how language is used to build different ways of representing the world. Within Systemic Functional Linguistics, theory first developed by Michael Halliday, language is associated with cultural and situational contexts of use. It constructs meaning through several interrelated linguistic system networks and explains the function that grammatical elements performed in texts (FUZER; CABRAL, 2010).

Halliday (1989) discusses the concept of “text”: “language that is functional” (1989, p. 10). According to the author, texts can be spoken and/or written, and they are constituted by words, sentences and meanings, which result in a semantic unit. Texts should be considered under the perspective of a “continuous process of semantic choices” (Ibidem). Through Halliday’s perspective, a text must be conceived as product and as process, always being modified according to the need and the situation. Text as product is the materialization of the text, the final results of the production while text as process means a series of action to achieve the desired result, thus, it is constituted within and by the situation.

Halliday (1989) highlights the elements that are present in the process of producing a text which constructs meanings through language. In this process, the text itself is accompanied by another text, known as the context. According to Halliday, “in real life, contexts precede texts. The situation is prior to the discourse that relates to it” (1989, p. 5). Thereby the author adopts the term *context of situation* (from MALINOWSKI, 1923 apud. HALLIDAY, 1989) in his studies once it refers to “the environment of the text” (1989, p. 6). Another concept introduced by Malinowski (1923) and discussed by Halliday is the *context of culture* which considers the cultural background where the text is produced, consumed and legitimated.

According to Halliday (1989) the context of situation is represented by three variables: Field, Tenor and Mode. Field refers to what is happening in the social action. Tenor is related to the social roles engaged in the action, the participants present in the text and their different positions and status in the text. Finally, the Mode of discourse is how language is used by the participants. Inside Mode, we also consider the channel used (spoken, written or both) and the rhetorical mode that is associated with the function of text, such as persuasive, didactic, argumentative, etc.

Each of the three variables of context is materialized in the text by a particular metafunction.

Field is materialized by the Ideational metafunction in the linguistic system, it aims to describe and explain the context. This metafunction is realized in texts by means of the transitivity system once it constructs human experiences observed in processes, actors and circumstances in the clause.

Tenor is realized by the Interpersonal metafunction: participants' relationships. It is responsible for the interpersonal system of the clause and deals with the exchange among the participants according to their role and their power relations in the text.

Finally, Mode is materialized in texts by the Textual metafunction and focuses on the textual structure. This metafunction is related to the organization of information in each clause which will result in the organization of the whole text.

As we are analyzing the activity systems of pre-service teachers within their context of training, we will be focusing in more detail on the Ideational metafunction in order to map the representations of the activity system of pre-service teachers within a public school from the perspectives of: a) the Government legal regulation documents; b) the public school pedagogical coordinator and c) the UFSM English Major Training advisor.

3. METHODOLOGY

In this section, we present the context of investigation and the participants involved in the research (subsection 3.1), the corpus and the procedures of data collection of this study (subsection 3.2) and the procedures and categories of analysis (subsection 3.3)

3.1 Context and participants

There are two contexts of investigation in this study. This research was developed in a public high school, located in the heartland of Santa Maria city, Rio Grande do Sul. The school receives students from several areas of Santa Maria,

reaching a number of about one thousand and three hundred high school students. The staff is composed by one hundred-ten people among teachers and other school staff.

Simultaneously, part of this research was developed in the Language Graduation Major of Federal University of Santa Maria (UFSM) which is constituted by three Majors: Portuguese, English and Spanish. Portuguese and English majors are offered as a four year full-time graduation while Spanish major is offered as a five year evening graduation. We focus on the English Major, considering that the professor interviewed for this study works specifically in this course. The English Major is divided into 8 semesters and congregates specific applied linguistics courses (Reading, Systemic Functional Grammar, Semantic and Pragmatics, Critical Discourse Analysis), linguistics courses (Linguistics, Sociolinguistic, Syntax), teaching practice courses (Educational Psychology, Final Research Paper Production, Training), literature (Short Stories, Romance, Poetry) and complementary courses (selected by the undergraduate students).

The supervised training course is divided into 4 semesters, being the first two directed to observation practices while in the last two the pre-service teachers are in charge of the teaching practice. All the teaching training practice is composed of 420 hours, being 105 hours of activities in each semester. The training course comprises theoretical and pedagogical practices and students are assisted by an advisor who is in charge of mediating and supporting the pre-service teachers during their training in public schools in Santa Maria.

In relation to the participants, Marta⁴ is the pedagogical coordinator of the public school in which this project is developed. She is a graduate in English and Portuguese Languages by *Universidade Regional Integrada do Alto Uruguai e das Missões (URI)*. She has two specializations in psycho-pedagogy at *Centro Universitário Franciscano (UNIFRA)* and a Master's degree in Education at UFSM. Marta has been working in the public school investigated for 12 years and currently works as the pedagogical coordinator and also as an Elementary School language teacher in a municipal school in another city.

⁴ Fictitious name

The other participant is professor Ana⁵, currently the English Major advising professor of the Training Course at UFSM. She is a graduate in English and Portuguese Languages by *Centro Universitário Franciscano (UNIFRA)*. Ana has a Master's degree in Linguistics at the Pelotas Catholic University (PUC) and a doctorate in Education at UFSM. Professor Ana has been working as a training advisor since 2003 and she has taught this course also in 2003, 2006 and 2008.

3.2 Corpus and procedures of data collection

The *corpus* of this study is composed by a) two legal documents which regulate the compulsory training activity (The Normative Instruction and The Commitment Term of Training), b) two interviews developed with Marta, the pedagogical coordinator of a public school; c) an interview developed with Ana, the UFSM Major Training advisor.

In order to identify and analyze the activities of pre-service teachers during their training, we adopted a qualitative perspective of investigation. A qualitative investigation is based on what is said, observed and carried out by the study's participants. VIEIRA-ABRAHÃO (2006, p. 220) [following BOGDAN & BIKLEN (1998)] states "the qualitative researchers are those which investigate what research participants are experiencing, as they interpret their experiences, and as themselves structure the social world in which they live." Inside this investigation, we collected our *corpus* through semi-structured and audio recorded interviews.

Firstly, we selected two legal documents, which give legal support to the training programs: a) Normative Instruction N^o 01/2014 which was retrieved from the "Diário Oficial" website. "Diário Oficial" website is a communication vehicle from our Federal Government with the objective of publishing political and official documents of public interest; b) the Commitment Term, which is the document that each pre-service teacher receives from the coordination of his/her university during the training span. This particular one analyzed was used by this author during her own training program.

⁵ Fictitious name

Secondly, we developed two interviews with Marta. The first one lasted approximately twenty three minutes and it was carried out on November 30th, 2015, in the school, in the evening shift. The second interview with this coordinator was developed on May 19th, 2016 and it was carried out in the morning shift in the school. It lasted seventeen minutes, and it was carried out to complement the first interview. The second interview was developed in order to complement answers which were ambiguous in the first interview.

Finally, an interview was developed with Ana, UFSM English Major Training advisor. The interview was carried out on April 4th, 2016 in the university and it lasted thirty minutes. After the transcription, the interview was read by the participant, giving her the opportunity to reviewed and complement the answers in any aspect she considered relevant. We did not offer the possibility of Marta reviews and complements their answers from the transcriptions, once the pedagogical coordinator was in a stressful moment in the administrative area of the school due to the situation in which the school was inserted (the students' occupation).

3.3 Procedures of data analysis

Initially, we analyzed the activity systems of training in which pre-service teachers participate from the perspective of the official documents (the Normative Instruction and the Commitment Term of Training). We investigated the subjects involved, the implicit and explicit rules which the participants must follow, the object and instruments used to achieve the result, as well as the community involved and the division of labor of each subject within this activity system proposed in the documents analyzed.

