



**SELF-EVALUATIVE
REPORTS: A DISCURSIVE
INVESTIGATION OF
TEACHER REFLECTIVITY**

Adriana de Carvalho Kuerten Dellagnelo

ADVANCED RESEARCH IN
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Preface

This publication is the result of my doctoral research carried out at the *Programa de Pós-Graduação em Inglês* from *Universidade Federal de Santa Catarina* during the period of 1997 to 2002. It is a study that marks my interest in second/foreign language teacher education, an area that has evolved considerably since then.

At the time of writing, research on teacher cognition and teacher education, while challenging the positivist epistemological perspective to human learning as an internal psychological process independent from physical and sociocultural contexts, characterized teaching as a process emerging from the appropriation of culturally valued practices that teachers engage in. Within a perspective where teachers are no longer considered as empty vessels, but rather as socially constructed agents of a given culture, they are regarded as subjects who act and behave according to the way they interpret, understand and perceive the 'reality' of the classroom. As such, the relevance of research in the area moved towards looking at the knowledge-base of the teacher, wherein their prior experiences as language students, as teacher learners and eventually as teachers are of utmost importance. Assessing this knowledge-base is not a simple endeavor, though, as research at this point has already established that teachers' discourse may be in conflict with their actions, meaning that their theoretical knowledge, here interpreted as being the source of their

sayings, not always converges with their experiential knowledge, here taken as the source of their classroom behavior. In order to embrace this search for the knowledge-base of the teacher, bearing in mind that this is formed by the dialectic relation between theory and practice, this study looked at teachers as they reflected about their teaching while reporting and reasoning upon it. Given the conflicting understandings that tend to populate the minds of novice teachers, these written reports were analyzed from a critical discourse analysis perspective through the use of systemic functional linguistics, thus allowing for an investigation that could potentially enable interpretations about text meanings grounded in a theory of language. Indeed, this showed to be an invaluable form of investigating teachers' practices and assessing their systems of knowledge and beliefs.

To date, teacher education has moved forward and turned its eyes at how to move prospective teachers toward more theoretically and pedagogically sound instructional practices. Yet, narratives and reports as the ones used in this study remain imperative in at least two important ways: i) they enable teachers to externalize their knowledge and by these means evoke cognitive processes that can foster their development, and ii) they open the teachers' knowledge for teacher educators' mediation, which allow teacher educators to support learners and enhance their learning in a meaningful way, i.e., in ways that are convergent with their needs and capabilities.

Even though this teacher inquiry perspective has not been used in this study, the data here presented may be useful as eventual case studies that can feed the practices of second/foreign language teacher education.

The legitimacy of the knowledge that can be generated by this study and mainly by the rich data included in it makes the reading of this book worthwhile.

Adriana Kuerten Dellagnelo

Chapter 1 – Introduction

1. Preliminaries

Reflexivity is one of the main features of contemporary society: people reflect upon themselves, try to find out about their own identity as well as the subject positions they play within social structures. A basic motivation underlying this reflexive characteristic of human beings may be the continuous changes society has been undergoing lately (Giddens, 1991; Fairclough & Wodak 1997; Meurer, 1998).

School access seems to be an example of these changes. However, according to Soares (1994) and Magalhães (1998), despite the increase in state school access recently, the democratization of school itself has not yet occurred. Our educational system tends to privilege and legitimate inequalities by reproducing a hierarchical model which emphasizes the transmission of knowledge centered in the figure of the teacher as the one who holds this knowledge.

Reflection can permeate any kind of social action, and pedagogic practice is in itself an appropriate ground in which to reflect upon the process of teaching/learning. Reflexivity enables participants of this process to engage in examining their own practices thus allowing them to transform their classroom in a

site of investigation. As Moita Lopes & Freire (1998, p. 148) observe, participants need “to get cognitively involved with their action in a particular context where they act”.

The process of formal teaching and learning is a complex of cognitive and social activities involving the orchestration of different practices within the same superordinate social practice: the classroom. As socially constructed agents of a given culture, teachers and students act and behave according to the way they interpret, understand and perceive the ‘reality’ of the classroom, which in turn, reflects their knowledge and beliefs.

The context of foreign language teaching and learning, therefore, seems to represent an interesting site for reflexivity. If effective changes in this context are invoked, it seems paramount that both teachers and students think critically about their roles, subject positions and relations, using their own experience as students and as teachers, thus becoming subjects of study.

Within this perspective, this study finds support in the theory of critical discourse analysis proposed by Fairclough (1995, 1992, 1985), which, in turn, is grounded in Vygotskian (1934/1987) understanding of construction of knowledge as social practice and as a process mediated through language. Given the importance of language in this theory, the present work has language as its object of study based on Halliday’s systemic functional linguistics (1985/1994).

Drawing on the interdisciplinarity of language teacher education and critical discourse analysis, I propose to conduct a qualitative study of written self-evaluative reports produced by four teacher-trainees from “Curso de Letras” at Universidade Federal de Santa Catarina (UFSC) in their reflections upon their own teaching practices. The study aims at capturing the perceptions and the systems of knowledge and belief that these teacher-trainees have regarding the process of foreign language teaching/learning.

The main interest of this study is thus to investigate the values and beliefs encoded in their perceptions as represented in the discursive practice instantiated in their reports. In order to pursue the purpose of this work, the following research questions are investigated:

1. How do the trainees see the roles of the social participants (teacher-trainee and students) in the FL classroom? How are the relations between the participants (teacher-trainee and students) constructed? Is it possible to detect asymmetry through the subjects' roles in the teacher/students relationship? How does this asymmetry manifest itself in language?
2. What foreign language teaching principles do the subjects refer to in the data? **What** do they say about these principles? **How** are they expressed in language? Is there incoherence between **what** the trainees say about the principles and **how** they express their sayings? How do the trainees commit themselves to their reported teaching principles?
3. What is the role of theoretical knowledge and of experiential knowledge in shaping the trainees' practice?

Analyzing the textualizations of these reports within a systemic perspective will enable me to interpret how teacher-learners represent their understanding regarding the process of teaching/learning a foreign language, how they position themselves and construe their identities in their discursive practices, and the kind of knowledge they seem to rely on when reporting on their teaching.

1.1 The study

In this work, I propose to investigate the perceptions that Brazilian undergraduate students of “Curso de Letras” at the Federal University of Santa Catarina (henceforth UFSC) taking the required teaching practicum hold concerning the process of teaching/learning English as a foreign language as revealed in the written self-evaluations they produce along the semester regarding their teaching.

This section introduces the participants and the context in which this study took place, the procedures used for data collection and finally, the procedures adopted so as to answer the research questions previously posed.

1.1.1 Participants and context

The participants involved in the present study are four English as a foreign language (henceforth EFL) students – 1 female, 3 male – from “Curso de Letras” at UFSC, their ages ranging from 22 to 25. None of them had previous teaching experience before starting their *Teaching Practicum* course.

I chose to study would-be teachers from a public university because it was the institution where I had some experience in teaching the courses of *Methodology* and *Teaching Practicum*.

The schools and groups where the teacher-trainees carried out their teaching were selected according to time availability of both would-be teachers and their supervisor. These schools are also public institutions whose students come primarily from lower socio-economic classes. The English teachers in charge of the groups which were taught by the student-teachers in their *practicum* hold a bachelor’s degree in “Letras – Licenciatura em Língua Portuguesa e Inglesa” and at least seven years of experience as English teachers.

For ethical reasons, the identities of the teacher-trainees are kept secret. In this work, they are referred to as Alice, Bento, Carlos and Daniel.

1.1.2 Procedures for data collection

As previously mentioned, the data for this study are self-evaluative reports generated by four EFL teacher-learners. Each subject wrote, throughout one academic semester (from March 1999 to July 1999), self-evaluation reports of the lessons they themselves taught. No constraints on length or time were imposed.

The reports used in this study were not produced for the sake of research, but rather were built out of naturally occurring classroom events as an obligatory assignment for the *Teaching Practicum* course. Therefore, the participants were not selected to take part in this study. All those taking the required *Teaching Practicum* in the first semester of 1999 (six students) were supposed to be used for the purposes of the study. However, due to time limits, the number of subjects was reduced, randomly though.

The *Teaching Practicum* is a 108-hour course, divided into two moments, which takes place at the very last semester of “Curso de Letras” - EFL Program. The first moment of the course occurs when teacher-learners go to a primary or secondary school and attend lessons of an experienced teacher (the regular teacher of the group). The second moment, then, is the reverse. Teacher-trainees start their own teaching practices, and the regular teacher of the group attends these lessons. At this point, the teacher-supervisor of these students also attends their lessons so as to evaluate and help them in their subsequent reflections about their teaching. Such help is characterized by comments (of praise or criticism) on aspects that, in the supervisor’s point of view, deserve attention. Both moments (of observation and of teaching) are followed by written reports in which the teacher-learners critically comment on the lessons they either attend or teach.

The reports derived from the second moment (trainees' teaching practices) are what the present research addresses. These reports result from reflections the trainees carry out before (planning), during and after their teaching experiences.

As an inherent part of the process through which teacher-learners go when taking their teaching practicum, the supervisor¹ verifies the lessons planned by the would-be teachers and, if necessary, helps them with ideas of activities to be proposed in their lessons. Additionally, s/he talks to the student-teachers right after their lessons to comment on positive or negative facts that deserve attention. This latter 'interference' of the teacher-supervisor aims at encouraging the development of reflection and critical awareness on these new professionals.

In terms of the validity of this work, no hints were given to the student-teachers as to which of these comments should be addressed in their self-evaluative reports, except that they should not be simply descriptive, but mainly critical. In fact, it seems that, many times, teacher-learners did not hold back from criticizing themselves in their self-evaluations, though one, in special, tended to be far more descriptive than critical.

1.1.3 Procedures for data analysis

A critical discourse analysis (CDA), based on Fairclough's conception of discourse as social practice (1992), will be carried out in order to analyze the perceptions that teacher-learners have of the process of teaching/learning a foreign language. Through a textual analysis of the self-evaluations produced by the four teacher-trainees in this study, I will speculate on the nature of the social practice subjacent in the discursive manifestations of their reports.

The main theoretical foundation for the analysis is Halliday's systemic functional grammar (1985,1994). The texts will be investigated from the ideational and the interpersonal

¹ The terms supervisor and teacher-supervisor are used interchangeably in this study.

perspectives. The ideational perspective is investigated in relation to the first set of questions. One should notice that even though this set of questions may also suggest an interpersonal analysis, this possibility is not pursued here. The interpersonal perspective is investigated in relation to the second set of questions. In addition, the two perspectives are investigated simultaneously in relation to the third research question.

Regarding the first set of research questions, an analysis of the lexicogrammatical system of transitivity is carried out in order to examine the roles and relations the subjects depict for themselves and for the students. At this dimension, analysis looks at the clause as an arrangement of process types (verbal groups), participants of the processes (nominal groups) and the circumstances in which these processes occur (adverbial groups and/or prepositional phrases). The transitivity analysis aims at assessing whether particular process types or participants are favored in the texts. Although this part of the study does not investigate interpersonal meanings, based on the analysis of roles, the study attempts to establish how the social participants depict the relationship between them and the students

The investigation of the second set of questions aims at identifying comments related to methods, approaches, principles and techniques to foreign language teaching (Ur, 1996; Richards & Lockart, 1994; Wajnryb, 1992; Larsen-Freeman, 1986; Richards & Rodgers, 1986; Hubbard et al, 1983). In order to do so, an examination of lexical items is made in the student-teachers' texts so as to depict what is most frequently commented in them. Bearing in mind that texts are usually linguistically heterogeneous, having sometimes contradictory semantic structures (monoglossia vs. heteroglossia), at this point, I examine whether there is incoherence, in terms of their reported teaching principles, between what the trainees say and how they say. As a means of picturing whether there are differences in these two perspectives, I investigate interpersonal meanings by examining

the choices the trainees make in terms of the vocabulary they use and of the degree of personal commitment (modality) they express to have with their propositions (Halliday, 1985/1994).

Finally, in answering the third research question, addressing the ideational and the interpersonal meanings uncovered in research questions 1 and 2, I look at the results achieved in terms of processes and participants most favored in the trainees' texts as well as in reference to incoherence between the 'whats' and 'hows' of their reported teaching principles. It is assumed in this work that the 'whats' will inform the trainees' *theoretical knowledge*, which is here interpreted as being what they have formally learned in their "Curso de Letras"; while the 'hows' will inform their *experiential knowledge*², which is here understood as being what students have internalized regarding the process of teaching/learning a foreign language.

The following figure represents the triangulation, as shown by arrows, I intend to establish between experiential knowledge, theoretical knowledge and teaching.

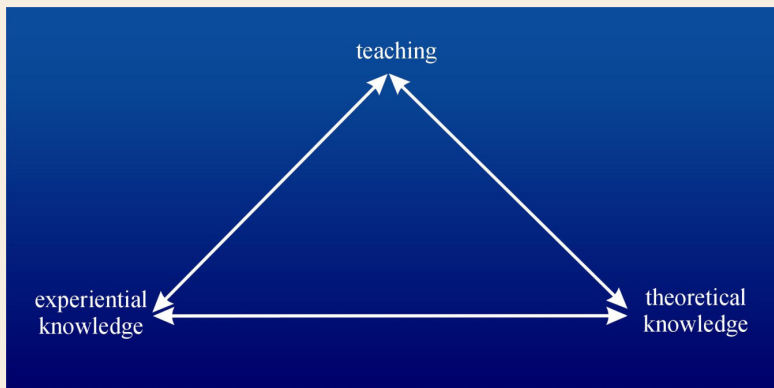


Figure 1: Interface between teaching, theoretical knowledge and experiential knowledge.

² Experiential knowledge can result from theoretical knowledge, prior experience or both.

The triangulation represented above is intended to capture the relationship between each one of its three items. This study focuses attention on the influence of theoretical knowledge and experiential knowledge in shaping teachers' views (in the figure, represented by the bottom-up arrows). The knowledge acquired through the teaching practice itself and its influence on both theoretical knowledge and experiential knowledge is also addressed here, though not emphasized. Since this study was carried out during only one academic semester, the trainees having taught few lessons, it is not likely that they show major changes in their behavior. This, it seems, demands a more longitudinal study. Yet, some changes certainly appear.

The meanings uncovered through the investigation of the discursive practice of student-teachers around the three sets of research questions will allow for a better interpretation of discourse as social practice, showing the values and beliefs encoded in the perceptions of these student-teachers. According to Halliday (1978, p. 2) "by their (people's) everyday acts of meaning, people act out the social structure, affirming their own statuses and roles, and establishing and transmitting the shared systems of value and of knowledge".

1.2 Overview of the literature and theoretical rationale

This study investigates the language used in the self-evaluative reports of student-teachers so as to picture, by means of a lexicogrammatical and critical discourse analysis of their texts, their understanding of what is involved in the process of teaching/learning English as a foreign language.

This section presents an overview of selected literature on teacher education and the overall theoretical rationale for data analysis, namely critical discourse analysis and systemic functional linguistics.

1.2.1 Teacher Education

There are two main kinds of knowledge that a profession can provide for its members: theoretical knowledge and experiential knowledge. The former includes a theoretical element that aims at introducing members to the sciences and theories related to their area. The latter provides education in practical skills. Professionals in every walk of life only achieve self-confidence, and consequently recognition, when they have had enough practice. However, it is when members are encouraged to reflect on what, how and why they learn or teach something, that these two kinds of knowledge acquire value. Needless to say, either type is itself of no value unless it is solidly grounded in the other.

In Brazilian universities, theoretical and empirical knowledge seem to be the ground of “Cursos de Licenciatura em Letras”, programs responsible for graduating language teachers. Teacher-learners are constantly exposed to theories, methods, approaches, techniques and research findings. Only during their very last academic semester, do they get into the classroom, and still with a twofold objective: to observe experienced teachers’ work and proceed with critical-evaluative reports based on these observations, and to have their own teaching practice, also followed by critical-reflective³ self-evaluative reports.

Within this context, major educational considerations such as the role of English, for instance, in the school curriculum as well as the role of the language teacher in the general education of students are usually left aside (Celani 1981, 1984b, 1984c). For her, “it seems that in general there has been a greater concern with the “what” and “how” of teaching than with the “why” and “who”. The “who”, in this case both teacher and learner, has not received all the attention that would be needed” (1984c: 459). Although, as Castro (1999) states, Celani’s considerations as to

³ While in sociology, scholars refer to reflexivity, in teacher education, the term most frequently used is reflectivity.

the structure and the curriculum of “Cursos de Letras” date back 15 years, recent work demonstrates that very little has changed since then.

Moita Lopes (1996) contends that language teachers have been commonly trained to use techniques typical of a certain teaching method without any discussion as to the nature of language in use in and out of the classroom. For him, this model does not prepare would-be teachers for the complexity that day-by-day classroom situations involve, nor does it help them to reflect and take informed decisions so as to solve eventual problems. In short, the model does not develop would-be teachers’ teaching competence.

Other important factors raised by Celani (1984a, 1984c) are the affective domain and the preoccupation with the students’ needs. As she mentions, human relations are one of the most imperative mediating components in learning in general, and, as so, the teacher-student relationship achieves a status of primary relevance. In respect to students’ needs, she believes that courses should be designed on the basis of the context in which they occur and the public to whom they aim at. Additionally, she states that undergraduate teachers should deprive from the role of setting objectives and transmitting knowledge, as if they were the only sources of knowledge and competence, and help their students with the task of emancipating from teachers, and of being aware of the large contribution that their involvement and commitment can bring to their learning.

In today’s globalized world, students must look ahead to their future. Teachers will do them a disservice in educating them in the ways of the past. The crescent diversity of students and the global change, due to the information age, demand teaching methodologies, attitudes and behaviors that are relevant for the future adults of the 21st century (Celani, *ibid*).

Celani (1981) argues that as a consequence of the misleading attention given to methods, approaches and techniques rather

than to the learner and his/her needs and immediate surrounding situation, the state school has had disappointing results with the teaching of foreign languages in the past decades. In fact, generations of Brazilians, not only from state schools but also from private schools, have felt dissatisfied with the outcomes reached in the learning of English at secondary school after two to seven years of exposure. This experience seems to have created a fatalistic attitude by students, parents, teachers and even the educational authorities, who tend to believe that foreign languages must be learned in private language institutes, a fact which is likely to be one of the reasons for school failure.

It seems we came into a cycle which it is rather difficult to get out of. If those involved in the teaching/learning of foreign languages believe that the secondary school is not appropriate for teaching foreign languages, they are likely to perpetuate this feeling of dissatisfaction and failure. University programs will continue overlooking learners at the expense of methods, approaches and techniques. Would-be teachers will continue leaving the university with a feeling that the problems they face during their teaching practicum in state schools result from crowded classes and lack of materials and equipment, and forget that if the real situation of state schools is inadequate, then “licenciatura” students should be prepared to face that reality. It is illusory and discriminating to prepare them for private language institutes. Illusory in the sense that language institutes will not be able to cope with the number of teachers that comes out to the market yearly, and discriminating in that students who cannot afford to study in language institutes will have fewer chances of professional success.

Within the scope of foreign language teaching and learning, research indicates that the ‘culture of teaching’, which is constituted by values and beliefs teachers have regarding the content and the process of teaching/learning as well as by their perception of the institutions for which they work and their roles

within them, derives from different sources such as: i) teachers' own experience as language learners, ii) the results of their own experiences as teachers, iii) the established practice within the institution where they work, or have already worked, iv) personality factors, and v) principles derived from approaches or methods (Kindsvatter, Willen & Ishler 1988 in Richards & Lockart, 1996).

However, prior experience, which was neglected until recently, nowadays is acknowledged as an important asset in the process of becoming a teacher. To date, scholars (Freeman & Johnson, 1998; Golombek, 1998; Flowerdew, 1998; VanPatten, 1997) recognize the power that practicing teachers' own learning experience, here referred to as experiential knowledge, implicitly exerts on the future of these apprentices as teachers. In spite of all possible weaknesses in teacher education, when one becomes a teacher, s/he has already gone through thousands of hours of learning, as pointed out by Bailey et al (1996). This "apprenticeship of observation" makes her/him internalize models and behaviors of teaching that are activated as s/he enters a classroom. The authors argue that this may be one of the reasons why after so many efforts for change in teaching, it still remains so constant, i.e., not many changes have been occurring in the classroom.

Recognizing the importance of experiential knowledge in shaping the philosophies of teachers has led researchers to reconsider the role of reflection in the process of becoming a teacher. Through reflection, teachers may more easily find ways to connect experience and theoretical knowledge. Reflection has the potential to help teacher-learners to make explicit for themselves what their values and beliefs are. Additionally, according to research (Bailey et al, 1996; Antonek et al, 1997; Freeman & Johnson, 1998) reflection has the power to promote teacher learners' awareness of the process of foreign language teaching, thus helping them in their ongoing professional development. Through reflection, As Bailey et al (*ibid*) state, teacher-learners may even model their behavior

after that of others, but in this case, this modeling will be a more mature and conscious decision and not what Richards (1990) calls teaching conducted by impulse or intuition.

Different approaches allow class participants to reflect on the process they have been going through. As Magalhães (1998) points out, a simple description of actions already implies rethinking practices. According to Richards & Lockart (1996), classroom teaching can be investigated in different ways, including i) journal writing, in which a teacher or a student respond to teaching events; ii) lesson reports, which describe what has happened in the classroom from the point of view of the writer; iii) audio or video recordings of lessons, from which one can have the most complete account of a lesson; iv) surveys and questionnaires, by which one can investigate students' and/or teachers' attitudes toward class happenings; v) observation, which involves observing the lesson as an outsider; and v) action research, which aims at bringing change into the classroom.

In this study, I propose to investigate what teacher learners think throughout part of the process of becoming EFL teachers as represented in the reports they write of their own lessons. I assume that learners' and/or teachers' voices on the teaching/learning process of foreign language development can be a pointer to the knowledge and beliefs they hold regarding such process.

1.2.2 Critical discourse analysis (CDA) and systemic functional linguistics (SFL)

Discourse is use of language viewed as a form of social action (Fairclough, 1992). Discourse analysis, in turn, is analysis of how the language used in texts functions as social action. This type of analysis demands attention from various angles: semantic, grammatical, lexical, contextual, among others (McCarthy, 1991).

A working assumption in critical discourse analysis is that any piece of language use may be assessed critically, conceiving

textual analysis as description and interpretation not only of the content of texts, but also of their texture (form) of texts. Form and content cannot be dissociated, for different representations of content entail different realizations of form and vice-versa. Shortly, form is an intrinsic part of content.

In this regard, the systemic-functional theory of language (Halliday, 1978, 1994) is notably fruitful for textual analysis. Halliday's theory of language holds the notion that a language functions as the expression of meanings according to the context in which it is embedded, and that it consists of a set of systems of choice, each system offering the speaker/writer different forms of expressing the intended meaning.

Systemic linguistics is thus functionally, contextually, semantically, and semiotically oriented. Eggins (1994) offers an explanation for this theoretical claim. She states:

...that language use is functional; that its function is to make meanings; that these meanings are influenced by the social and cultural context in which they are exchanged; and that the process of using language is a semiotic process, a process of making meanings by choosing (p. 02).

Systemic functional grammar establishes that language is the expression of context of situation, which is realized by semantics, which, in turn, is realized by means of lexicogrammar, as schematized by Heberle (1997) in the chart that follows.

CONTEXT OF SITUATION	SEMANTICS	LEXICOGRAMMAR
FEATURE OF THE CONTEXT Semiotic structures of situation	LANGUAGE FUNCTION functional component of semantics	(RANK: CLAUSE) lexicogrammatical choices

FIELD OF DISCOURSE (what is going on) the ongoing social activity	IDEATIONAL* MEANINGS ideational* content	TRANSITIVITY STRUCTURES clause as representation
TENOR OF DISCOURSE (who is taking part) the role relationships involved	INTERPERSONAL MEANINGS personal interaction	MOOD STRUCTURES Clause as exchange
MODE OF DISCOURSE (role assigned to language) symbolic or rhetoric channel	TEXTUAL MEANINGS textual structure	THEME STRUCTURES Clause as message

*As for the purposes of the present study, read experiential instead of ideational.

As can be observed in the chart, the context of situation involves Field (ongoing social action), Tenor (identities and social relations of the participants) and Mode (role of language in the communicative event). Field is realized through the semantic experiential metafunction (representation of experience and of the world), whose meanings are realized by means of the lexicogrammatical system of Transitivity. Tenor encodes interpersonal meanings (relations established by participants in discourse), which are encoded by the Mood System. Finally, mode projects textual meanings (material form and organization of texts), which, in turn, are projected by the Theme System. Even though the three meanings represented in language (experiential, interpersonal and textual) “contribute simultaneously to the meaning of the message” (Thompson, 1998: 28), this study focuses on the experiential metafunction and addresses interpersonal meanings in terms of modality only. These two metafunctions are addressed separately, even though they interweave in terms of the meanings emerging from the texts.

Being a text a semantic unit whose meanings are realized through its wordings, i.e., through lexicogrammar, there is no way of fostering clear interpretations of meaning without making reference to lexicogrammar. A linguistic scrutiny of different levels of text organization will make it possible to build relevant and useful interpretations about the meanings of any text. Research has shown that the systemic functional approach to language, whose aim is to help analysts to understand what meanings are built up through language, has served as an effective descriptive and interpretive apparatus for analyzing language use as a strategic and meaning-making form of action. Consequently, it is pertinent to critical discourse analysis.

Fairclough (1992) proposes that CDA be implemented by means of a three-dimensional framework: analysis of text, discursive practice and social practice, attempting to establish an interaction between these three dimensions of discourse.

From the perspective of discourse as text, analysis focuses on textual and linguistic levels. The interpretative way of seeing discourse as something which people produce and make sense of on the basis of shared knowledge is investigated from the discursive practice perspective, which involves processes of text production, distribution and consumption. Finally, the dimension of social practice is interpreted in relation to social structures, especially in relation to the interaction between language, ideology and power. Since these dimensions overlap, it is not always possible to refer to features of a text without reference to text production and/or interpretation. As Fairclough (1992) states, “it is the nature of the social practice that determines the macro-processes of discursive practice, and it is the micro-processes that shape the text” (p. 86).

Depicting discourse as social practice presupposes a dialectical connection between a specific discursive event and the situation(s), institution(s) and social structures within which texts are used. As proposed by systemic functional linguistics

and critical discourse analysis, discursive practices are sculpted by situations, institutions and social structures, at the same time that they also sculpt them. Discourse is socially constitutive and socially sculpted: it constitutes social identities and establishes relationships between people, helping to sustain, reproduce or challenge the social status quo. Being discourse socially/contextually influenced, it allows for the rise and maintenance of social power (Fairclough & Wodak 1997). In addition, discursive practices are forms of ideology: “they can help produce, reproduce or challenge unequal power relations between (for instance) social classes, women and men, and ethnic/cultural majorities and minorities through the ways they represent things and position people” (*ibid*: 258). In other words, discourse, and thus language, is not neutral. It is a pointer to the ideology of its users and the relation of power between them. Accordingly, language is not simply a means of self-expression, but an expression of the social and historical background of its users.

Bakhtin (1981) observes that language gives expression to two forces, which he calls centrifugal and centripetal. The former is known as the voice of difference and the latter is seen as the voice of similarity. These two voices conflict giving birth to what this scholar calls heteroglossia, i.e., multiplicity of voices. Linguistic reality, and thus text, is composed of variation, and heteroglossia results from a complex interconnection of social, economic, historical and other variables. Heteroglossia conflicts with the desire of monoglossia, that is the attempt to impose a single meaning and thus to eliminate difference as if only the voice of similarity would exist.

Considering conflictual voices (heteroglossia/monoglossia) and conflictual forces (centripetal/centrifugal), we may see the classroom, including the foreign language classroom, as a place of transformation and not of reproduction. However, as observed by Habermas (1987), when commenting on people’s belief on the impartiality of science, we are sometimes defenseless as

to the malice of the ‘universality’ of knowledge, i.e., we tend to reproduce more than to transform because we believe in the available knowledge, which is alleged to be simply logic, forgetting that this knowledge is moved by interests which orient, guide and command it.

Within the framework of a critical analysis of discourses, connecting discursive practice and social practice by means of textual analysis has been a powerful tool in the study of the reproduction of aspects such as power, dominance and access through discourse, and thereby in the deconstruction of ideological investments encoded in discourse.

CDA and SFG were selected as theoretical foundations for the present study not only because they allow interpretations from several perspectives, but also due to the fact that they are designed to account for research made out of samples that evolve around particular forms of social practice, of which the foreign language classroom constitutes an example.

Studies in language teacher education have recently emerged in the area of critical discourse analysis. The following summarized survey reviews some of the studies that have been similarly designed in that they base their analysis on the discursive practices of the participants involved in it making use of CDA and SFL.

Castro (1999) developed a collaborative study in which she investigated the discursive practices of two English teachers through interventions on their everyday instructional actions with the aim of developing critical awareness on the participants in what regards their understanding of the principles and purposes that inform their teaching practices, and of optimizing the process of (re)construction of knowledge. The results indicated that the teachers involved in the study did change their discursive practices and consequently their teaching practices. Her study contributed to discourse analysis by portraying reflective sessions as an emergent genre in school contexts. Its contribution to

teacher education relates to the comprehension of the powerful use of language as mediating the process of knowledge (trans)formation.

Dellagnelo (1999) conducted a pilot study of observation reports written by two student-teachers in their critical-evaluative descriptions of one lesson they had observed. By analyzing their discursive practices, this researcher was able to picture some of the perceptions that these two students have in relation to the process of teaching and learning a foreign language, more specifically, as to the roles of both social participants, namely the students and the teacher.

Reichman (1999) looked into teacher discourse in written textualizations produced in a dialogue journal in order to investigate the reinforcements and/or transformations that occur when collaborative and reflective principles are introduced to a practicing professional by a mentor. The analysis of the journal exchanges she had with this teacher showed several discursive changes that consequently led to the teacher's pedagogical practice development and positive transformation in teacher stand.