Afterwards, we transcribed the two interviews developed with Marta, the public school coordinator and also analyzed the activity systems of training from the public school coordinator's perspective.

Finally, we transcribed the interview carried out with Ana, she reviewed the text and then we identified how the activity systems of training are constructed from her perspective. At last, we discussed similarities and differences among all the systems analyzed.

3.3.1 Categories of analysis

To analyze how these systems of activities are represented in the discourse of the legal documents, the UFSM training advisor and the public school coordinator, we take into account the lexical grammatical categories proposed by Halliday (2014) within the Ideational metafunction. In this metafunction, individuals express their actions or events in the world. The action which is performed in the field (which activity is happening in the world) is materialized grammatically through the Transitivity system. In the Transitivity system, we analyze the main clause in order to identify the process (it is an important aspect in the clause which indicates the experience in accordance to time), participants (subjects or entities who develop or are affected by the action) and circumstances (elements in the clause related to time, place and reason of the action). These three clause components are the lexical grammatical categories which constitute the system of transitivity which construes the representations materialized in the discourse. This analysis focused on the main clauses produced by the participants. Table 1 systematizes the elements which constitute the clause based on the Systemic Functional perspective.

Processes	Participants	Circunstances
MATERIAL	Actor – Goal	Extent Location Manner Cause Contingency Accompaniment Role Matter Angle
MENTAL <i>Perception</i> <i>Cognition</i> <i>Emotion</i> <i>Desideration</i>	Senser – Phenomenon	
RELATIONAL <i>Attributive</i> <i>Identifying</i>	Carrier – Attribute Token - Value	
VERBAL	Sayer – Verbiage	
BEHAVIOURAL	Bahaver	
EXISTENCIAL	Existent	

Table 1. Types of processes, participants and circunstances

4. RESULTS

In this section, we analyzed the activity systems of training according to three perspectives: a) legal documents; b) public school's coordinator and; c) the UFSM English Major Training advisor. From these three perspectives mentioned previously, this analysis identified the attributions, rules and roles pre-service teachers should perform during their training

The overall analysis of the three perspectives helped us identify a single activity system within the legal documents and two distinctive systems within the school coordinator's and the UFSM Advisor's discourses (Figure 1).

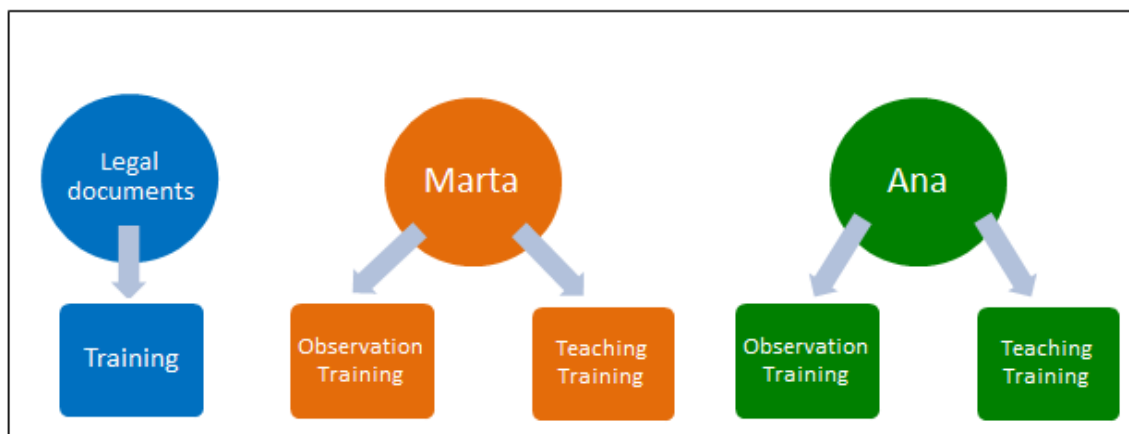


Figure 2. Activity systems found in the analysis.

In the next sections, we describe each system in detail.

4.1 Activity system according to legal documents

An activity system is a dynamic organization in which subjects perform a set of actions collectively in order to achieve a specific and common object with a particular goal for all involved in the system. The subjects interact within a specific context and perform actions mediated by instruments following rules. The division of labor is established according to the social roles these participants assume (LIBERALI, 2012). Therefore, the elements of the activity system found in the two legal

documents of training analyzed are represented in the following scheme (Figure 2) based on Engeström's activity system (1987).

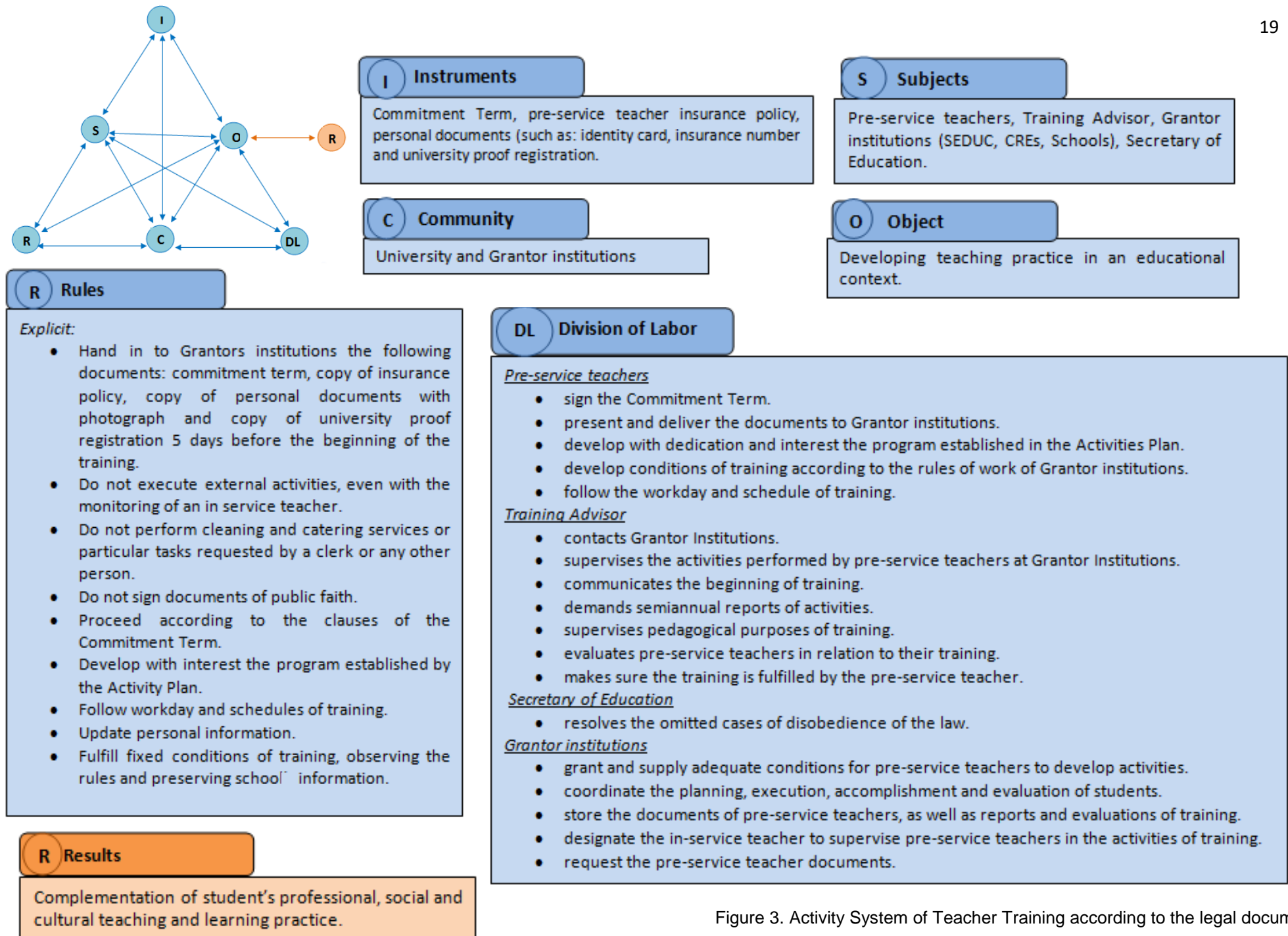


Figure 3. Activity System of Teacher Training according to the legal documents

Figure 3 shows that there is only one activity system being represented in the legal documents regarding the pre-service teacher observation and pre-service teacher training practice. In other words, there is no distinction between observation training and teaching training activities in the documents analyzed. The subjects involved in this process of training which could be developed at a university, a school or other authorized educational spaces are pre-service teachers, training advisor, the grantor Institutions and the Secretary of Education.