Buschle (2000) carried out a case study with a teacher, which had three moments of data collection: a questionnaire, a set of reflective questions, and an interview. The analysis of verb processes and participants indicated that the informant had a systematized set of beliefs that tended to be traditionally oriented. However, during the time the researcher and teacher worked together, the teacher revealed a greater involvement in reflecting upon her practice and manifested interest in doing a masters course so as to develop as an informed and competent professional.

Liberali (1999) studied the use of diaries as a tool for reflection. Although she did not use SFL as an instrument for the analysis of her data, she worked with theories of discourse as a means of characterizing the reflections of the five school coordinators with whom she worked as being of one of the following three kinds: i) technical reflection, ii) practical reflection, and iii) critical

reflection. Her work, besides contributing to the reflective process of the coordinators and to the use of diaries in this process, also promoted an understanding as to the relationship between the language used in these coordinators' discursive practices and the different types of reflection.

Finally, and again not grounded in SFL but only in discourse, Freeman (1996) conducted a longitudinal study in which he followed four high school English and French teachers participating in an in-service teacher education program leading to a master of arts in teaching (MAT) degree. The data included interviews, observations and documents written by the teachers during the 18-month program. The analysis of the data showed the significant way they developed their thinking as to their classroom practice.

The present study aims at contributing to the literature in investigating the discursive practice of student-teachers in their reflections upon their own pedagogic practices based on the assumption that CDA is possible and necessary within a conception of science that recognizes the active role of language in the (re)production of knowledge.

1.3 Significance of the study

As a methodology teacher and as a tutor for apprentice teachers, I have observed that some student-teachers face dilemmas of several kinds. My student-teachers tended to have difficulty in preparing a lesson, dealing with timing and managing the classroom. In addition, it seems they must learn to consider the needs of their students. Besides, they also have a tendency not to take into consideration the objectives that the teaching of a foreign language has within the multiple contexts in which it occurs. In general terms, I would say they have to start reflecting on what the process of teaching and learning a foreign language involves.

Interest about how other groups of students behave in relation to teaching, and my desire to improve students' reflective ability and awareness of self and others, led me to pursue the present research. The study intends to be preliminary in the sense that it is a first step into a primary goal in the area of teacher education, that of investigating how teacher-learners portray themselves in their reflections upon their practices. It is expected that the results of this study provide a foundation that later on may be used as subsidy for future work related to the improvement and optimization of teachers' competencies. The investigation of their discursive practice is paramount to achieve the goal of improving teacher-learners' ability to articulate different kinds of knowledge and to help them be aware of their values and beliefs regarding teaching, or in Bailey et al's words, to enable them to "transfer their knowledge into effective classroom practices" (1996: 30).

It is hoped that knowledge generated by the self-evaluation reports produced by the four teacher-learners within the context which these reports were held were useful for the participants due to the awareness raising potential that written reflections have regarding the process of language teaching/learning, thus enhancing their professional development.

Additionally, research on would-be teachers' reflections of their own practice can have a great effect not only on the teacher-learners' self development, which may be optimized by developing their capacity to reflect on action and their subsequent ability to rethink their practices, but also on those professionals and institutions that guide them into the career. Hopefully, the results of this study can help them to avoid actions which mislead the student-teachers' perceptions as to the complexity of the process of teaching/learning a foreign language, thus offering improvement to the profession and to institutions.

1.4 Organization of the study

This study is divided in five chapters. Chapter 1 presented the reader to the work here developed, introduced the research questions and explained the procedures for both data collection and data analysis along with an account of whom the participants are. Additionally, the issue to be investigated was contextualized with the available literature, and the researcher's choice for it as well as its significance for applied linguistics was justified.

Chapters 2 and 3 are concerned, respectively, with experiential meanings in relation to roles and relations, and with the perceptions held by the trainees regarding FL teaching principles, as encoded in their self-evaluations, bearing in mind that choice is an intrinsic element of the potential of language. Therefore, making a choice from a linguistic system takes us into an examination of **actual** linguistic choices and **potential** linguistic choices. While the former relates to what people did or said in a given communicative event, the latter refers to what they could have done or said instead. Chapter 2 contains a transitivity analysis as a means of picturing the student-teachers' understanding as to the roles of the social participants in the foreign language classroom and the relations between them. Chapter 3, by analyzing vocabulary, modality and discursive change, approaches the trainees' comments on teaching principles and their commitment/judgment with their own statements.

Chapter 4 addresses the role of theoretical knowledge and experiential knowledge in shaping the trainees' (reported) practice. Finally, chapter 5 gives an overview of the results in relation to the student-teachers' perceptions of teaching/learning an FL and the values and beliefs encoded in their discourse. Additionally, it points out the limitations of the present study, presents the methodological implications of critical reading and pedagogical implications of the study. To conclude the chapter, ideas for further research are suggested.

Chapter 2 – The social participants of the FL classroom: Transitivity analysis

2.0 Preliminaries

Social groups usually share values formed by means of complex processes of interaction with their social environment. Such values are the basis of people's attitudes and beliefs, which in turn, influence their behavior. The nature of the role relationship between teacher and learner, for example, seems to be highly affected by the attitudes and beliefs of one social group towards individuals of another, a fact that represents an important aspect of the psychological 'baggage' social groups bring with them to social encounters such as the classroom.

The aim of this chapter is to investigate the ways in which role affects the teaching/learning process. It is clear that different and complex factors influence the roles that teachers and learners adopt in the classroom; however an appreciation of these roles is essential if we are to understand the teaching/learning process.

When we analyze the transitivity patterns of the discursive practices of the subjects and the process types in which they inscribe themselves as well as the students, the roles that they designate to the social participants involved in the EFL lessons stand out from the outset.

The present chapter is divided in five main sections. Section 2.1 presents an overview of the functional configuration of the clause as representation, considering the four process types used for the analysis. Section 2.2 explains the procedures used throughout such analysis. The following section presents the analysis itself with a discussion of the examples used to illustrate the trainees' perception of the foreign language classroom. Section 2.4 refers back to the analysis and further discusses the discursive practices of the subjects as to the roles and relations established for themselves and for their students. Finally, the last section offers concluding remarks of the chapter.

2.1 Transitivity: Clause as representation

The present chapter, named “The social participants of the FL classroom: transitivity analysis”, proposes to investigate the roles that the trainees depict for themselves and for their students. It deals with the experiential meaning of the clause, which aims at explaining what the meaning of a clause is according to the way language is being used to represent the teacher-trainees' experience of the world and the inner world of their thoughts and feelings. It thus concerns how they talk about actions, happenings, feelings, beliefs, situations, states, and so on, the people and things involved in them, and the circumstances of time, place, manner, and so forth.

Transitivity structures make up the functional configuration of the clause as representation realized through processes (verbs), participants (nouns) and circumstances (prepositional phrases of time, manner, place etc.). Processes center on the part of the clause that is accomplished by a verbal group, or on what “goes on” are portrayed in the clause (Halliday, 1994). The participants are the entities evoked in the process. Circumstances, which are beyond the scope of the present work, are more marginal than participants, being usually concerned with setting, temporal and physical matters (Bloor & Bloor, 1995).

As far as process types are concerned, Halliday (1994) describes six types of processes, which he divides into three main types, namely material, mental and relational, and three that are on the borderline between the three main ones, which are the behavioral, the verbal and the existential.

Based on Halliday's systemic functional grammar, Martin et al (1997) distinguish three fields of experience in language within the transitivity system: the field of doings and happenings (material processes), the field of consciousness, represented both internally (mental processes) and externally (verbal processes), and the field of being and having (relational processes). Due to the fact that the field of consciousness unfolds into two main types of processes, we end up with four process types, which are described in the following sub-sections.

2.1.1 Material Processes

Material processes are processes of doing and happening. They construe actions that are usually, but not necessarily, concrete. Actions, as Eggins (1994) points out, presuppose an Actor, the entity that performs the action. Some processes also have a second participant named Goal, meaning one that suffers or undergoes the action. One further participant that may occur in a material clause is the Beneficiary, a participant benefiting from the doing. Here is an example from the analyzed data:

(estagiária)	transmitindo	toda essa perturbação	aos alunos
ACTOR	PROCESS	GOAL	BENEFICIARY

2.1.2 Mental Processes

Mental processes or processes of sensing encode meanings of feeling, thinking and perceiving. Halliday (1994) divides mental processes into three classes: affection (liking, fearing),

cognition (thinking, knowing, understanding) and perception (seeing, hearing). These processes have two inherent participants: Senser, the one who feels, thinks or perceives; and Phenomenon, the one that is felt, thought or perceived. There will always be these two nominal-type participants associated with any mental process. Even if one is apparently absent, it has to be retrieved from the context so that one can make sense of the clause. Here follows one example of each class of mental processes retrieved from the corpus.

Affection

trabalhar com números ordinais	preocupava	-me	um pouco
PHENOMENON	PROCESS	SENSER	CIRCUMSTANCE

Cognition

As vezes	os alunos	confundiam-	Se	um pouco
	SENSER	PROCESS	PHENOMENON	CIRCUMSTANCE

Perception

(estagiária)	observei	se todos haviam copiado
SENSER	PROCESS	PHENOMENON

Halliday (1994) identifies five features that differentiate mental from material process clauses, the two first ones being more significant because they affect the participant function in the clause: i) the Senser must be endowed with consciousness, i.e., s/he must be human, or, at least, human-like as in the case of a metaphor of personification; ii) the Phenomenon may be not only a thing, but also a fact, constructed as a participant by projection – that is, as indirect or reported ideas, or still direct or quoted ideas; iii) the unmarked choice of tense in a mental

processes is the present simple, while in material processes it is the present continuous; iv) many mental processes are represented in language as two-way processes, i.e., there is reversibility, they can be realized in either direction – either the Sayer or the Phenomenon being the subject - and still keep the clause in its active voice; v) unlike material processes, mental processes cannot be probed or substituted by the verb *do*.

2.1.3 Verbal Processes

Verbal processes are processes of verbal action, of saying. Unlike mental processes, verbal clauses do not require a conscious participant. They cover any kind of symbolic exchanges of meaning, such as *My watch says it's time to stop*. Prototypically, verbal clauses have three participants: Sayer, Receiver and Verbiage. The Sayer is the participant responsible for the process, it is the one who says, states, tells, informs, asks, demands, commands, offers, suggests and so on. The Receiver is the one to whom the process is directed. The Verbiage corresponds to what is said, which can be either the content of what is said or the name of the saying. The following example from the analyzed data illustrates this better.

os alunos	começaram a	me	responder	o tempo de duração de cada período de uma partida de futebol
SAYER	PRO-	RECEIVER	CESS	VERBIAGE

Verbal processes project clauses by either quoting or reporting speech. In these cases, according to Halliday (1994), the saying does not represent the Verbiage and as such, does not figure in the process as a participant. Rather, it is a projected

clause that is not part of the verbal process. An example of a projected clause from that data analyzed follows.

(estagiária)	exigi	a eles	que copiassem aquelas informações
SAYER	PROCESS	RECEIVER	PROJECTED CLAUSE

2.1.4 Relational Processes

Relational processes are processes of being. As Halliday (1994: 119) puts it, “as the term ‘relational’ suggests, this is not ‘being’ in the sense of existing. ... In relational clauses, there are two parts to the ‘being’: something is being said to ‘be’ something else. In other words, a relation is being set up between two separate entities”.

As can be seen in figure 1, relational processes consist of three main types: intensive, circumstantial and possessive, each of which may be realized in two distinct modes: attributive and identifying.

mode:	attributive	identifying
type: intensive	‘x is a’, where ‘a is an attribute of x’: Fiquei muito nervosa e muito atrapalhada em sala.	‘x is a’, where ‘a is the identity of x’: Falha minha na ministração deste conteúdo foi alterar o plano programado.
circumstantial	‘x is at a’, where ‘a is an attribute of x’: O êxito dos alunos dependia da utilização deste material.	‘x is at a’, where ‘a is the identity of x’: Falha também cometida ao ministrar essa aula foi em relação à negociação dos significados.

possessive	‘x has a’, where ‘a is an attribute of x’: Já tenho segurança no que estou fazendo.	‘x has a’, where ‘a is the identity of x’: Momento de prova é momento do aluno, não do professor.
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Figure 2 Main types of relational processes

In the intensive attributive relational process, a relation between two terms is established either by the verb *to be* or by other copular verbs such as *become*, *stay*, *remain*, *sound*, *seem* and *appear*. In other words, an entity has some quality attributed to it, in which the quality is labeled the Attribute, and the entity to which it is ascribed is the Carrier.

The intensive identifying process has one entity being used to identify another. The one that identifies is labeled Identified and the one that stands for what is being identified is the Identifier. Clauses of this type are reversible, i.e., the Identified and the Identifier can come in either order. Another feature that distinguishes an intensive identifying clause from an intensive attributive clause is that the identifying one defines, not classifies or ascribes attributes, having a definite nominal group realizing the function of Identifier.

In the circumstantial attributive type of clauses, the circumstantial element is typically an Attribute that is being ascribed to some entity, this Attribute being a prepositional phrase and the process remaining intensive. However, the process may also play the role of the circumstance, in which a nominal group expresses the Attribute, and a verb expresses the circumstance.

The circumstantial identifying clause establishes a relation between an entity and a circumstance. Again, the circumstance may be encoded by either the participants – Identified or Identifier – or by the process.

In the possessive type, both in the attributive and in the identifying modes, the two entities are related in terms of possession and ownership. In the attributive mode, this

relationship can be conveyed by either the attribute or by the participants. In the identifying mode, the relation of possession can be expressed by either the participants or by the process.

2.2 Procedures for analyzing transitivity

To compile the data, I began by scanning the trainees' self-evaluations. The corpus consists of 28 reports, 8 produced by each Alice, 8 by Bento and 8 by Daniel, who had 8 encounters as teachers, and 4 produced by Carlos, who experienced teaching in 4 encounters only.

The texts were divided into clauses, which in functional grammar are considered the basic unit of analysis. Then, this universe was trimmed to clauses containing processes into which the trainees and/or their students are inscribed as participants taking the role of –er, a term coined by Hasan (1989) as a way to generalize Actor, Senser, Sayer and Carrier into one category.

The investigation concentrated on the initiating and continuing clauses in a paratactic clause complex relation, as, for example, *Calibrar minha fala sempre foi uma preocupação em sala, mas acredito que não foi um problema em nenhum momento* and on the dominant and dependent clauses in a hypotactic relation, as, for example, *Exigi a eles que copiassem aquelas informações*. For the purposes of the present research, embedded and projected clauses were disregarded, though they appeared as participants. The embedded clause *o objetivo e a forma de avaliar os alunos*, for example, was considered Goal in a material process, and the projected clause *de ter agradecido a ajuda inconsciente que todos propiciaram a meu futuro profissional*, for example, was considered Phenomenon in a mental process.

Having narrowed down the data to clauses into which the trainees and their students are participants, I grouped them under the four main process types (material, mental, verbal and relational).

The following step consisted in pursuing both a quantitative and a qualitative analysis of the systemic choices made by the subjects in their texts. Since the quantitative analysis was not my focus, I stuck to simple percentages, with only two numbers after the dot. For this reason, sometimes, the percentages do not totalize 100%.

Finally, the linguistic structures were interpreted and evaluated so as to unravel the roles that the social participants depict for themselves when acting out in the foreign language classroom.