Through the legal documents analysis, we identified similarities in the discourses of the two documents associated to the pre-service teachers training practices. In the Normative Instruction (Excerpt 1), the most important document of training, and in the Commitment Term (Excerpt 2), pre-service teachers assume the role of actors of duties, and these duties are related to their attributions during their training, as we can see in Excerpts 1 and 2.

Excerpt 1

O termo de compromisso do Estágio	<u>Dará</u>	ciência	ao (a) estagiário (a)	de seus deveres, atribuições e responsabilidades (...)
Actor	Material process	Goal	Recipient	Goal

Excerpt 2

///O estagiário	desenvolverá	suas atividades//	obrigando-se	//cumprir	as condições fixadas para o estágio ///
Actor	Material process	Goal	Material process	Material process	Goal

Besides, in the duties analyzed, we identified that the nature of obligations mentioned in the documents is entirely bureaucratic (Excerpts 3 to 5) except from one clause in the Commitment Term which describes “pedagogical” attributions (Excerpt 6). These bureaucratic obligations are materialized by the following participants: *os seguintes documentos, documentos comprobatórios, seus dados cadastrais*. Besides that, the use of deontic modality (HALLIDAY, 2014) “deverá” (Excerpt 3) construes the high level of obligations, which pre-service teachers are submitted to.

Excerpt 3

O estagiário	deverá	entregar	na respectiva Unidade Concedente de Estágio,	no início de estágio,	os seguintes documentos: I- Termo de Compromisso do Estágio, devidamente assinado; II – Cópia da Apólice de Seguros de Acidentes Pessoais;
Actor	Interpersonal element	Material process	Circumstance of Location	Circumstance of Time	Goal

Excerpt 4

(O estagiário) ⁶	Apresentar	documentos comprobatórios de regularidade de sua situação escolar.
Actor	Material process	Goal

Excerpt 5

(O estagiário)	Manter	rigorosamente	atualizado	seus dados cadastrais e escolares	junto a concedente.
Actor		Circumstance of manner		Goal	Circumstance of Accompaniment
		Material process			

Excerpt 6

(O estagiário)	Cumprir	com empenho e interesse	a programação estabelecida	no Plano de Atividades(...)
Actor	Material process	Circumstance of Manner	Goal	Circumstance of Location

Neither the Normative Instruction nor the Commitment Term establish pre-service teachers' rights explicitly. These rights are only presented indirectly in other participants' obligations, as we notice in Excerpts 1 and 2 retrieved from the Normative Instruction and the Commitment Term respectively. In these Excerpts, we

⁶ We use the sign () to express implicit information or referents which were mentioned previously.

can infer that their rights are to perform their pedagogical practices supported by the university and grantor institution, fulfilling the teaching plan with the support of a tutor teacher; to carry out their training in an adequate space, where the pre-service teacher will develop their practices, experiencing all pedagogical activities of the schools and the different spaces of the institutions; and to be inserted in a space of teaching where they will learn and teach inside the classroom, as well as in other school spaces.

The object of this activity system is to provide experiences and teaching practices to undergraduate students in a school context (Excerpt 7).

Excerpt 7

///O estágio	objetiva	//propiciar	a complementação de ensino e aprendizagem profissional, social e cultural	ao aluno///
Actor	Material process	Material process	Goal	Recipient

In order to achieve the established object expressed in the documents, the pre-service teachers should hand in the instruments mentioned: the Commitment Term, pre-service teachers insurance policy and personal documents. The Commitment Term and the insurance policy are documents provided by the coordination of the Major in the university before the beginning of the training.

Concerning the division of labor, the most empowered actor in the legal documents is the Secretary of Education who has the power of establishing the rules (Excerpt 8). The linguistic analysis showed that the circumstance “no uso de suas atribuições” and the process “RESOLVE” indicate the secretary is the one that legally regulates the activity in this document.

Excerpt 8

O Secretário de Estado da Educação	no uso de suas atribuições	RESOLVE...
Actor	Circumstance of role	Material process

The training advisor has to make sure the contract is being developed as it was agreed by undergraduate students and the grantor institutions. The activity

attributed to him/her is the supervision of pre-service teachers and their practices within teaching institutions, as the material process “fiscalizará” indicates in Excerpt 9:

Excerpt 9

O(a) supervisor(a) de estágio	fiscalizará	a observância do disposto	neste artigo.
Actor	Material process	Goal	Circumstance: Location Place

The grantor institutions also have the attributions of monitoring the training, once they are in charge of providing the training and offering an adequate environment for pre-service teachers (Excerpt 10).

Excerpt 10

(Grantor institutions)	///celebrar	o termo de compromisso de estágio	com estagiário e a instituição de ensino	//zelando	pelo seu fiel cumprimento.///
Actor	Material process	Goal	Circumstance of accompaniment	Material process	Circumstance of purpose

Excerpt 11

(Concedentes)	proporcionar	ao estagiário	condições propicias para o exercícius das atividades praticas compatíveis ao seu plano de atividades.
Actor	Material process	Recipient	Goal

The material processes “celebrar... zelar” “conceder” (Excerpt 10) and “proporcionar” (Excerpt 11) express that schools and other institutions where pre-service teachers perform their training are responsible for promoting an environment where pre-service teachers can develop their activities with precise objectives of teaching and learning. The material process “zelar” combined with the circumstance “pelo seu fiel cumprimento” reveals that the grantor institutions are participants responsible for granting the accomplishment of the training activity as well as the advisor.

On the other hand, the pre-service teachers' role is to fulfill duties (Excerpts 3 to 6), once the document explicit only their duties not their rights. According to the documents, pre-service teachers must a) hand in the documents required by the institutions; b) present their academic documents regularly; c) update their personal information in the grantor institution; and d) fulfill the program of the institution.

The rules identified in the documents establish what is allowed and what is forbidden for the participants. While the Commitment Term introduces the allowed actions to be developed by pre-service teachers (Excerpt 12), the Normative Instruction focuses on forbidden actions (Excerpt 13).

Excerpt 12

(O estagiário)	Cumprir	com empenho e interesse	a programação estabelecida//	no Plano de Atividades.
Actor	Material process	Circumstance of manner	Goal	Circumstance of location

Excerpt 13

/// (É vedado	ao(a) estagiário(a))	// realizar	serviços de limpeza e de copa.///
Material process	Recipient	Material process	Goal

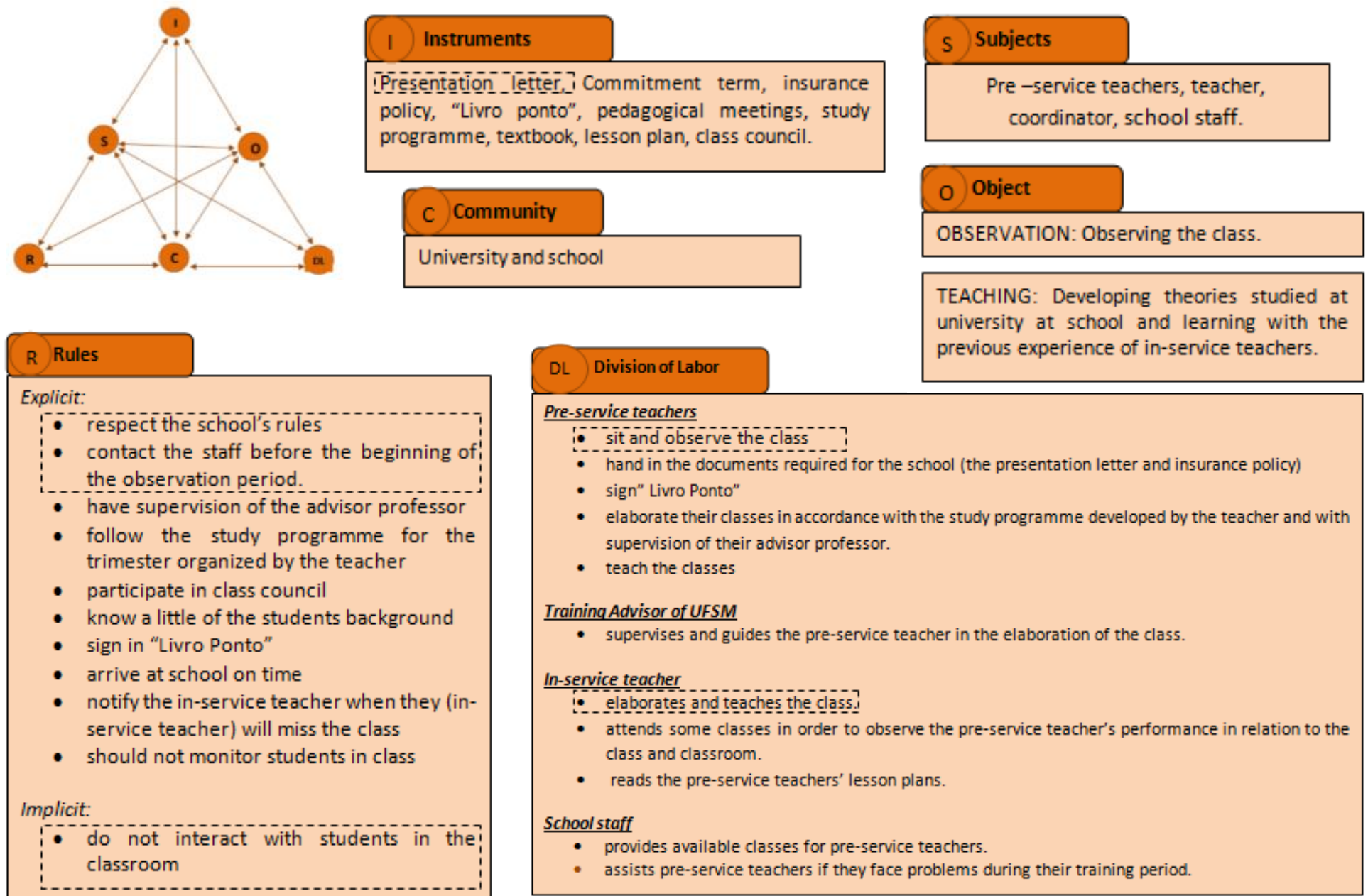
In Excerpt 13, the omission of the agent (as the clause is in the passive voice), hides the participant responsible for the action, as the author of all the rules is featured in the top of the document: The Secretary of State.

Another interesting detail is that the process “vedado” (Excerpt 13) refers to activities that cannot be performed by pre-service teachers within teaching institutions. Thereby, the use of this word may suggest that these activities, which are prohibited nowadays, may have been performed by these teachers in the past.

In the next subsection, we can observe how the Activity systems are materialized through Marta's discourse.

4.2 Activity system according to the pedagogical coordinator from public school

The Pedagogical Coordinator's activity system is wider and more complex than the activity system based on legal documents, as we can notice the distinction between observation and teacher training which was not explicit in the documents analyzed in section 4.1. The following scheme (Figure 3) materializes the elements comprised in the activity system in both training activities, according to Marta's perspective.



* The dotted boxes represent the elements of the observation training activity system.

Figure 4. Activity system of teacher training according to Marta's discourse

In Figure 4, the dotted parts highlight elements which comprise the observation training. These elements fundamental as for the observation training as for the teaching training, once observation training precedes the teaching practices, aiming to provide pre-service teachers knowledge about the classroom context and teaching training is a second stage of the activities with different attributions and responsibilities. In this way, we analyze, at first, the observation training.

According to Marta's discourse, the activity system of observation practices is extremely restricted, what suggests pre-service teachers may have no power or voice, as we can observe in the object of this system (Excerpt 14).

Excerpt 14

//No estágio de observação	ele	vem	aqui	//observa	e	// vai embora.//
Circumstance: Location – Time	Actor	Material process	Circumstance: Location – Place	Behavioural process	Textual element	Material process

In the observation training, the pre-service teachers observe the classes, the context of the classroom, students, in-service teacher's methodology and practice. However, they do not seem to have space to discuss and reflect together with the in-service teacher about what was observed in the practices developed by the in-service teacher in the classroom, as Marta says they "observe and leave" (Excerpt 14). We are left with a concern on how pre-service teachers are going to develop pedagogical autonomy and voice when they do not have a moment to get together with in-service teachers to share their impressions and question about their doubts on what was observed. The object suggests the following implicit result: to get familiar with the school classroom context without questioning it.

The subjects involved in the system are the pre-service teachers, in-service teachers and pedagogical coordinator. Marta mentions only the presentation letter as the document requested to be delivered by undergraduate students in the observation training what indicates the insurance policy is not an obligatory document under the pedagogical coordinator perspective (Excerpt 15) in disagreement with *Instrução Normativa Nº1/2014* (Excerpt 3, Section 4.1).

Excerpt 15

(N)O estágio de observação	a gente	não	cobra	apólice
Circumstance: Location - Time	Sayer	Interpersonal element	Verbal process	Verbiage

The only explicit rules mentioned by the coordinator are a) contact the staff before the beginning of the observation period (Excerpt 16), b) respect the school rules (Excerpt 17) and c) do not monitor students in class (Excerpt 18).

Excerpt 16

///O primeiro passo	é	//ele	contatar	a direção da escola, a equipe diretiva.///
Carrier	Relational process	Actor	Material process	Goal

Excerpt 17

///Eles	tem que	respeitar	a escola.///
Senser	Interpersonal element	Mental process	Phenomenon

Excerpt 18

///(No estágio) De observação	a gente	prefere	//que	não	(monitore)///
Circumstance: Location – Time	Senser	Mental process: Emotion	Textual element	Interpersonal element	Material process

Based on Excerpt 18, we can infer as an implicit rule that the pre-service teacher should not interact with the students in the classroom. To emphasize that the coordinator uses the following tautology (Excerpt 19)

Excerpt 19

Observação	é	observação.
Carrier	Relational process : Attribution	Attribute

Through Marta's representation of observation training and her justification for the absence of the insurance policy (Excerpt 20), the coordinator reinforces that the

insurance police is not a mandatory document during the observation training, considering they are not expected to teach, in contrast with the legal documents' discourse (Excerpt 3).