2.3 Analyzing transitivity

A close analysis of the process types into which each subject inscribed her/himself and the other social participants was essential to shed light on the nature of each subject's roles, beliefs, attitudes and behavior. Interestingly, instead of holding his/her own way of seeing the process of teaching/learning an FL, the subjects reveal to carry a very similar view of the foreign language classroom. With a few differences, important though, they all tend to report to teach conventional lessons, mainly focused on themselves as teachers. The students are represented as playing a side role, usually having little or no responsibility in the process of teaching/learning a foreign language, as if their participation was not of primary importance to their own process.

The results that follow are divided into four categories of analysis, namely i) acting in the FL classroom, ii) sensing in the FL classroom, iii) saying in the FL classroom and iv) attributing features and identifying in the FL classroom. Particularities of each subject are mentioned within each of these categories. Along the presentation and discussion of the outcomes, examples from the data analyzed are displayed. In these examples, I signal to the reader the text from which the examples are taken. The convention T1A-L2/4, to illustrate, means that the example is taken from text 1, written by Alice, in lines 2 through 4. These texts are in Appendix 3.

Altogether, a total of 533 clauses were analyzed for the purposes of investigating transitivity patterns within the corpus. Material processes represent the majority with 245 processes (45.96%), followed by 122 mental (22.88%), 108 verbal (20.26%) and 58 relational processes (10.88%). The pie chart that follows shows the quantitative results of the analysis of the corpus as a whole in terms of percentages.

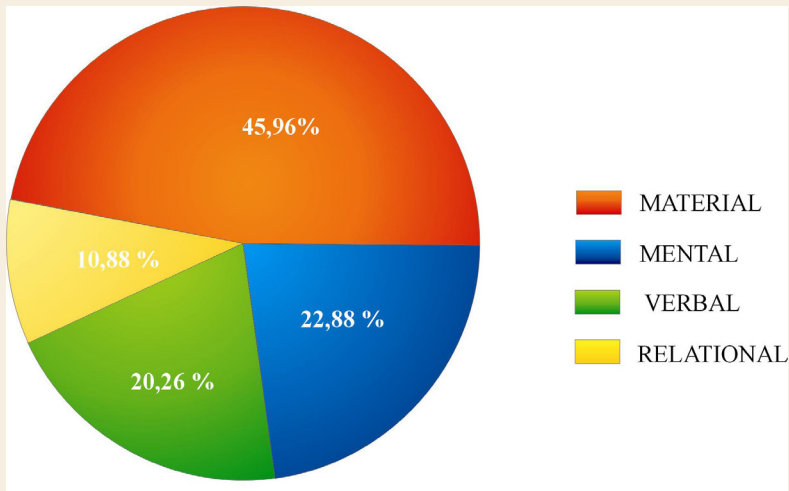


Figure 3: Process selection across texts

Alice and Daniel are the ones who most frequently comment about their lessons. Out of the 533 clauses analyzed, Alice's reports supply 278, which represents 52.15% of the clauses. Daniel's texts contain 139 (26.07%) of the sentences analyzed, practically half of the total of Alice, but more than double if compared to Bento and Carlos, whose reports display, respectively, 59 (11.06%) and 57 (10.69%) of the clauses analyzed. Concerning Carlos, though, I call the reader's attention to the detail that, due to the fact that he has had only four encounters with the students – while all the others have had eight – he wrote four reports only – while all the

others wrote eight. Basically, then, Bento is the one who reflects the least. Next, I present an account of the choices the subjects make in terms of process types, together with a pie chart giving the respective percentages.

Alice's reports contain 278 processes in which she or the students are participants, out of which 133 are material (47.84%), 57 are mental (20.50%), 55 are verbal (19.78%) and 33 are of the relational kind (11.87%). As one can notice, the three latter processes represent little more than half of the material ones, suggesting that the trainee is concerned with the actions taken place in the classroom. The others involve, respectively, reflections, sayings and qualifications. Figure 4 portrays this trainee's representation of the FL classroom in terms of process selection.

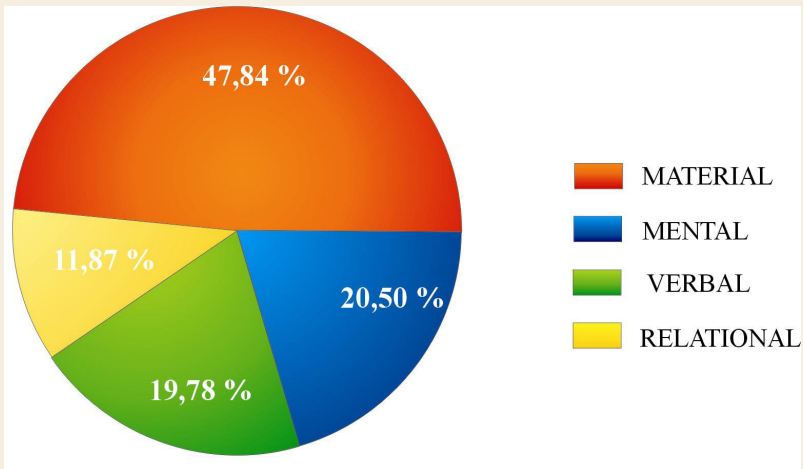


Figure 4: Process selection across Alice's texts

Bento's reports display a total of 59 processes, out of which 36 are material (61.01%), 7 are mental (11.86%), 8 are verbal (13.55%) and 8 are relational (13.55%). Just like Alice, this subject shows a major concern with the actions performed in the

classroom. Sayings and qualifications come next together, followed by reflections, as pictured in Figure 5.

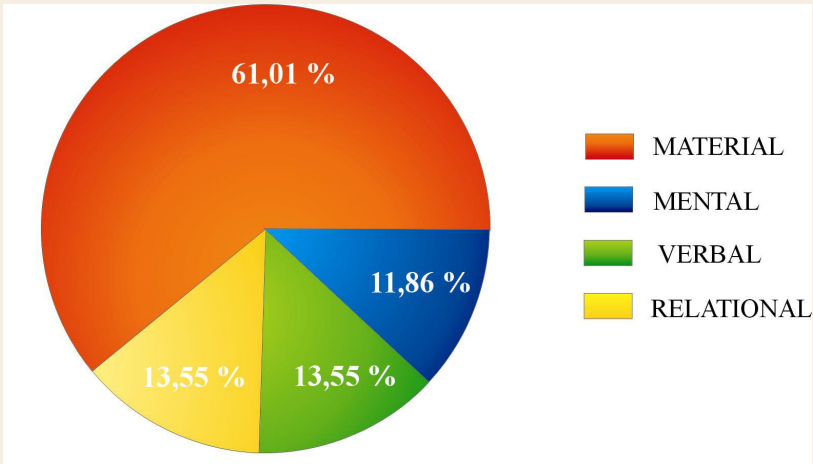


Figure 5: Process selection across Bento's texts

The transitivity choices made by **Carlos** sums a total of 57 processes, divided in 27 material (47.36%), 15 mental (26.31%), 14 verbal (24.56%) and 1 relational (1.75%). Again, in concordance with Alice and Bento, his texts display a major number of material processes, signaling concern with action in the classroom. According to the numbers and percentages, he then thinks and says. Attributing qualifications to the entities related to the classroom is not characteristic in his discursive practice. Figure 6 pictures Carlos' process selection.

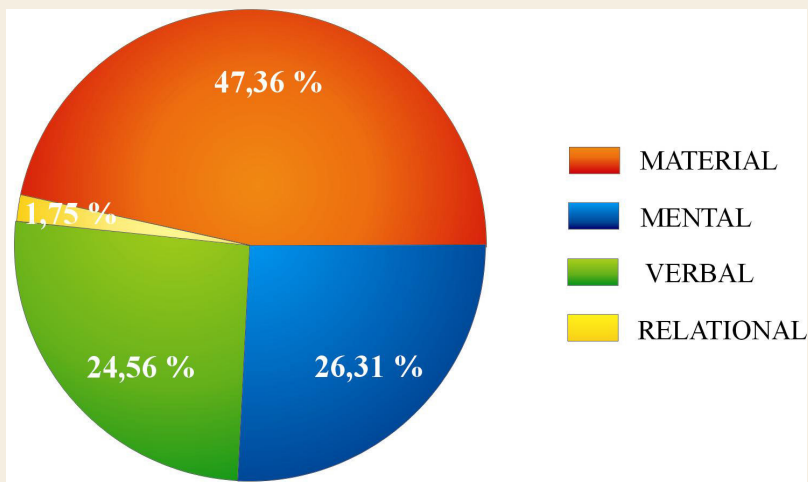


Figure 6: Process selection across Carlos' texts

The patterns emerging from the analysis of the transitivity choices made by **Daniel** seems to reveal a certain difference between him and the other subjects, not in terms of number, but in terms of quality, as I will be discussing further ahead. The total number of processes in which he inscribes himself and the students sums 139 processes, from which 49 are material (35.25%), 43 are mental (30.93%), 31 are verbal (22.30%) and 16 are relational (11.51%), as can be seen in Figure 7.

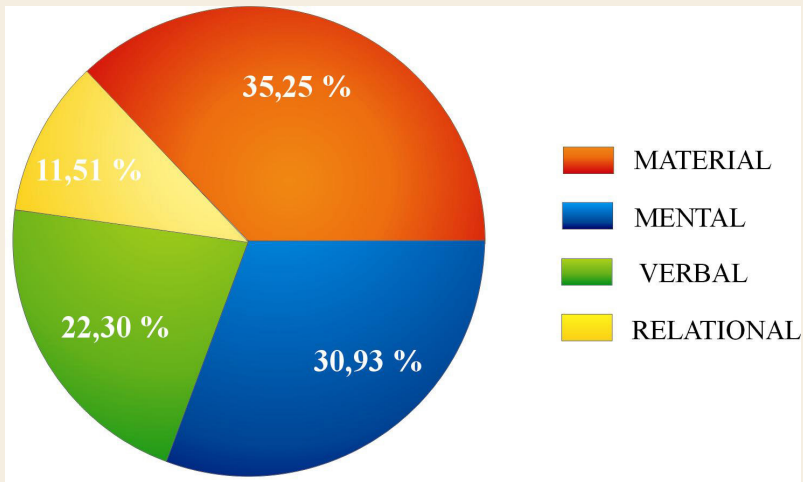


Figure 7: Process selection across Daniel's texts

Halliday (1994) points out that although counting cannot constitute the only element for analysis, interpretation and evaluation of text, numerical data on language may be significant, and figures and frequency patterns may be helpful. I, thus, proceed with the qualitative analysis.

2.3.1 Acting in the FL classroom

In order to provide the reader with a general picture of the trainees' representations of realities, the results of this category of analysis are presented in a way that first displays general quantitative results. I start by showing the total number of material processes, together with the percentage it represents in relation to the total number of processes of the four types, followed by numbers and percentages regarding who most frequently reported to act (trainee or students) in the FL classroom. I then go on to more carefully examine each trainee's construal of her/his own roles and those of the students. In these analyses, I present numbers, percentages, examples and interpretations of the data.

As seen previously, out of a total of 533 clauses, 245 present material processes, corresponding to 45.96% of the clauses in which the trainees represent themselves and their students. The results thus reveal that the trainees are depicted as highly concerned with the actions taking place in the classroom, also suggesting that they consider actions and happenings as starting points for a motivating, interesting and participative environment.

At a first sight then, a positive picture is captured through the trainees' preoccupation with the goings-on of the classroom, especially if we think that actions normally involve reactions, i.e., one part (in this case, either trainee or students) acts and the other (again either trainee or students) acts back. However, some features of the subjects' discursive practices must be highlighted.

The Actors of the actions performed in the classroom, as represented by the teacher- trainees, are mainly the trainees themselves, as in ...*entrei um pouco agitada em sala* ... (T3A-L1/2), adding to a total of 168 clauses (68.57% of the material processes). The other 76, which mean 31.02%, portray the students as the main participant of the processes, as in *Os alunos resolveram suas atividades* (T1B-L12). This feature suggests that all the trainees consider themselves the essential character of the classroom and place the students in a secondary position.

Additionally, when both the trainees and the students act, they typically act upon inanimate Goals, as in ...*usei expressões de linguagem não trabalhadas com os alunos em sala* (T1B-L8). Thus, the idea of having an action presupposing a reaction falls apart. In other words, it appears that trainee and students do not intermingle in a cooperative setting, as one would expect to happen in a classroom environment.

As a means of picturing the actions and happenings in the FL classroom, as represented by the trainees, tables are displayed in Appendix 1 in a way that presents all the processes ascribed to the trainees, the Goal affected by these processes and some

further observations that are considered important in picturing the trainees' construals of the classroom social participants.

In what follows, a close analysis of how each subject behaves linguistically in terms of material processes is presented.

Alice produces 133 material clauses (47.84% of her totality), out of which the Actor is represented by the trainee in 100 occurrences (75.18%) and by the students in 33 (24.81% of the material clauses). According to Alice's reported practice, she checks, controls, gives, draws, distributes, writes, negotiates, translates, while the students accept, copy, receive, wait, disturb and participate (Tables 1A and 2A, in Appendix 1).

Apparently, this subject's representation of the foreign language classroom rests on the notion that the teacher is the central figure, the one who makes things happen. Consequently, the students' learning mainly depends on her own practice.

Due to the high number of inanimate Goal (84 = 84% of all the Goals), it seems that Alice's doings are not likely to have caused a great impact on the learners. In fact, out of the 100 material processes used by her, 8 other clauses (8%) have no Goal, which means that she affects the students only 8 times (8%); and in one of them, *não dei muito "feedback" nas negociações dos significados das palavras "healthier" e "exciting", confundindo os alunos ao invés de ajudá-los* (T4A-L25/27), her action is negated by the use of the expression *ao invés de*. She is thus pictured as not helping them. As for the other 7 occurrences of the students as Goal, the trainee is depicted greeting them twice, 'trying' to help them once and indeed helping them once. However, she is also pictured as controlling the group, accepting an uncomfortable situation (actually, she is complaining about having accepted it), as in *não deveria ter aceitado as alunas 'problemáticas'... perturbando a minha aula* (T6A-L33/34) and authorizing a student to go to the restroom.

Out of the 84 occurrences of Inanimate Goal, 65 refer to actions that occur and 19 to actions that the teacher fails to carry

out. These 19 clauses express the trainee's self-criticism about the actions she does not perform. Out of these 19, the students would benefit from one, in case it had occurred, as displayed by the part in bold in *Falha também cometida foi em relação à rapidez da correção da atividade, eu deveria ter feito a mesma pergunta para vários alunos e, infelizmente, isso não aconteceu. Essa era uma atividade que envolvia opinião e eu poderia ter aproveitado melhor este momento dando mais espaço para os alunos se manifestarem* (T4A-L31/34). Contextualized within the classroom activity, the example seems to demonstrate that the students could have profited from a good opportunity to exchange ideas in the FL.

Regarding the 65 processes that indeed represent actions in class, the students are Beneficiaries in 9 situations, though not all of them have a positive impact on the students. In one particular case, the students are Beneficiaries of a disturbing moment experienced by the trainee, as signaled by the part in bold in *...essa espera favoreceu para atrasar o procedimento programado deixando-me bastante nervosa e insegura sem saber exatamente o que fazer e, o que é pior, transmitindo toda essa perturbação aos alunos que para um início de aula estavam bastante agitados* (T3A-L7/9). Another similar occurrence of students as Beneficiaries is found in *...oportunizar aos alunos maior espaço de atuação e participação para que a aula não fique apenas centrada na minha pessoa* (T4A-L48/49). In the example, the trainee refers to aspects that she believes need to be improved (in bold) In other situations, the students seem to benefit from the trainee's actions, such as in *...trouxe a informação nova para os alunos* (T6A-L4).

The 8 no-Goal processes seem not to affect the students. They are apparently neutral and as such are not likely to hinder or enhance an inviting learning environment. Only one of them appears to be positive to the ongoing process of the FL classroom. In this occurrence, the trainee represents herself 'walking around the classroom', suggesting that, by assisting the students, she made herself available and shows commitment to them.

Summing up, in most of the processes, although the trainee represents herself as acting, she does not act upon anybody, but upon things in general. In fact, she most frequently manipulates the entities that belong to her previous planning of lessons. The elements she affects are time, as in ...*(eu) cêdo 10 minutos da aula...*(T2A-L4); the roll call, as in ...*quando eu terminasse a chamada...* (T3A-L11) and the activities she has planned for the lesson, such as in ...*e dei continuidade à explicação conforme o procedimento da aula* (T8A-L2).

Concerning the students as Actors, the situation does not seem to change. Just like the teacher, the students are not reported to affect human entities. In only 4 (12.12%) processes, the trainee represents the students' actions affecting her. Yet, their actions are passive regarding the dynamism of the lesson development: they are depicted as waiting for the trainee, receiving her when she enters the class, calling her for assistance. There is also one occurrence in which they are seen as making her feel irritated in class – ...*eles continuaram desinteressados fazendo muito barulho e deixando-me irritada...* (T3A-L26), an action that is likely to affect the ongoing lesson in a negative way. Ten actions (30.30%) affect no Goal at all – 8 that occur and 2 that fail to take place. In 19 (57.57%) instances, the Goals being acted upon are inanimate entities, such as the lesson or the activities involved in it. From these 19, only 1 does not occur. Two of the students' actions with inanimate Goal represent the trainee as Beneficiary of these doings. In both cases, she portrays herself benefiting from answers they give to her in relation to the activities being carried out in class. Yet, in one of these cases, the students are portrayed as not carrying out the activity properly: *Na questão 12 os alunos, primeiramente, começaram a me dar o tempo de duração do intervalo de uma partida de futebol ao invés de responderem quantos intervalos haviam em uma partida* (T4A-L11/12).

An interesting aspect that springs from the analysis is that 6 (18.18%) representations of the students in the role of doers are

brought about by the trainee as an external initiator. In the case of the process ‘participate’, the students are depicted as participating in the lesson 4 times (12.12%), out of which 3 are initiated by trainee, such as in ...*encorajando-os a participar sempre em aula* (T1A-L56), and in ...*fiz algumas perguntas à classe as quais foram muito bem aceitas pelos alunos levando-os a participar bastante da aula* (T1A-L17/18). It seems appropriate to interpret that the few actions carried out by the students and the fact that almost 20% of these actions are initiated by the trainee suggest that she views the students as dependent upon her actions and upon her intervention. This reiterates her own stance as dependent of her teacher-supervisor, as will be seen in Chapter 3.

To sum up, in most of the material processes in which Alice inscribes the students as Actors, they do not act upon themselves or upon the teacher. Their actions, thus, are not represented as having an impact on the social participants of the classroom. It appears, though, that both the teacher and the students, as social participants of the FL classroom, must be involved in the goings on of the lessons (Richards & Lockart, 1994). Nevertheless, the trainee, as represented in her discourse, does not seem to realize that the students’ engagement is an important dimension of the process of teaching/learning an FL.

According to the numbers and examples displayed in the analysis of Alice’s reports, it seems that, in her point of view, the teacher is the main social participant in the process of teaching/learning an FL. However, the way she represents this ‘reality’ appears to demonstrate that it is not clear to her how to make her doings extend to the students and thus have an impact on their learning. Additionally, she seems to forget that students’ actions have a strong influence on their motivation, interest and consequent progress.

Bento represents himself and the students performing 36 material clauses, 61.01% of the total number of processes he produces, out of which he plays the role of Actor in 19 (52.77%)

and the students in 17 (47.22%), signaling a more balanced representation than Alice as to the responsibility for acting in the FL classroom. Different from Alice, then, this subject steadily portrays both the teacher-trainee and the students as doers in the process of teaching/learning an FL. Nevertheless, from a closer examination of their actions, one can observe that these two social participants are not in fact pictured as extending their actions to one another. In general terms, both trainee and students most often affect material things, as if they do not share the same experience.

Bento most constantly affects inanimate Goals (12 = 63.15% of all the Goals), such as the lesson, the test, the language he uses. In relation to his use of language, there are 2 occurrences of the process ‘use’ in which he reports himself using vocabulary and expressions that are not appropriate for the students, suggesting that these actions have a negative impact on the students, who probably cannot understand him, thereby signaling lack of communication in class. In fact, within the actions that fail to occur, he comments the need of adjusting his speech to the learners’ capacity of understanding, once more signaling that he and the students have problems in communicating in the target language, which is one of the primary goals of teaching and learning a foreign language.

There are only 3 occurrences (15.78%) of the students as Goal of the trainee’s actions, two referring to doings that do not really occur. According to the trainee’s evaluation, these doings should have occurred, as illustrated by *Deveria ... premiá-los quando os mesmos dizem algo correto ou explicam algo para os demais companheiros de classe* (T5B-L7/9). The action that really occurs and thus affects the learners is that a student is expelled from the classroom, as in *Posteriormente encaminhamos (estagiário e professoras) o referido aluno à Direção da escola para que tomasse maiores providências com relação a sua postura em sala de aula* (T6B-L10/11). As the example illustrates, in order to affect the students, the trainee is helped by his supervisor and

by the regular teacher of the group, suggesting that, according to his representation, he is not able to affect the students by himself.

Another aspect that calls my attention in relation to the actions performed by Bento in the role of Actor is that the students, besides not being affected by his doings, are not portrayed as Beneficiary of his actions under any circumstance.

As for his representation of the students as Actor in the FL classroom, all the actions (17 = 47.22%) in which they are pictured as doers indeed occur. The students are not portrayed as failing to perform their actions. This appears to signal that the students, according to Bento's representation, act more than him, for only 14 of the 19 actions in which he is the main participant do take place.

A general perspective of the students' actions reveal that they are depicted as affecting inanimate Goals in 10 occurrences (58.82%), no Goal in 6 (35.29%) and the students themselves in 1 (5.88%). However, the occurrence in which they are depicted as affecting themselves is a situation in which they create descriptions of their colleagues and then read to the whole group so that the colleagues find out whose descriptions they are reading. It seems that this kind of activity engages learners to take on the role of creators and explorers of their own learning process, with a minimum interference of the teacher, thereby providing a motivating setting which is likely to lead them to growth and development. Nevertheless, this kind of activity is not focused on by the Bento in his reports.

The actions in which Bento specifies no Goal seem to be equally divided between three kinds of representations: neutral (2), which I here analyze as not affecting the environment; positive (2), which I interpret as not directly affecting the students or the trainee, but as indirectly affecting the environment positively; and negative (2), which I see as causing breakdowns to the ongoing development of the lesson, thereby ending up affecting the students and the trainee negatively. The two actions that I consider neutral are *...ao adentrar a sala...* (T6B-L4/5) and *...pois*

os meus alunos estão apenas começando... (T4B-L6/7). The two positive actions are performed by the verbs *fazer* and *participar*, both referring to the students' participation in class. In fact, this is a single comment made by the trainee in which he states that the students participate in a given lesson more than they did up till then, as seen in ...*os alunos participaram desta aula mais do que vinham fazendo* (T5B-L1/2).

Finally, the actions that I see as negatively affecting the lesson are encapsulated by two verbs that, at first sight, I consider optimistic: *persistir* (persist) and *prosseguir* (proceed). I first thought that the students were persisting and proceeding with their learning. I was surprised then to realize that they are pictured as persisting and proceeding with misbehavior, such as in ... *ao persistir com as mesmas brincadeiras, o aluno foi expulso* (T6B-L7/8) and in *Porém o mesmo (aluno) prosseguiu com suas brincadeiras de mal (sic) gosto...* (T6B-L5/6).

Regarding the actions that affect inanimate Goal, the students are represented more optimistically. They make good use of posters that provide them with useful expressions in English, they do their activities successfully, they show interest (twice), they create and read descriptions of colleagues. They are also pictured as being responsible for selecting 4 questions in a 5 question-test, suggesting that the students also make choices and decisions in their learning environment. Notwithstanding, two of their actions are negative for the lesson development, as in *Alguns alunos resolveram atrapalhar o percurso da aula...* (T3B-L6) and in *Apesar de um dos alunos estar prejudicando o andamento da aula...* (T4B-L2/3).

Out of **Carlos'** 27 material clauses, constituting 47.36% of the totality of his clauses, the trainee is portrayed as Actor in 17 (62.96%) and the students in 10 (37.03%). Again, the teacher-trainee is the most active participant in the classroom. He is pictured as walking, showing, organizing, writing, and the students as completing, participating, finding out.

In terms of material processes, this subject represents the classroom like the previous two in the sense that most of his actions do not extend to any human entity, two processes have no Goal (11.76%) and 13 have inanimate Goals (76.47%). Only two processes affect human participants, one of them affects the trainee himself (5.88%) and the other affects the students (5.88%).

The only process that has the students as Goal, *...no meio de um ou dois exercícios, eu deixei de designá-los individualmente...* (T4C-L8) is an action with no effect on the students inasmuch as the teacher-trainee's desired intervention fails to occur. As for the trainee himself as Goal, *Apresentei-me e o segundo estagiário...*(T1C-L7), we can notice that this single occurrence happens on the very first day of classes, when he introduces himself and his colleague to their future students. It is not clear how this introduction may have affected the trainee. It seems that he would be affected by the students' introductions, not by his own, unless he feels that this helped him to "break the ice" of the first lesson. However, the way the trainee represents this action does not allow me to come to an interpretation in relation to this. Introductions may be profitable from the viewpoint that they provide the learners with an initial contact with a new teacher and sometimes with the target language in an easy and relaxed way. Nevertheless, he does not mention whether it was carried out in the target language or not and also whether the students also introduced themselves or not.

Within the occurrences of inanimate Goals being affected by the trainee's actions, there are two cases in which the students are Beneficiaries (in bold in the examples below) of his actions, namely *...para **lhes** dar a sensação de que eles estavam elaborando* (T2C-L5/6) and *A surpresa dos alunos frente a minha pergunta (mostrei o guarda-chuva **para todos** e perguntei whose umbrella is this?) tentando descobrir o dono do guarda-chuva, e o efeito da encenação levou os alunos a entenderem o significado do dito título de um modo engraçado* (T1C-L3/6). However, the

first one of these occurrences does not seem to affect the ongoing process of teaching/learning an FL, especially if we consider the biased discourse of the trainee when saying that the idea is to give students the “sensation” that they are elaborating, as if they are not actually capable of doing so. The second example seems different though. It is a situation in which the trainee introduces the structure ‘whose...is this?’, having previously hidden an umbrella behind the classroom door. As the lesson starts, he takes the umbrella and asks the students whose umbrella it is. As he comments, the students easily understand what he means by the question. The way the trainee introduces the structure to the students is indeed meaningful and conveyed through actions and the use of the target language.

As previously mentioned, the students are Actors in 10 material processes, out of which only 2 (20%) portray the students affecting animate entities, 1 (10%) affecting the students and the trainee, and 1 (10%) affecting only the trainee. Amongst the eight remaining processes, five have no Goal (50%) and three have inanimate Goals (30%). Again, this trainee most regularly construes the students as not extending their actions to any human entities.

Out of the two actions displayed as affecting the social participants of the classroom, one is negated, namely ...*(os alunos) não levaram a sério um estagiário principiante frente a toda uma tradição de fala em português* (T2C-L27/28). In this case, the happening that occurs is that the students do not take the trainee seriously, but the action of taking him seriously does not occur. Therefore, the fact that the trainee brings it to sight seems to indicate that he is affected anyway, negatively though. The other action that affects both the students and the trainee refers to the students trying to find out whose umbrella the trainee is holding. It seems that, as previously mentioned, this action positively affects the social participants.

In general terms, the numbers and instances of material processes seem to suggest that this subject sees the FL classroom

as a more or less passive setting, where things even happen, but, usually, the trainee's actions are not extended to the students and the students' actions are not extended to the trainee. The interaction that most constantly occurs is between the social participants and inanimate Goals or between inanimate entities and inanimate Goals, not reflecting the imperative importance of human participants' interaction throughout the process of teaching/learning an FL, without which education would not exist.

Daniel's 49 material processes (35.25% of the total number of clauses analyzed) present himself as Actor in 32 (65.30%) and the students in 17 (34.69%), indicating that this teacher-trainee also portrays himself as the most active participant in the classroom. The total number of material processes of Daniel as Actor is divided into 21 occurrences with inanimate Goals (65.62%), 3 occurrences with no Goal (9.37%), 6 occurrences with students as Goal (18.75%) and 2 occurrences with the trainee as Goal (6.25%). As these numbers and percentages indicate, Daniel represents himself as affecting the students more frequently than his colleagues do. He is pictured as advising the students, as looking at them, as assisting them.

Among the 32 material clauses in which he is Actor, 28 happen and 4 do not. None of the clauses negated have the students as Goal or Beneficiary. Two of the actions that do not occur are due to options that the trainee makes, as in *Porém optei por não aprofundar muito neste tema* (T6D-L3). The other two refer to situations in which he does not directly make a self-criticism, but actually either criticizes himself in a mild form or contemplates issues that he believes his supervisor, as his main reader, would expect, such as in the example previously displayed, in which he establishes some rules for classroom routine and does not discuss them with his supervisor.

Like the other subjects, great part of Daniel's actions do not extend to himself or to the students, which indicates that, although he is the trainee who most often affects the students,

he does not act much upon them, who should be the ones aimed at. The basic difference between this subject and the others lies in the six times that he depicts himself as positively affecting the students. Although the number of inanimate Goal and no Goal is still high, the trainee seems to show more concern with the students than Alice, Bento and Carlos. According to him, he assists, guides and looks at them. Besides, as in ... *começo a dar vez aos alunos que entenderam minha explicação, fazendo com que estes expliquem para turma ...* (T5D-L6/7), the trainee's reported action pictures the students as Beneficiaries of his action. He elicits their participation and gives them both voice and credit by having them explain to their colleagues what they understand and some colleagues do not, i.e., he favors a moment of interaction among the students.

Daniel is also pictured affecting himself twice when he describes him approaching the students, as in *Dirigindo-me para toda turma quando necessário, utilizando para isto uma linguagem apropriada* (T1D-L13/14) and *Tanto é, que muitas vezes, tenho que me posicionar em relação a um assunto* (T4D-L18/19). It seems that the students, however not directly affected, are also positively impacted by the trainee's actions. In the first situation, he approaches the learners using language appropriate for their proficiency level, thereby allowing communication to go on in the classroom; and in the second, he positions himself in relation to a discussion they have in class, which seems to demonstrate that the discussions carried out in class go beyond teaching structures, vocabulary, verb tenses etc.