Excerpt 20

Porque	Ele	não	Tem	[[a parte legal que é o seguro.]]
Textual element	Possessor-Token	Interpersonal element	Relational process: Possessive - Identification	Possession - Value

Concerning the division of labor, the pre-service teachers' role is to sit and observe the class (Excerpt 21). In other words, they do not have effective teaching attributions in their first training, considering the school's coordinator perspective.

Excerpt 21

///(se é) observação	ele	senta	lá//	e	(ele)	observa///
Circumstance: Contingency – Condition	Actor	Material process	Circumstance: local	Textual Element	Behaver	Behavioural process

The limited instruments, rules and attributions in this practice, in addition to the particular lexico-grammatical evidence from Marta's discourse: material processes "ir" (Excerpt 14), "sentar" (Excerpt 21) and the behavioral process "observar" (Excerpts 14 and 21) construct a strict activity system in which the pre-service teachers seem not to have a lot of opportunities to develop pedagogical autonomy and voice, considering that their attributions are to sit and observe the class (Excerpt 21). According to Jorge (2001, p.501) "the collective discussions about the same experienced reality, the observation of classes and theoretical study are means used to promote an attitude of critical reflection in the future professionals"⁷ (my translation).

In Marta's discourse, on the other hand, the teaching training system is more complex than the observation one and there are more activities which compose this

⁷ My translation. In the original: "As discussões coletivas sobre a mesma realidade experienciada, a observação de aulas e aprofundamento teórico foram os meios utilizados para promover uma atitude de reflexão crítica nos futuros profissionais." (JORGE, 2001, p.501)

system. This is due to the fact the pre-service teachers are in charge of doing the teaching the class.

The subjects involved in this activity system are the pre-service teachers, UFSM training advisor, in-service teachers, coordinator and school staff. All participants compose two sub communities involved in this practice: school and university, which are built by explicit and implicit rules. In Marta's interview, we can identify only explicit rules related to the teaching training, such as: a) show lesson plans to in-service teacher; b) follow the lesson programme elaborated by the in-service teachers and; c) have supervision of the in-service teachers and training's advisor (Excerpts 22, 23 and 27).

Excerpt 22

(Estagiário)	Mostra	(os planos de aula)	sempre	para o professor regente
Actor	Material process	Goal	Textual element	Recipient

Excerpt 23

///Ele	vai seguir	o plano de estudo	//que	o professor	fez	para aquele semestre///
Actor	Material process	Goal	Textual Element	Actor	Material process	Circumstance: extent – duration

The object of the teaching training is to develop in class theories studied at the university, as well as to learn and exchange experiences and knowledge with in-service teachers. Jorge (2001) states the teaching training is “an opportunity of articulation and reflection of experienced and received knowledge” (JORGE, 2001:500), as explored in Excerpts 24, 25 and 26.

Excerpt 24

/// O estagiário	vem	da academia, //	então se	ele	trouzer	inovações,	que bom///
Actor	Material process	Circumstance: location – place	Textual element	Actor	Material process	Goal	Interpersonal element

Excerpt 25

O grande aprendizado	É	a troca entre professor e estagiário
Carrier	Relational process	Attribute

Excerpt 26

Ele	vai aprender	também com os professores com mais experiência.
Senser	Mental process: Cognition	Phenomenon

Excerpt 27

Ele	tem que	ter	a supervisão e orientação do professor regente e do orientador dele.
Possessor	Interpersonal Element	Relational process - Possesive	Possession

Although everything must be supervised by the in-service teacher, Excerpts 22, 23 and 27 show many clues about the power relations established in this practice. All the subjects involved in the system have duties to carry out during the teaching training. The pre-service teachers assume the role of actor of duties, once they have to show their lesson plans and follow the study programme elaborated by in-service teachers. According to Marta's discourse, we can observe in-service teachers are in charge of monitoring whether pre-service teachers submit their teaching plans. The processes "mostrar", "seguir", "ter" and the participants "os planos de aula", "o plano de estudo" and "a supervisão e orientação do professor regente e do orientador dele" indicate that all didactic material and classes developed by the pre-service teachers must be evaluated by in-service teachers before their development in the class. In the same way, the pre-service teachers must be supervised by their advisors and in-service teachers responsible for the class, during the teaching practices. All these explicit rules shape the pre-service teachers practices according to the school's coordinator discourse.

The achievement of this object is mediated by instruments which are mentioned by Marta, such as: presentation letter, the Commitment Term, insurance

policy, “Livro Ponto”⁸, pedagogical meetings, study programme, textbook, lesson plan and class council. All these instruments should be used by pre-service teachers, aiming to accomplish the object and to achieve the implicit result of this training: to learn how to teach in a public school, elaborating classes and pedagogical materials.

The division of labor consists of attributions designated for pre-service teachers, by UFSM training advisor, and in-service teachers and school staff, establishing a hierarchical relation within this teaching training. The pre-service teachers have a great deal of attributions according to Marta’s discourse, although they are the less empowered participants within the system, as they always have to submit everything they produce to the in-service teacher and advisor (Excerpts 22, 23 and 28).

Excerpt 28

Ele	participa	desde as reuniões pedagógicas até as reuniões gerais
Actor	Material process	Circumstance: Manner – degree

In Excerpt 29, we can identify the power relation between the participants: pre-service teachers receive autonomy to give the classes only after their lesson plans are reviewed by in-service teachers. This way, the in-service teachers have the role of evaluating the lesson plans elaborated by the pre-service teacher, approving or not what will be developed in class. They should also attend some pre-service teachers classes in order to observe the undergraduate students’ practices in the classroom (Excerpt 30). The linguistic cues which indicate these power relations are the mental process “olhar” and the material process “dar” (Excerpt 29) associated to the phenomenon “o planejamento” and the goal “autonomia”, in which the pre-service teachers are subordinated to the in-service teacher.

⁸ Sign in

Excerpt 29

///O professor	Olha	o planejamento dele	//e	dá	autonomia	para ele	com a turma///
Senser	Mental process: Cognition	Phenomenon	Textual element	Material process	Goal	Recipient	Circumstance: Accompaniment Comitative

Excerpt 30

/// alguns momentos	o professor regente	fica	junto,	//mas	não	(fica)	o tempo inteiro do estágio.///
Circumstance: Location – time	Actor	Material process	Circumstance: Accompaniment Comitative	Textual element	Interpersonal element	Material process	Circumstance: Extent – duration

Another important participant in this activity system is the training advisor from UFSM. The training advisor is in charge of supervising and guiding the undergraduate students in the elaboration of the classes. We can observe the role of the advisor, in Excerpt 27, being expressed by the possession “a supervisão e orientação do professor regente e do orientador dele.”

Marta uses deontic modality “tem que” to reinforce pre-service teachers, training advisor and in-service teachers have the obligation to construct a “tripod” in which all the participants talk and discuss about the teaching practices, considering they are the three people involved in this system (Excerpt 31). However, as observation trainees, teaching trainees do not have an official locus which involves these three participants to discuss critically about their teaching practices, impressions and approaches in the classroom.

Excerpt 31

///O estagiário	tem que	conversar	com o regente da escola //
Sayer	Interpersonal element	Verbal process	Receiver

(o estagiário)	tem que	conversar	com o orientador de estágio dele//
Sayer	Interpersonal element	Verbal process	Receiver

(Eles)	São	três pessoas envolvidas///
Carrier	Relational process	Attribute

Another participant which is mentioned by the coordinator is the school staff. They are in charge of organizing available classes for the pre-service teachers to develop their training, requesting legal documents, as well as assisting pre-service teachers in problems and challenges which they handle during their practices. The verbal process “orientar” and the relational process “contar” suggest the school staff has the role of supporting pre-service teachers during their training (Excerpts 32 and 33).