Like the trainee in the role of doer, when the students are ascribed this role, they most frequently affect inanimate entities. They are inscribed in 17 material processes, only once affecting animate participants.

Only one instance of the 17 actions is portrayed as failing to occur. It refers to the strategy that Daniel decides to use in order to help the students assimilate numbers more easily. Instead of

doing the roll call by calling the students by their names, he calls them by their numbers. The happening that does not occur relates to the fact that the students have not yet associated their names with their numbers in the roll call, as in *Alguns alunos ainda não associaram seus números, mas tenho em mente que isto será um processo gradativo e eficiente* (T3D-L2/3). The way the trainee reports this does not seem to picture the students as unable to learn numbers, rather he states to believe that it is a gradual and efficient process.

Among the processes that occur, two are initiated by the trainee, suggesting that the trainee may perceive the students as dependent upon him or that he perceives himself as having an important role in the development of the students. In fact, these interpretations are very similar, despite the fact that the latter seems to have a positive connotation, while the former seems to contain a negative nuance (As we know, we can play with language). It seems, though, that, since this trainee is pictured as finding his own contribution valuable for the students (Chapter 3), the positive connotation seems more appropriate for him and reiterates that this trainee somehow exalts the importance of his participation in the students' process of learning a foreign language.

The 16 processes he that, in fact, occur are distributed in a way that pictures the students affecting inanimate Goals 11 times (64.70%), no Goal 5 times (29.41%), and the students themselves only once (5.88%). According to these numbers and percentages, the students are construed as not extending their actions to the trainee at all, and as affecting the students themselves in very little scale. However, the occurrence of students as Goal is extremely positive in the sense that the reader can perceive interaction going on among the students as well as their engagement in the activities proposed in class, as in *...estes mesmos alunos começam a facilitar e ajudar os demais colegas em sala* (T2D-L22/23).

Another aspect to be highlighted concerns the instantiations of inanimate Goal and no Goal. Even though most actions do not

extend to human entities, they are positive to the ongoing process of the FL classroom. The students are portrayed as participating, cooperating, studying, interacting. They are also portrayed negatively, though, as disturbing and making fun. Yet, it seems that the reported actions picture the students more positively than negatively. Additionally, like Bento, the trainee depicts the students as being in charge to decide which four questions they want to pursue in their test, to be chosen from a 5-question test.

2.3.2 Sensing in the FL classroom

The corpus presents a total of 122 mental processes, constituting the second type of process the trainees favor in their reports. Comparing this number to the 533 clauses analyzed, mental processes represent 22.88% of the clauses in which the trainees inscribe themselves and their students. Overall, the trainees appear to have granted to mental activities an important value throughout their representations, which sounds positive, since these activities are of vital significance in any process of cognition, of which teaching/learning a foreign language is an example.

Again, like in material processes, the trainees represent themselves as the ones who most frequently sense, i.e., typically, they are the *Senser*. On the whole, they embody 93 sensings (76.22%), and the students only 29 (23.77%). The percentages show that, in the trainees' representations of the FL classroom, the students not only act less than the trainees, but also think, feel and perceive less, reinforcing the idea that the trainees place themselves in a higher level in comparison to the students.

Along the next paragraphs, the subjects are explored individually. Tables that offer a panoramic view of the results of mental processes are presented in Appendix 1, displaying the processes used by the trainees for both social participants of the classroom.

Alice is the trainee who most regularly expresses her thoughts, feelings and perceptions. Her 57 sensings represent 46.72% of the total number of mental processes analyzed, out of which 38 have the Senser represented by the teacher-trainee (66.66%) and 19 by the students (33.33%). Her reflections involve herself in double the processes than those in which the students are involved. This finding seems to indicate that the main responsible for the thinking of what goes on in the classroom is the trainee. As figured in Table 3A of Appendix 1, according to her representations, she is the one who thinks, knows, perceives, observes, hears, wants, likes. The students, on the other hand, are portrayed as bewildered, pleased, (not) interested.

Out of the 38 sensings in which Alice is the Senser, 35 (92.10%) have positive polarity and 3 have negative polarity (7.89%). These three sensings, although with negative polarity, have a positive connotation, such as in *No assessoramento não observei maiores dificuldades* (T6A-L8). On the other hand, among the 35 clauses with positive polarity, 9 have a negative connotation. There are four occurrences of the process ‘know’, all of them negated (not with negative polarity), in which she seems to be criticizing herself. In these occurrences, she portrays herself as lacking knowledge, as in *Sem saber conduzir direito a parte relativa a números ordinais do plano, fiquei muito nervosa em sala e muito atrapalhada para explicar o conteúdo* (T5A-L29/31), emphasizing her insecure stance in relation to her practice. Additionally, there are three occurrences of the process ‘forget’ which also have a negative connotation, such as illustrated in *Falha minha na ministração deste conteúdo foi alterar o plano programado, esquecendo-me de fazer a leitura da letra da música* (T1A-L32/33). In addition, the verbs ‘worry’ and ‘satisfy’ also picture the trainee negatively, such as in *trabalhar com números ordinais preocupava-me um pouco* (T5A-L26/27) and ...in *novamente cometi a falha que já havia cometido antes, contentando-me apenas com a tradução do enunciado...* (T5A-L13/14).

Regarding the students, out of the 19 clauses in which they are the Senser, 15 have positive polarity (78.94%) and 4 (21.05%) have negative polarity. Among the processes with positive polarity, 2 other processes are negated. The 4 processes with negative polarity, illustrated by ... **muitos deles não sabiam distinguir o que era diferença e similaridade mesmo em português** (T3A-L35/36) and the 2 negated processes, illustrated by ... **os alunos ficaram sem entender o que elas significavam...** (T1A-L41), carry a negative connotation. Besides these 6, 6 other processes also carry a negative implication, such as *Demorou um certo tempo até que os alunos entendessem que o que estava sendo pedido na atividade eram os dias da semana...* (T5A-L17/18) and as *Às vezes os alunos confundiam-se um pouco* (T4A-L13/14). Notice that in this latter example, the students are also Phenomenon of the process (underlined in the example above), suggesting that they are directly affected by this negative sensing.

Summing up, out of 38 processes, there are 9 (23.68%) instantiations in which Alice depicts her sensings negatively and out of 19 processes in which she depicts the students in the role of Senser, they are pictured negatively in 12 (63.15%).

Regarding types of sensings, Alice inscribes herself in 16 cognitions (42.10%), as in *Eu ficava pensando em maneiras de ensinar números ordinais aos alunos* (T5A-L40/41), in 7 affections (18.42%), such as in ...*na verdade, eu gostaria de ter me despedido...* (T8A-L36/37) and in 15 perceptions (39.47%), as illustrated by ...*observei se todos haviam copiado...* (T5A-L46).

In all instantiations of cognition, the Phenomenon (in bold) involves the lesson and the activities proposed or, in other words, the trainee's reflections as to her practice, as in *Penso que o tema "esportes" é um tema muito motivador ...* (T4A-L18/19). It seems that this trainee takes the activity of evaluating her lessons as an important dimension of teaching. In terms of affection, her feelings are most often directed towards her lessons (85.71%), as in ...*as respostas que eu esperava...* (T4A-L15); only once

(14.28%) the students are depicted as Phenomenon of her sensings, as in *Querida tê-los, inclusive, incentivado a continuar estudando inglês...* (T8A-L34/35). The situation seems slightly different when dealing with the perception type of mental processes. In this case, 46.66% of her perceiving (7 occurrences) involve the students, as in *...observei se todos haviam copiado...* (T5A-L41); 6.66% present her as Phenomenon (1 occurrence), as in *...esquecendo-me que eu própria tinha uma cópia da chamada...* (T3A-L5/6); and 46.66% (7 occurrences) comprise the lesson, as in *...observei que apesar de um pouco confuso dava para entender tudo que estava no quadro...* (T8A-L14/15). The fact that the trainee represents herself as perceiving the students seems to indicate that she pays attention to them; she observes them and she hears them. Yet, most of her sensings are not directly related to the students, their actions and the results that these actions have on her practice and on their learning.

The students are ascribed as Senser in 19 processes, out of which 14 (73.68%) represent cognitions, as in *...os alunos continuaram sem saber resolver a atividade* (T3A-L30/31), 3 correspond to affections (15.78%), as in *...(os alunos) começaram a se desinteressar pela aula* (T5A-L32), and 2 are perceptions (10.52%) as in *Os alunos perceberam a minha falta de segurança* (T5A-L31/32).

Apparently, this trainee construes the students as cognizing about the lesson and the activities involved in it. Only once (7.14%) their cognitions impact themselves (the students getting themselves confused, as previously discussed), negatively though. However, a closer look at the instances of these cognitive types of mental processes reveals that the trainee is actually representing their lack of cognition, as in *...os alunos ficaram sem entender o que elas (as palavras novas) significavam...* (T1A-L44-45). Only one of the clauses (7.14%) does not have the negative connotation previously discussed, as is the case of *...com o tempo os alunos passam a assimilar que naquelas aulas eles não poderão sair*

se o motivo não for realmente importante... (T6A-L18/19). Yet, as this latter example shows, they are represented as cognizing about their expected behavior, not about the content of the lesson or the like.

From the 3 affective types of mental processes, 1 concerns feelings about the lesson, as in *...cedo 10 minutos da aula para que pudessem fazê-la o que agradou os alunos...*(T2A-L4) and 2 concern feelings related to the students themselves, as in *...o aluno em sua carteira sentiria-se menos à mostra...* (T2A-L11). The two perceptions they have refer to a text with which they work in class, as in *...com elas, os alunos conseguiram perceber as similaridades e diferenças do texto...* (T4A-L4/5) and to the trainee's lack of self-confidence, as in *Os alunos perceberam a minha falta de segurança...* (T5A-L28/29).

The results presented can lead us to interpret that, besides the fact that this teacher-trainee represents herself as more thoughtful than the students, she also represents them as not able to make cognitions; their sensings most often comprise perceptions and feelings. Therefore, in contrast to what is expected from learners in terms of being active participants in the process of learning, the students' participation in class does not echo in Alice's discursive practices. The way she represents learners does not require them to use their minds to think, categorize or hypothesize about how language works, for example.

Bento is the trainee who presents the lowest number of mental processes in his reports. Out of a total of 59 processes analyzed, only 7 (12.28%) are mental. These 7 processes are divided between 6 (85.71%) processes ascribed to him in the role of Senser and 1 (14.28%) to the students.

Only one (16.66%) of the sensings of Bento as Senser has negative polarity: *...e não percebi a malandragem dos alunos* (T3B-L8). However, it seems that the trainee is not criticizing himself, but rather showing his naivety in relation to the students' cunning. The students, conversely, are portrayed negatively in

the single occurrence in which they are portrayed as sensing: a situation in which they find a test difficult.

The trainee depicts himself cognizing 3 times. In these 3 instances, the Phenomenon involves his practice itself, as in ***o nervosismo, que é comum a qualquer estagiário em sua primeira aula, não foi tão grande como imaginava que seria*** (T1B-L1/2) and in ***...após pensar sobre o primeiro dia de estágio...*** (T1B-L2). Nevertheless, not only in terms of mental processes, but in general terms, most of the difficulties this subject raises about his practice relate to the same problem, which he repeatedly calls “a calibragem da minha fala”, i.e., the adjustment of his use of language to the students’ reality, as in ***Creio eu este ter sido meu maior problema, o mais notável*** (T1B-L9/10). As he says, he speaks English very fast and it is difficult for him to adapt the natural speed of his use of language to the students’ level of comprehension. As one can notice, his 3 cognitions refer to the very first day of his practice. After this first report, the trainee no longer portrays himself cognizing.

Other 3 instances entail perceptions of the students’ learning – ***...percebi bastante pontos de aprendizado por parte dos alunos*** (T7B-L2), his lack of perception of the students’ cunning, as previously presented, and his inadequate use of language – ***Algumas vezes me vejo utilizando expressões comuns ao nível avançado*** (T4B-L5/6). This latter one is the only process that carries negative connotation with the trainee in the role of Senser.

As for the students in the role of Senser, their only cognition refers to an exam they take: ***...os alunos, de um modo geral, acharam a mesma (a prova) mais difícil que a anterior*** (T8B-L5). As can be noticed, this instantiation seems to portray the students as having difficulty in doing the assigned test. In addition, behind this trainee’s assertion lies an indication that it is not the first time the students complain about the difficulty of the tests proposed, suggesting that he views the students as weak. This seems to reiterate a discussion of Chapter 3, in which I interpret Bento’s

difficulty of adjusting his speech to the fact that he does not agree that he speaks too fast. Rather, he sees the students as weak and not able to follow him.

The few realizations of mental processes produced by Bento appear to demonstrate that he does not engage in reflection. He does not comment on the cause of the problems he has, or even about the problems themselves (except for his need to adjust his speed of speaking) and about what he can do, in future experiences as a teacher, in order to avoid sustaining actions and behaviors he judges negative. In fact, his reports do not allow the reader to know what actions and behaviors he considers negative or positive.

Mental processes are the second kind of processes most favored by **Carlos**. Out of a total of 57 processes, 15 (26.31%) are mental. The trainee inscribes himself as *Senser* 9 times (60%) and the students 6 (40%) times.

Only one sensing of the trainee has negative polarity. The sensing, it seems, also carries a negative connotation, as can be noticed in *...um aluno formulou, como brincadeira, que pouco tinha a ver a guisa de moral, e no entanto escrevi no quadro esta resposta, **não reconhecendo** o dito provérbio e esquisando uma atitude precipitada...* (T3C-L8/10). This is a situation in which the trainee writes on the board the contributions of the students to an activity proposed. One of the students, as I understand, says something (a proverb) that he intended as a joke, and the trainee writes that on the board as if it were serious, because he does not recognize that it is a proverb, thereby not recognizing that the student is joking. As he comments, it results in the precipitate behavior of writing the students' 'joke' on the board.

One of the students' sensings is also negated. However, it seems that it does not carry a negative connotation, since it is the trainee's intention that the students do not perceive it: *...deixei-o (o guarda-chuva) escondido debaixo da primeira carteira sem que os alunos percebessem* (T1C-L1/2). The students, as the

teacher plans, do not perceive it. There are two other sensings of the students that are not indeed sensed by them. Nevertheless, as can be pictured in ...*sentiu-se a necessidade de andar mais pela sala, fazendo com que todos os alunos **ouvissem**, participassem, **sentissem-se** integrantes da turma e ficassem mais envolvidos na atividade...* (T2C-L21/23), both are sensings to be induced by the teacher but are not. Thus, they seem to be a criticism of the trainee directed to him. Yet, though resulting from the fact that the trainee fails to induce the sensings, the way he reports it pictures the students' inability to hear and feel. Another aspect that seems to reiterate the trainee's attempt to be exempted from the responsibility of not inducing the sensings is the fact that the sentence is agentless.

With respect to the types of mental processes ascribed to the trainee and to the students, out of 9 clauses of the trainee as Senser, 3 (33.33%) are cognitions, as in *Penso ter sido mais presente pelo olhar e pela voz...* (T3C-L21/22), 5 (55.55%) are affections, as in *Senti uma melhora significativa nestas duas aulas...* (T3C-L1) and 1 (11.11%) is a perception: ...*não **reconhecendo** o dito provérbio...* (T3C-L10). The students are portrayed as Senser in 3 cognitions (50%), as in *Todos **sabiam** que se tratava de uma brincadeira* (T3C-L12), 2 perceptions (33.33%), as in ...*sem que os alunos **percebessem** (a ação do trainee)* (T1C-L3/4) and 1 affection (16.66%): ...*fazendo com que todos os alunos **sentissem-se** integrantes da turma...* (T2C-L24/25).

None of the sensings of the trainee present the students as Phenomenon of his clauses. They all refer to his concerns about his practice, not to the students directly. However, his sensings about his teaching appear to show his concern with the students and with their learning, as illustrated in *Creio **não ser exagerado** supor que **menos espaçamento entre aulas (uma semana) talvez tivesse criado maior dinamismo "inter-aulas"*** (T1C-L25/26).

Apart from the two previously mentioned sensings of the students that do not occur due to the fact that the trainee fails to

induce them, one of their cognitions is pictured to happen due to inducement of an action of the trainee (in bold), namely ...***o efeito da encenação*** levou os alunos a entenderem o significado do dito título de um modo engraçado (T1C-L5/6). In addition, another cognition of the students is reported as an ‘attempt to understand’, not as an understanding, as ...*a necessidade de **tentar entender** quem é o produtor do texto, quais são suas intenções...* (T3C-L14/16). This might suggest that, in this trainee’s view of the students, they most frequently succeed in their sensings when he induces them. There is only one case in which the students actually cognize something without the teacher interference, as in *Todos sabiam que se tratava de uma brincadeira* (T3C-L12).

Daniel, out of a total of 139 clauses analyzed, makes use of 43 (30.93%) mental processes. It is the second kind of process most regularly used in his reports. These processes are unevenly divided between him and the students in the role of Senser. Among the 43 mental processes, he is the Senser in 40 clauses, which means 93.02%, and the students in 3 processes, representing 6.97%.

Only one of the processes of the trainee as Senser (*esquecer*) has negative polarity, *Não esquecendo de agradecer todo e qualquer tipo de ajuda que recebo deles* (T5D-L7/8). However, since this intrinsically negative process itself is denied, the final picture is one in which the trainee portrays his sensings 100% positively. The same process (*esquecer*) is used with the students in the role of Senser. This time, however, it is not negated. The students are portrayed as forgetting their numbers: *Tornou-se engraçado fazer a chamada nesta turma, pois **alguns alunos esquecem** seus números e os próprios colegas os lembram* (T5D-L1/2). Nevertheless, he does not seem to be complaining about the students who forget their numbers. He seems to be pleased with the fact that the colleagues remind them of these numbers. This interpretation, it appears, reinforces Daniel’s generally positive attitude in relation to teaching.

As to type of processes, the mental verbs used in Daniel's reports are distributed in a way that depicts him as cognizing in 15 processes (37.50%), perceiving in 19 (47.50%) and feeling in 6 (15%). The students, as represented by him, cognize once, perceive once and feel once, each kind representing 33.33%.

Many sensings of the trainee relate to the learners. In all types of mental processes, he refers, to a higher or lesser extent, to the students. His 15 cognitions are distributed between 4 (26.66%) reflections upon the students, as in *Enquanto explico, procuro olhar para turma, um "olhar panorâmico", para saber se os alunos estão prestando atenção, o que estão fazendo* (T3D-L19/20); 9 (60%) reflections upon his practice, as in *Achei conveniente ensiná-los a fazer tal pergunta em inglês* (T6D-L2/3); and 2 (13.33%) reflections upon himself, as in *Acredito que (eu: estagiário) irei me acostumar com tais conversas paralelas quando estas se referirem ao assunto exposto* (T3D-L17/18). In terms of perception, he perceives the students more intensely than he perceives the lesson or himself. Respectively, the perceptions refer to the students (10 occurrences = 52.63%), as, for example, *constato que (os alunos) estão trocando informações sobre a atividade* (T2D-L23); to the lesson (8 occurrences = 42.10%), as, for example, *Percebo a importância de refazer a fala dos alunos...* (T2D-L11); and to the trainee himself (1 occurrence = 5.26%), as *Percebo que me alonguei demais com a explanação dos cartazes* (T4D-L14).

As for affections, the trainee's feelings relate to the lesson 5 times (83.33%), as in *Sinto que preciso da atenção dos alunos para desenvolver minha linha de raciocínio* (T3D-L16) and to the students only once (16.66%), as *Espero que os alunos comecem a refletir sobre suas respostas e as perguntas que são feitas* (T2D-L9). As illustrated, the examples that represent the trainee's sensings about himself and about his practice also involve the students, signaling concern with them.

With respect to the students in the role of Sensor, depicted as cognizing once – ...*(o aluno) assimilou a pergunta...* (T2D-L19),

perceiving once – ...alguns alunos **esquecem** seus números... (T5D-L1/2) and feeling once – Os alunos **gostaram** da música... (T7D-L5), the reader may notice through the examples that, although they sense in very little scale, their sensings are positive, suggesting a optimistic view of the students.

Although the number of mental processes referring to the trainee is higher than those referring to the students, based on this trainee's involvement with the students when he is the Senser of the clauses, we can imagine that the fact that he does not represent the students as Senser in a good proportion may be a result of his inexperience and consequent lack of self-confidence to make statements as to what the students think, perceive or feel. As we know, any profession requires experience to interpret the sensings of those involved in the work they develop (Wallace, 1991).

2.3.3 Saying in the FL classroom

As a way to continue investigating representations of realities as seen by the trainees, I shall go on to verbal processes, of which there are 108 instantiations. This third type of process favored by the trainees represents 20.26% of the 533 clauses analyzed, a number not very distant from the 22.88% of mental processes, leading me to interpret that, from the trainees' point of view, these two types of processes are similarly important. In other words, it seems that the trainees see the intimate relation between mental and verbal activities, since they are mutually constitutive in the sense that interacting presupposes thinking, and thinking both presupposes and is facilitated by interaction.

Like material and mental processes, the trainees represent themselves as the ones who most often say in the FL classroom. They are Sayers in 65 (60.18%) occurrences of verbal processes, while the students are ascribed this role in 43 (39.81%). Once again, the trainees portray themselves in a more prominent position as compared to the learners, as can be observed in the

discussion that follows. In addition, a panoramic view of verbal processes is found in Appendix 1.

In relation to the totality of her processes (278), **Alice** uses of 55 verbal processes, representing 19.78% of the total. Out of the 55 verbal processes, Alice represents herself as Sayer in 34 (61.81%) and the students in 21 (38.18%). In the case of the trainee as Sayer, there are 13 (38.23%) clauses in which the students are the Receivers of the trainee's sayings. The other 21 (61.67%) contain no Receivers, although these sayings are implicitly directed to the students.

Concerning the students as Sayer, most of the 21 verbal processes reported to be used by them do not address any specific participant (18 = 85.71%), though it is implicit that their sayings are usually directed to the teacher. Explicitly, only 2 (9.52%) processes bring about the trainee as Receiver and 1 (4.76%) addresses the learners themselves.

There are two processes in which the trainee is Sayer that have negative polarity: *dizer* ('say') and *indicar* ('indicate'). These are disapprovals of her practice: *...escrevi no quadro apenas 'humid' não indicando que ela significava a mesma coisa que 'wet'* (T8A-L19/20) and *Essas foram palavras que eu havia planejado dizer no final desta aula e não disse porque não controlei o tempo* (T8A-L35/36). In the first situation, her non-saying appears to have a negative impact on the learners. While negotiating the meaning of the word 'wet', she writes the word 'humid' on the board, not indicating that the two words are synonyms; the students, thus, are not able to grasp the meaning of 'wet'. In the second situation, she comments that she had planned to thank the students for the help they somehow offered her regarding her professional future as well as to stimulate them to study English due to its utility and importance. It seems that in both cases, the students would benefit from her sayings.

The polarity of the students' sayings is always positive; they are not portrayed as having missed opportunities to talk.

Nevertheless, their sayings are negated twice, indicating that they do not say what the teacher expects them to: *os alunos começaram a me responder o tempo de duração de cada período de uma partida de futebol ao invés de dizerem apenas 'yes' ou 'no'* (T4A-L6-8) and that they do not answer what the teacher wants them to: *...começaram a me dar o tempo de duração do intervalo de uma partida de futebol ao invés de responderem quantos intervalos haviam (sic) em uma partida* (T4A-L11-13).

In general terms, the students' sayings are quite restricted in Alice's reports. One instantiation of the verb 'ask' (*perguntar*) refers to a supposed question they could possibly make for themselves (they are their own Receivers): *Com certeza esta atitude causa confusão na cabeça dos alunos e facilmente eles podem se perguntar: "Afinal o que ela quer saber?"* (T1A-L46-48). The trainee does not know whether the students ask the question or not; she just supposes that they can do it. Their other sayings are to ask for the translation of a text that they find difficult: *... que o texto era difícil, e pediram a tradução* (T3A-L25); to ask permission to go to the restroom (3 occurrences), as in *uma aluna pediu para ir ao banheiro* (T6A-L11); to say things in relation to their difficulties: *...eles, então, disseram que não conseguiam ler o texto...* (T3A-L24/25); and to answer the questions raised by the trainee (9 occurrences), such as in *...respondiam a cada pergunta de forma bastante interessada* (T4A-L18). Finally, the students are once portrayed as questioning the trainee's capacity. The trainee, in this case, does not approve their behavior and reacts in a way to impose respect:

...algumas vezes tive que recorrer ao meu esquema de aula dando, assim, abertura para os alunos confrontarem e questionarem a minha capacidade do conteúdo. Este acontecimento, apesar dos alunos estarem com razão, pois eu deveria saber na "ponta da língua" o que estava ministrando,

me deixou bastante ofendida e entristecida, levando me a tomar uma atitude severa em sala para impor respeito (T8A-L4-8).

The trainee, conversely, does not seem to portray herself as restricted in her sayings. She speaks, comments, says (8x), reminds (2x), insists (2x), alerts, determines, demands, explains and asks (7x requiring students to do or say things and 7x asking questions). As the reader can notice, she pictures her role as more encompassing than the students', adding further evidence that she considers herself the central participant of the lesson.

The interaction that is reported to occur in Alice's lessons is typically based upon questions raised by the teacher-trainee and answers given by the students; she does not report herself as reacting to their answers. In addition, interaction among the students, as represented in the trainee's reports, does not occur. In fact, her lessons are portrayed as being quite traditional in the sense that the teacher explains the subject-matter/activities, checks the students' understanding, asks questions, writes things on the board for the students to copy, requires them to find information in texts etc. In short, the teacher is reported as a crucial figure, as the authority in the classroom; and the students are supposed to comply with her demands in order to learn what she knows. This interpretation seems to be reiterated in Chapter 3, when discussing FL principles, amongst which interaction is included. As the reader will notice, Alice does not seem to give interaction its due value, to negotiate meaning with the students or to give feedback in relation to their sayings.

Bento, out of a total of 59 processes, makes use of 8 verbal processes in his reports, representing 13.55% of the totality of processes he produces. These processes are distributed between the trainee and the students as Sayer in, respectively, 5 (62.50%) and 3 (37.50%) occurrences.

The trainee is depicted as speaking, reminding, suggesting and asking (2x). Within his reported sayings, one has negative

connotation, as displayed in *...comecei minha aula falando de uma maneira que não condizia com a realidade dos alunos* (T1B-L6/7). Again, he embarks on the discussion of his own inadequate speech in relation to his learners' communicative competence, an aspect that he insistently pursues throughout his self-evaluations. In fact, it is positive that he gives attention to it, since it constantly affects his communication with his students, a fact that seems to limit in a great extent the process of teaching and learning an FL. However, the attention he gives to his speech in his reports appears to be a reaction to comments probably observed by the teacher-supervisor, not signaling thus his own commitment to the inadequacy of his speech (Chapter 3, section 3.1.4).

Two realizations (40%) of the trainee as Sayer have the students as Receiver, as in *lembrando-os que para estudar para a mesma deveriam refazer as atividades trabalhadas em sala* (T7B-L9/10). Another saying of the trainee leads us to believe that he gives voice to a student by asking him to explain to his colleagues the content of a test, but, in reading this whole report, we notice that it is actually a threat made in an attempt to intimidate and control this student, who usually tells "silly jokes" in class, as the reader can picture in

...pedi a um aluno que explicasse à turma o conteúdo da prova. Este mesmo aluno estava bastante agitado ao adentrar a sala, pedi para que sentasse na primeira carteira da sala, para que pudesse tê-lo sob maior controle. Porém o mesmo prosseguiu com suas brincadeiras de mal gosto, mesmo após três advertências de que o mesmo seria expulso de sala se continuasse com tal atitude. Ao persistir com as mesmas brincadeiras, o aluno foi expulso (T6B-L3/8).

The strategy does not work, and the student, after three warnings, is expelled from class and sent to the director of the school.

Three of the trainee's sayings have no explicit Receiver (60%). In relation to two of these realizations of verbal process (excluding the one with negative connotation previously commented), the trainee indirectly approaches the students, as in ...*pedi para que sentasse na primeira carteira da sala, para que pudesse tê-lo sob maior controle* (T6B-L4/5) and in ...*sugeri que os mesmos deveriam fazer todas as atividades...* (T8B-L2). As can be noticed, his use of verbal processes does not portray him as encouraging the learners to interact, not even in the traditional terms of questions and answers.

The students' sayings address no explicit Receiver twice (66.66%) and the students themselves once (33.33%). However, none of these sayings reveal interaction, as illustrated in *Ao persistir com as mesmas brincadeiras, o aluno foi expulso. Os seus colegas de classe concordaram com minha atitude* (T6B-L7/8). Even when the students are Receivers of their sayings, no interaction is pictured as taking place: *Deveria ... premiá-los quando os mesmos dizem algo correto ou explicam algo para os demais companheiros de classe* (T5B-L7/9).

As the discussion above suggests, we are left with no occurrences of interaction between the teacher and the students or among the students themselves. In fact, when reading Bento's self-evaluations as a whole, I could notice that he loses several opportunities to negotiate the meaning of new vocabulary in interactive activities which are likely to challenge the students to discover the meaning of words they do not know. This seems to indicate that Bento does not give importance to interaction, contradicting one of the major features of recent theories and tendencies in the area of FL teaching-learning.

In **Carlos'** reports, there is a total of 57 processes analyzed. Amongst these processes, 14 are verbal, representing 24.56% of the totality and the third type of process favored in his reports. Out of these 14 verbal processes, 8 (57.14%) are ascribed to the trainee and 6 (42.85%) to the students.

Only one occurrence of the trainee as Sayer displays a Receiver (12.50%), in this case, the students: *deixei de designá-los individualmente para **perguntar à turma*** (T4C-L7/8). His other 7 sayings (87.50%) present no explicit Receiver. As for the students as Sayer, their sayings are not explicitly addressed to any Receiver. However, with the exception of an induced saying of the trainee, it is implicit that the students are the Receivers of the trainee's sayings and vice-versa.