Excerpt 32

///A gente	orienta	//que	ele	Assine	o ponto///
Sayer	Verbal process	Textual element	Actor	Material process	Goal

Excerpt 33

Ele (estagiário)	vai contar	com o apoio de orientação e com o nosso apoio.
Possessor	Relational process – Possessive (have)	Possession

Although Marta’s discourse emphasizes the necessity of dialogue among the three participants of training practice, there is no official legitimated space of reflection in the system and this space is not even provided for the legal documents. According to Magalhães (2006)

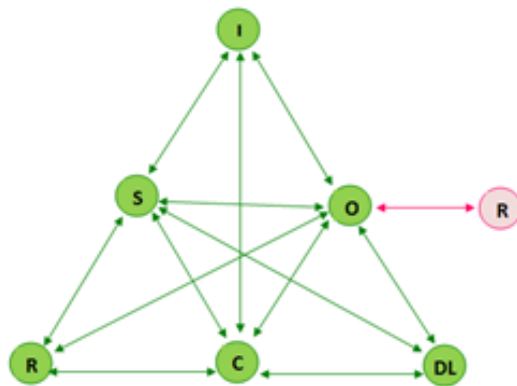
If a *dialogue* is not established among pre-service teachers and in-service teachers, or advisors; if there is not a communication that aims an effective professional development, and not a conflicting interaction in which it wages a battle, there are chances of these uncertain initial steps of pre-service teachers configure a permanent alienated practice⁹ (MAGALHÃES, 2006, p.152).

⁹ My translation. In the original: “Se um *diálogo* não for travado entre professores em formação e professores supervisores, ou orientadores; se não houver uma comunicação que vise um efetivo desenvolvimento profissional, e não uma interação conflituosa em que se trava uma disputa, chances há de que esses passos incertos iniciais dos professores em formação configurem uma prática alienada permanente.” (MAGALHÃES, 2006, p.152)

In the next section, we analyze the activity system based on Ana's discourse, the UFSM English Major Training advisor.

4.3 The activity system within the English major training advisor's discourse

In the English Major training advisor's discourse, the activity system is composed by a great amount of pedagogical attributions in the division of labor, responsibilities in terms of rules and number of instruments which make it more complex and wider than the two other systems previously analyzed. In Ana's discourse, we could identify as well as in Marta's discourse two distinct systems for both training practices (Figure 4).



I Instruments

Theoretical knowledge, readings about school context and language, presentation letter, insurance policy, Commitment Term, participative observation, reflexive reports, PPP of the school, Curricular plan, copies of undergraduate's ID, university registration proof and pre-service teacher address.

Survey, interview with the teacher, pedagogical materials, textbook, curriculum guides, planning in accordance with contents proposed for the grade, evaluation worksheet, pedagogical meetings and class council.

S Subjects

Pre-service teachers, English Major's advisor of training, in-service teacher

O Object

OBSERVATION: Experiencing the school reality and integrate a group of teachers within the school context in order to identify the students' needs, beginning their professional development as teachers.

C Community

University and school

TEACHING: Performing as teacher by investigating their context of teaching, recognizing the place, making surveys, evaluating students's emerging cognitive, cultural knowledge and relationship needs.

R Rules

Explicit:

- carry out readings related to language.
- perform the internship in a participative way.
- engage with the school, class and pedagogical activities.
- hand in to school the requested documents
- dialogue with the school, teacher and Training advisor
- elaborate classes according to the curriculum guidelines.

DL Division of Labor

Pre-service teachers

- observe the school in order to know the school context.
- participate in all school practices (such as: extra activities, pedagogical meetings, etc.)
- observe, write and participate in the classroom context.
- become responsible for the planning of lessons.
- conduct the class, evaluating it and the students.

Training Advisor of UFSM

- provides readings and supervise pre-service teachers.
- introduces and justifies the Training proposal to the public school.
- discusses with the undergraduate students about their planning and the classroom issues.
- establishes the roles in the classroom during their training and their attributions.

In-service teacher

- is responsible for the subject, planning and conduction of the class.
- evaluates pre-service teachers indirectly
- should be present in the school
- participates in some activities proposed by the pre-service teacher in the classroom.

* The dotted boxes represent the elements of the observation training activity system.

Figure 5. Activity system of Training according to Ana's discourse

The activities related to the observation training are seen by Ana as part of the teaching training (Excerpt 34), considering they are different stages of the same activity in opposition to Marta's discourse (Excerpt 14). Taking that into account, in the first moment, we analyze the observation training activity system.

Excerpt 34

As quatro disciplinas de estágio	têm como característica (= caracteriza-se por)	a inserção na escola, o planejamento, a ação docente, a pesquisa acerca do perfil do estudante e do regente (...)
Carrier	Relational process: Attribution	Attribute

In Ana's activity system, the subjects involved in the observation training are pre and in-service teachers and the English major training advisor. These subjects are responsible for the actions which are developed in the community involved in the study: university and school. The object of this training is delimited by the advisor, when she states it is the moment that pre-service teachers experience the school reality, joining a group of teachers within a particular context as well as investigating some practices which compose the teacher profession (Excerpt 35).

Excerpt 35

/// O objetivo do estágio,	primeiramente,	é	// [[possibilitar a aproximação do estagiário com a realidade escolar.]] /// ¹⁰
Carrier	Textual Element	Relational process : Attribution	Attribute

///(objetivo)	Ofercer,	portanto,	a oportunidade do estágio
Carrier	Relational process: Attribution	Textual Element	Attribute

/(estagiário)	estar	num grupo de professores, numa realidade escolar
Carrier	Relational process: Attribution	Attribute

¹⁰ We use the sign [] to indicate the embodied clauses. They are not analyzed in the work, considering we are classifying only the main clause, as mentioned in the Methodology Section.

//(estagiário)	Reconhecendo	as necessidades do aluno
Senser	Mental process	Phenomen

/// enfim	//[estagiário]	começando	a trajetória de professor de línguas.///
Textual Element	Actor	Material process	Goal

In order to achieve this object, Ana mentions the instruments which should be used in the observation training: theoretical knowledge, readings about the school context and language, the presentation letter, the insurance policy, the Commitment Term, participative observations, reflexive reports, the PPP of the school, Curricular plan, copies of undergraduate's ID, the university registration proof and the pre-service teacher's address.

We can observe Ana's discourse is in accordance with the *Instrução Normativa Nº1/2014* (Excerpt 3, Section 4.1), when she mentions the insurance policy is one of the requested documents which allow students to carry out the training (Excerpt 36).

Excerpt 36

///Os documentos previstos,	na normativa do estágio,	para cada disciplina (...)	são	além da carta de apresentação, o termo de compromisso e o seguro de estágio
Token	Circunstamce Location: Place	Circumstance Purpose	Relational process: Identification	Value

para aqueles acadêmicos	//que	realizam	a atividade	fora da universidade.///
Riciepient	Actor	Material process	Goal	Circumstance location: place

We can notice when Ana mentions the circumstance “para cada disciplina”, she refers to the observation and teaching training.

The explicit rules mentioned by Ana for the observation training: a) deliver the requested documents to school office (Excerpt 37); b) perform the internship in a participative way (Excerpt 38); and c) engage with the school, classroom and pedagogical activities (Excerpt 39).

Excerpt 37

Também	é	obrigação do estagiário	ao se apresentar	na secretaria da escola	[[deixar endereço, cópia de comprovante e cópia da carteira de identidade.]]
Textual element	Relational process: Identification	Carrier	Circumstance Location: Time	Circumstance Location: Place	Attribute

Excerpt 38

/// É	imprescindível	a observação participativa
Relational process: Identification	Value	Token

//pois	(a observação participativa)	é	[[quando o estagiário se implica com esse lugar]].///
Textual element	Carrier	Relational process: Attribution	Attribute

Excerpt 39

///Quando	a gente	fala	em “eu estou em estágio”	//eu	Participo	de tudo.///
Circumstance Location: time	Sayer	Verbal process	Projection	Actor	Material process	Goal

The rules mentioned by Ana have not only a bureaucratic nature as in the documents and as in Marta’s discourse, but they have also a pedagogical nature, considering they contribute to the qualification of the professional pre-service, in the same way they stimulate the pre-service teachers develop agency towards the activities which they are supposed to perform in their training practice. Fairclough (2003, p. 150) approaches agency as the process when “social actors are mainly activated, their capacity for agentive action, for making things happen, for controlling others and so forth” (FAIRCLOUGH, 2003, p. 150).

Concerning the division of labor, the pre-service teachers are supposed to participate in all instances of the school in order to know the different practices which compose the teacher profession (Excerpt 40). Other activities which are attributed to

them, according to Ana's discourse, are to observe, research, write, participate in the classroom context as well as interact with in-service teachers (Excerpts 41, 42 and 43).

Excerpt 40

Toda a possibilidade de diálogo com reuniões, em reuniões, em conselhos de classe	é	indiscutível (para o estagiário)
Token	Relational process	Value

Excerpt 41

//Esse	É	um estágio
Carrier	Relational process: Attribution	Attribute

//onde	vocês (estagiários)	têm	um espaço
Textual Element	Possessor	Relational process: Possessive	Possession

para (estagiário)	//observar	//considerar	//aprender
Recipient	Behavioural process	Mental process: Cognition	Mental process: Cognition

//escrever	sobre isso	//estudar	//buscar
Material process	Goal	Mental process: Cognition	Mental process: Cognition

E	// ler	textos sobre isso. ///
Textual Element	Mental process: Cognition	Phenomen

Excerpt 42

Claro	que (estagiário)	Participando	no movimento	da sala de aula.
Interpessoal Element	Actor	Material process	Goal	Circumstance Location: Place

Excerpt 43

///(estagiários)	Serem	corresponsivos	dentro da sala de aula.
Carrier	Relational process: Attribution	Attribute	Circumstance Location: Place

Different from the two other perspectives analyzed (legal documents and school coordinator), in Ana's discourse, we can see that the pre-service teachers have effective teaching attributions since their observation training. The use of the Relational Process "ter" (Excerpt 41) associated to the participant "um lugar" indicates that the school is a locus where the pre-service teachers may develop their meta-awareness about teaching and learning. This meta-awareness can be illustrated by the Material Processes "escrever" (Excerpt 41), "participar" (Excerpt 42); Mental Process of Cognition "considerar", "aprender", "estudar", "buscar" (Excerpt 41) and Behavioural Process "observar" related to the participants "textos sobre isso", "dentro da sala de aula" (Excerpt 41). In the same way, the use of the Relational Process "ser" (Excerpts 40, 41 and 43) and the Attribute "corresponsivo" (Excerpt 43) indicate pedagogical attributions, which may constitute the pre-service teacher's role of agent in the observation training program.

The English Major training advisor has the role of introducing and justifying the training proposal (Excerpt 44) as well as providing readings to pre-service teachers and supervising them during their training term (Excerpt 45). From Excerpts 44 and 45, we can comprehend the advisor's role as a mediator of the pre-service teacher with his/her school.

Excerpt 44

///Sempre	eu (supervisora) me	apresento	às escolas	no início de cada estágio//
Circumstance Extent: Frequency	Actor	Material process	Recipient	Circumstance Location: Time

[eu]	explico	aos regentes	acerca da organização dos estágios e de como será minha supervisão e, também, de como eu gostaria que fosse a participação do regente na disciplina (...) ///
Sayer	Verbal process	Receiver	Verbiage

Excerpt 45

///no início desse estágio,	nós	realizamos	Leituras	//que	tenham	relação com o ensino da língua///
Circumstance Location: Time	Actor	Material Process	Scope	Possessor/ Carrier	Possessive Process: Attribution	Possession/ Attribute

In the observation training, the in-service teachers have their daily attributions. They elaborate and give classes (Excerpt 46) and decide to what extent pre-service teachers participate in the activities proposed in class (Excerpt 47).

Excerpt 46

///O regente	é	//[quem planeja e organiza a aula.]///
Token	Relational Process: Identification	Value

Excerpt 47

/// (Professor)	Pedir	a ajuda	de vocês	para alguma atividade, //
Sayer	Verbal process	Verbiage	Receiver	Circumstance of Cause: Purpose

(regente)	Combinar	com vocês
Sayer	Verbal process	Circumstance Accompaniment: Comitative

//como	(estagiários)	serão	participativos	em cada momento.///
Textual element	Carrier	Relational process	Attribute	Circumstance Location: Time

Although it is implicit, the result of the observation training is presented along Ana's discourse: to perform an "active observation" (Excerpt 36).

The teaching training is an expansion of the observation training, as pre-service teachers are in charge of the class. Therefore the system of the teaching training embodies the same subjects that the observation training system: pre and in-service teachers and the UFSM English major training advisor, members from school

and university community. The object of the teaching system is to develop a professional who studies, investigates and assumes an active role within the classroom context (HOMES, 2005, p.343), as explored in Excerpts 48 and 49.

Excerpt 48

O estagiário	precisa	ser	pesquisador.
Carrier	Interpersonal Element	Relational process: Attributive	Attribute

Excerpt 49

/// (estagiário)	atuando	como professor	na escola
Actor	Material process	Circumstance Role: Guise	Circumstance Location: Place

// (estagiário)	pesquisando	o seu lugar de atuação	
Actor	Material process	Goal	

// (estagiário)	reconhecendo	esse lugar	
Senser	Mental process: Perception	Phenomenon	

// (estagiário)	fazendo	uma sondagem	ao longo dos planejamentos
Actor	Material process	Goal	Circumstance Location: Time

// (estagiário)	avaliando	as necessidades emergentes do aluno em termos cognitivos, de conhecimento cultural, de relacionamento, de conhecimento na língua.///	
Senser	Mental process: Cognition	Phenomenon	

The instruments suggested by Ana to achieve the object include all the instruments which compose the observation training and also research, interview with in-service teacher, pedagogical materials, textbook, curriculum guidelines, planning of contents proposed for the grade, evaluation worksheet, pedagogical meetings and class council. The explicit rules of the teaching practices (together with the specific rules of the observation practices) which guide the pre-service teacher within the system toward the object are: a) dialogue with the school, in-service

teacher and the advisor training (Excerpt 50) and b) class elaboration according to the curriculum guidelines (Excerpt 51 and 52).

Excerpt 50

(estagiário)	Ter	responsabilidade total pelo planejamento da aula em dialogo obviamente com o regente e com o professor orientador.
Possessor/Carrier	Relational process: Attributive - Possessive	Possession/Attribute

Excerpt 51

(nós)	Precisamos	fazer	um planejamento coerente com a proposta de conteúdo	para trabalhar a aula
Actor	Interpersonal Element	Material process	Goal	Circumstance Cause: Purpose

Excerpt 52

Todo planejamento de sala de aula	será considerado	a partir da grade curricular
Carrier	Relational process: Attributive	Attribute

The use of the Relational Processes “ter” and “ser” (Excerpts 50 and 52) and the Material Process “fazer” (Excerpt 51) associated to the participants “responsabilidade total pelo planejamento da aula em dialogo obviamente com o regente e com o professor orientador” (Excerpt 50), “um planejamento coerente com a proposta de conteúdo” (Excerpt 51), “Todo planejamento de sala de aula” and “a partir da grade curricular” (Excerpt 52) highlight the rules which pre-service teachers are submitted to develop their classes. Although they are submitted to the advisor and in-service teacher’s supervision, the pre-service teachers are stimulated to think and act about their lesson plans and classes, indicating more pedagogical autonomy (comparing to other two systems analyzed) to suggest themes and activities which could fit better according to the class’ context.

The division of labor entails the previous activities which the pre-service teachers carry out during the observation practices, more specific activities

developed in the teaching training, such as: teaching the class elaborated by them and evaluating it and the students (Excerpt 53).

Excerpt 53

/// Estágio de regência (...)	(estagiário)	reger	a sua aula, //
Circumstance Location: Time	Actor	Material process	Goal

(estagiário)	Avaliar	a sua aula	e //	(estagiário)	avaliar	o aluno ///
Senser	Mental process: Cognition	Phenomenon	Textual Element	Senser	Mental process: Cognition	Phenomenon

The activities related to the English Major training advisor are a) discuss with the pre-service teacher their lesson plans as well as issues about the classroom routine (Excerpt 54) and b) organize and present the activities to pre and in-service teachers (Excerpt 55). These Excerpts show the advisor has the role of mediator of the pre-service teacher and school.

Excerpt 54

///Na orientação semanal	a minha postura (supervisora)	É	que todo o planejamento//	(ele)	passe	por mim//
Circumstance Location: Time	Carrier	Relational process	Attribute	Phenomenon	Mental process: Cognition	Senser

que	Eu	possa	discutir	com vocês	sobre a sequência///
Textual Element	Sayer	Interpersonal Element	Verbal process	Receiver	Verbiage

Excerpt 55

///Então,	nessa conversa	conforme eu já disse,	eu	já	coloco	o objetivo da disciplina//
Textual Element	Circumstance Location: Place	Circumstance Angle: Source	Sayer	Textual Element	Verbal process	Verbiage

eu	gostaria	que eles como regentes pudessem me ajudar em termos de orientação.///
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Senser	Mental process: Desideration	Metaphenomen
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In the same way, the in-service teachers' attributions are: a) evaluate the pre-service teachers indirectly (Excerpt 56) and b) participate in some activities proposed by the pre-service teacher in the classroom (Excerpt 57). These attributions associated to the rule: "be present in the school" (Excerpt 58) indicate although pre-service teachers have the function of elaborating and giving the classes, in-service teachers have legal responsibility toward the group and the pre-service teachers. In other words, in-service teachers evaluate and give autonomy for pre-service teachers only after they submit their lesson plans.

Excerpt 56

Pra mim	ele [regente]	avalia	o estágio	não diretamente, mas indiretamente.
Circumstance Angle: Viewpoint	Senser	Mental process: Cognition	Phenomenon	Circumstance Manner

Excerpt 57

Na sala de aula,	eu	Sempre	sugiro	que o regente, de vez em quando, faça uma participação em algumas atividades.
Circumstance Location: Place	Sayer	Circumstance Extent: Frequency	Verbal process	Projection: reporting

Excerpt 58

Então,	o regente	tem que	estar	presente	na escola
Textual Element	Carrier	Interpersonal Element	Relational process: Attribution	Attribute	Circumstance Location: Place

We can observe the in-service attributions are expressed linguistically by the mental process "avaliar" associated to the Phenomenon "o estágio" (Excerpt 56) and the projection "Que o regente, de vez em quando, faça uma participação em algumas atividades" (Excerpt 57). In the same way, the rule is materialized by the Relational process "estar" related to the Attribute "presente", the circumstance "na

escola”, emphasized by the Interpersonal element “tem que” what expresses high level of obligation (Excerpt 58). Jorge (2001, p. 500) states “teachers involved with reflective practices are able to keep developing their professional skills in their own work context”.¹¹

We notice an implicit result in this activity system: be responsible for a class, regarding the teaching training, pre-service teachers have more pedagogical autonomy to create lesson plans and discuss their ideas and experiences in the classroom according to their attributions as Excerpts 52, 59 and 60 suggest. In accordance with this perspective, Jorge (2001) reinforces that in order for the pre-service teachers to get involved in the development of their classroom practices, they need to exercise their practice in the classroom routine and reflect about them.

Excerpt 59

O estagiário	precisa	ter	autonomia.
Carrier/ Possessor	Interpersonal element	Relational process: Attributive and Possessive	Attribute/ Possession

Excerpt 60

É	bacana	[[(o estagiário) ter autonomia]]
Relational process Attributive	Attribute	Carrier

(o estagiário)	sentir	quando sozinha ou sozinho	que pode fazer a proposta, falar inglês com os alunos, dispor a sala do jeito que deseja e poder dizer: essa aula é minha.
Senser	Mental process: Emotion	Circunstance of Accompaniment : Commitative	Projection – Metaphenomenon

5. FINAL CONSIDERATIONS

The analysis showed that the three activity systems analyzed presented significant differences among them. According to the legal documents’ perspective, there is no distinction between observation and teaching training systems. The

¹¹ My translation. In the original: “Professores envolvidos com a prática reflexiva são aptos a continuar desenvolvendo sua competência profissional no seu próprio contexto de trabalho.” (JORGE, 2001, p. 500)

analysis also suggests the documents focus only on bureaucratic attributions which should be developed by the pre-service teachers. Differently, in Marta's and Ana's perspectives, we found two distinct activity systems for observation and teaching. Between these two participants, we can observe a different perspective of observation training. Marta's discourse represents the observation training as a passive practice in which the pre-service teacher only sits and observes the activities in the classroom whereas Ana's discourse represents this period as an active learning moment in which pre-services teachers have a participative role from the beginning of their training. The discourses of both participants point out the teaching training as a moment in which pre-service teachers are responsible for the classroom and their practices are interconnected with in-service teachers and advisor.

Figure 6 shows how the training practice is represented by the participants' discourse. Legal documents' perspective presents training as only one moment, without distinction between the observation and the teaching practices. On the other hand, Marta's (orange strata) and Ana's discourses (green strata) present similarities about the practices, although their perspectives differ about the observation training.



Figure 6. Activity Systems identified in the participants' discourses

The results of this research are in accordance with some studies which approach the importance of the training period in the qualification of the future teachers (MAGALHÃES, 2006; LEFFA, 2006; HEBERLE, 2001; JORGE, 2001, among others). Magalhães (2006, p. 150) states the necessity of developing in the pre and in- service teachers' qualification the capacity of reflection in the face of challenges about their practices. In the same work, the author emphasizes the necessity of a dialogue among pre-service teachers, in-service teachers and

advisors, dialogue which aims at an “effective professional development” (ibidem p. 153). Jorge claims “the participation in a supervised training is an opportunity of articulation and reflection about the experienced and received knowledge, i.e., practice and theory” (2001, p. 500). Therefore, supervised training is a fundamental part of pre-service teachers’ qualification in which these professionals experience the classroom routine in a process in which they become protagonists of their practices.

By doing this analysis, we aimed to reflect on how the training program is shaped according to the three instances which guide this social activity and to what extent this activity is important for the qualification of these professionals. This work may help pre-service teachers to understand better their roles when inside a classroom as well as their attributions in each moment of both trainings. Besides, we may foresee the vulnerability of these professionals in the beginning of their career, as they are supposed to move around these three different perspectives during their practices. By identifying this divergence, university and school may develop a more dialogical and coherent space in which pre-service teachers can improve their practices.

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