The saying of the trainee induced by external factors (in bold in the example that follows) is a comment made in reference to his positive evaluation regarding the achievement of the goals of a given lesson:

*Em primeiro e mais importante lugar, porque os objetivos da atividade de desenvolver o raciocínio, a reflexão e o criticismo na leitura, através de uma fábula, foi atingido com sucesso pela grande maioria dos alunos - tanto **as respostas às questões da atividade C e na sua respectiva correção, as dúvidas e perguntas formuladas, quanto as minhas observações no momento do assessoramento**, permitem afirmar este sucesso* (T3C-L2/7).

As can be noticed, the goals of the trainee in relation to the lesson are important to the development of the learners, both in terms of language learning and in terms of personal growth. However positive this example may appear in terms of goals, it is not addressed to the learners, but to the reader(s) of this report, not picturing any interaction between him and the learners or among the learners.

There is one occurrence of negative polarity in each social participant's saying. In relation to the trainee, the polarity of the process *insistir* ('insist') is negated. It refers to a situation in which the trainee criticizes himself for not insisting with students who show resistance in answering his questions: ***não insistindo**, em*

algumas ocasiões para que o aluno que designei respondesse de fato quando havia resistência de sua parte (T4C-L8/9). This is, in fact, quite a controversial issue in teaching and learning. Learners who are introverted and insecure do not always participate, unless they are invited. In this case, the teacher has to invite these students so that they do not need to take the initiative to talk. The controversy relates to the stance of the teacher in relation to these students. If on the one hand, there are those who argue that all the students must talk in class so that learning can occur, and as such, the teacher has to insist with them; on the other, there are those who believe that all the learners must be given opportunities to talk, even though they do not have to talk in case they do not want to. According to this latter side of debate, the teacher insistence may higher the learners' affective filter, thereby producing a negative effect on their learning (cf. Krashen, 1982).

The negative polarity of the instantiation of the students as Sayer regards a situation in which the trainee says that the learners no longer ask permission to go to the restroom: *...não pediam para ir ao banheiro como anteriormente* (T3C-L20). This may be interpreted as having a positive connotation, at least in relation to the representation that the trainee makes. He seems to be satisfied with this fact. Apparently, going or not to the restroom does not seem to impact the ongoing development of the teaching/learning process, but the way the trainee portrays the situation appears to signal that the students used to ask permission to go to the restroom with certain frequency, suggesting that they are not motivated enough to stay in class and attend the lessons. It appears to me that what pleases the trainee is not the fact that the students no longer ask to go to the restroom, but the assumption hidden behind this fact, i.e., their willingness to stay in class.

Summing up, the trainee is pictured as explaining his expectations about the teaching practicum, introducing the title of a unit, speaking English and asking questions. The students basically answer questions. They do not ask questions or say

things themselves, nor do they initiate any interaction. There is one verbal process ascribed to the learners that apparently seems positive. It is the case of the process *formular* ('formulate'). In thinking of this process, we are tempted to believe that it demands cognitive exercise and capacity. However, in reading the passage in which the learners are pictured as formulating, we notice it is quite a traditional activity in the sense that students are required to formulate sentences according to a given model, i.e., it is an activity of writing as a follow-up to the oral structure practiced in class, reinforcing the idea that some students have (and teachers as well) that writing serves the purposes of training structures, achieving grammatical accuracy and so forth. It appears, thus, that this subject also represents the students as having no autonomy in the classroom.

Daniel produces 139 of the clauses analyzed, amongst which 31 (22.30%) contain verbal processes. The trainee's reports seem to be well distributed in terms of verbal processes. The examination of the 31 verbal processes used by the trainee reveals that he takes on the role of Sayer in 18 instances (58.06%) and the students in 13 (41.93%). In the case of the trainee as Sayer, he explicitly addresses his sayings to the students in 4 (22.22%) occurrences, as in *...lembrei-os (alunos) que na próxima aula será prova....*(T7D-L1/2). The other 14 clauses (77.77%) have no Receiver, as in *...explico que não é este o objetivo dos cartazes....* (T4D-L8). As for the students, they are represented as addressing 3 (23.07%) of their sayings to themselves, as in *...fazendo com que estes (os alunos) expliquem para a turma...*(T5D-L7); 2 (15.38%) to the trainee, as in *Um aluno me questionou sobre como falar a palavra tatú...*(T2D-L7) and 8 (61.53%) have no Receiver, as in *Os alunos já começam a questionar* (T2D-L2).

Before entering the specificities of the analysis, let me call the reader's attention to the fact that Daniel is depicted as explaining, speaking, asking, saying, reminding, communicating and demanding. However, this time, the verbal processes

ascribed to the students are not restricted to answering or asking permission. They are also pictured as capable of performing more significant sayings, such as arguing, questioning and explaining, suggesting a cooperative environment and their engagement in their own process of learning English as a foreign language.

All the trainee's sayings happen without any external inducement and none of them have negative polarity or are somehow negated. With the students, however, a different picture is conveyed by the reported texts of Daniel. One of their sayings does not really happen. In fact, it refers to a particular case of a student who refuses to speak English, as can be noticed in *apesar de uma das alunas, por motivos desconhecidos, se recusar a falar em inglês* (T2D-L4/5). In addition, there are four verbal processes that are induced by the trainee. These inducements, though, do not seem to indicate that the trainee guides the students to realize their sayings. As he depicts it, he simply lets them say (as opposed to say himself), as in ...*é bom que os alunos pensem e reflitam nas questões propostas, não explico rapidamente o enunciado, deixo que os mesmos comecem a argumentar sobre o mesmo* (T2D-L12/14). Only once, he pictures himself as leading the students to say, as in ...*começo a dar vez aos alunos que entenderam minha explicação, fazendo com que estes expliquem para turma* (T5D-L6/7). It appears then that the students are usually seen as taking the initiative to talk. Yet, the fact that the trainee makes his inducements explicit seems to reiterate his evaluation as to his positive participation in the classroom environment.

Summing up, similar to the other subjects, most of the processes addressed by the trainee and by the students do not present an explicit Receiver. However, the difference in terms of percentages of Receiver and no Receiver in relation to the students in the role of Sayer is a bit different. Alice, Bento and Carlos picture the students addressing the students themselves and/or the trainee in, respectively, 14.28%, 33.33% (negated) and 0% of the clauses, while Daniel pictures the students addressing

their sayings to the social participants of the classroom in 38.45% of the clauses, suggesting the occurrence of teacher-students interaction as well as student-student interaction.

Before closing the analysis of verbal processes, it is worth commenting that assessing the communication that occurs within a classroom between teacher and students has three primary dimensions (Anderson, 1991). The first refers to who speaks most often, the second relates to who initiates the communication and the third concerns whether the communication is direct (talk to somebody) or indirect (talk with somebody). According to the analysis carried out here, it seems that the trainees speak more, the trainees initiate the communication and this communication is mostly indirect. Going back to the discussion of implicit and explicit Receiver, although the students implicitly address their sayings to the trainee and vice-versa, the linguistic structures they choose do not give the due importance to real interaction in the classroom.

2.3.4 Attributing features and identifying in the FL classroom

Relational processes are the ones least frequently used by the trainees, with only 58 occurrences, representing a percentage of 10.88% of the total number of clauses analyzed (533). Here, since the analysis of mode (attributive and identifying) and type (intensive, circumstantial and possessive) of relational processes does not help me in terms of interpreting the data, I decided to label them all under the name of Carrier and evaluate them as positive, negative or neutral.

Corroborating the trainees' previous tendency to place themselves in a more outstanding position in relation to the students, the subjects, with one exception, report on their attributes more frequently than they do on the students'. They are represented as Carriers in 32 (55.17%) instantiations, and the students in 26 (44.82%). However, as the percentages demonstrate,

this time, the numbers do not differ as much as they do in the use of the other processes. Tables containing the relational processes used by the trainees are displayed in Appendix 1.

In Alice's texts, there are 33 relational processes, representing 11.87% of her total number of processes, equivalently divided between the teacher-trainee (17 = 51.51%) and the students (16 = 48.48%). She portrays both the social participants of the educational process as individuals who react differently and who change according to the situation they face, attributing qualities and defining their identities along a positive-negative continuum, which is quite expected from human beings whose roles, relations and social positions vary according to the circumstances that surround specific events, such as, in the case of a classroom, a task, an activity or even a whole lesson.

Alice portrays herself more negatively than positively, distributing the relational processes ascribed to her as Carrier in 7 (41.17%) positive evaluations and 10 (58.82%) negative evaluations. It is interesting to notice that she depicts herself more positively in the first lessons, such as in *estava bem mais segura e confiante* (T2A-L1) and more negatively in the subsequent ones, such as in *estava muito nervosa e atrapalhada* (T5A-L30/31). Yet, in two of the optimistic attributions she ascribes to her, she is not assertive, as the reader can notice in *De forma geral, este primeiro encontro foi bom, eu procurei ser comunicativa sem deixar de falar em inglês com os alunos apesar de ter cometido algumas falhas lingüísticas* (T1A-L50/51) and in *Procurei manter-me calma e segura, tentando sempre cativar o interesse dos alunos, entretanto, falhas foram cometidas, inclusive lingüísticas...* (T2A-L20/21). As the examples indicate, she seems to lower her commitment to her propositions by saying that she tries to be communicative and to keep herself calm and secure, thereby not picturing herself as being convinced that she succeeds in her attempts. In fact, these positive attributions ascribed to her are followed by criticism (underlined in the examples above), in an agentless form though.

After the fifth lesson, she only represents herself positively on the eighth lesson, when she comments to be well impressed with the students' outcomes, as in *Ao os acompanhar, fiquei impressionada como estavam respondendo bem as questões* (T8A-L28/29). Yet, this positive attribute refers to her stance in relation to the students' output, not to her own.

It is expected that as teachers move ahead in their process of learning to become a teacher, as they gain experience in teaching, they develop their sense of self-reliance; and, as represented by Alice, the other way around happens to her, a fact that seems to reiterate her lack of confidence already mentioned (and further corroborated by the findings of Chapter 3). It is my belief that her lack of confidence mostly derives from her linguistic insecurity, for every now and then she comments that linguistic failures happen. Since she is teaching a language that she does not properly master, it is natural that she faces such lack of confidence.

Although it is out of the scope of this work, it is interesting to notice that Alice's reports present 7 existential processes and all of them refer to things and actions that the teacher-trainee either missed on her practice, such as in *Faltou justamente negociar melhor o enunciado* (T5A-L20) or regretted having done as in *Não havia necessidade desta atitude...* (T6A-L30/31). Again, her criticism as to her practice is brought to light.

Out of the 16 clauses in which the students are Carrier, the trainee pictures them as having positive attributes in 7 occurrences (43.75%), negative attributes in 6 occurrences (37.50%) and neutral attributes in 3 occurrences (18.75%). These 3 neutral attributes refer to identifying the group as being formed by 29 students, in *centrei a atenção demais em alunos que sempre participavam das aulas ao invés de convocar outros alunos a participar, afinal meus alunos eram 29 e não 9 ou 10 alunos* (T4A-L26/27), to making a supposition in relation to the students' reaction in a difficult situation, in *Eu não deveria ter agido desta forma, se digo "não" para um aluno, não posso dizer um "sim"*

para o outro, facilmente o aluno que recebeu um “não” como resposta pode ficar ofendido e a minha postura como professora fica ameaçada (T6A-L14-17) and to making reference to a test the students would have, in *...depois de bater o sinal eles teriam a 2ª prova do estágio...*(T8A-L36/37). According to the examples, which, respectively, identify the students in terms of number, ascribe to them the attribute of having the possibility to be offended and establish a relationship of possession between the students and a test; these are not evaluations of the trainee with respect to her students.

In relation to their attributes, one of the positive qualities ascribed to the students is, in fact, a moment of the trainee's reported reflection in which she mentions the importance of the choice of the material to be used in class to keep students' motivation during the lessons: *É importante que todo professor de língua estrangeira escolha bem o material a ser introduzido em sala de aula, de maneira que os alunos mantenham-se sempre motivados a aprender* (T4A-L20/21). As the statement illustrates, this is not an attribute she gives to her students, but an attribute that she supposes they have when the teacher is efficient in terms of selecting material for the lessons, which seems to, once more, reiterate her view that the students are dependent on the teacher. I do not mean that material selection is not important, but I believe that the students themselves can help the teacher to select material that has significance for them. It seems to me that this is not a role that the teacher can perform well if not guided by the students' needs and interests.

It seems then that we are left with an equal distribution of relational processes in terms of qualifying the students positively and negatively, suggesting that the trainee sees the students as having attributes that differ according to the lesson, to the activity, to the moment. Sometimes they are calm, other times agitated; sometimes they are participative, other times indifferent and uninterested.

Bento makes use of 8 relational processes only, a number that represents 13.55% of the total number of clauses he produced for the purposes of the present analysis. He is represented as Carrier in 5 and the students in 3, representing, respectively, 62.50% and 37.50% of the total occurrences of this kind of process.

Only once (20%) Bento depicts himself negatively, again it relates to his adequacy of speech, an issue that was commented in the previous section, when dealing with verbal processes. The other 4 (80%) relational processes ascribed to him have a positive connotation. The two occurrences of the possessive type in the attributive mode, similar to what was commented above in the discussion of Alice's use of it, also establish a relationship of ownership between the trainee as one who possesses and the entities possessed. Nevertheless, now there is a difference in terms of the thing possessed. The trainee is pictured as self-reliant and as having a student under his control, as respectively illustrated by *...creio eu, este ter sido o meu maior problema, o mais notável. **Tenho certeza** do mesmo ter ocorrido em consequência de uma situação um tanto quanto desconfortável* (T1B-L8/10) and by *pedi para que sentasse na primeira carteira da sala, para que **pudesse tê-lo** sob maior controle* (T6B-L4/5). In both these situations, the trainee appears to show a feeling of comfort with the possessive relationship between him and his student.

The other two instantiations of the attributes he gives to himself belong to a same comment that the more he feels familiar with the students, the more he lets himself go and is precise in relation to several aspects, as illustrated by *Quanto mais eu adquiro confiança, ao familiarizar-me com os alunos, **mais solto eu fico podendo assim ser mais preciso** com diversos aspectos* (T3B-L3/5). It appears to me, then, that the major problem he depicts for himself regards his speech.

As for the students in the role of Carrier, they are ascribed with 2 negative (66.66%) and 1 positive (33.33%) attribute. Yet, the positive attribute refers to the representation of a student as

no longer unpleasant, the term ‘no longer’ presupposing that this student was considered unpleasant before, even though it is not explicit in the texts in terms of relational processes (but remember that he referred to this students’ behavior in previous analysis of other processes). Additionally, in reading this passage within its immediate anaphoric textual context, *Apesar de um dos alunos estar prejudicando o andamento da aula (indisciplina) foi transferido de seu lugar. Isto feito, **não tornou-se mais indesejável para com a turma** (T4B-L2/4)*, it is explicit that the student disturbed the lesson until he was transferred from his seat.

Overall, by looking at the examples, and considering the interpretations raised above, we are left with positive attributions for the trainee and negative attributions for the learners, suggesting that the view of the classroom reality that this trainee construes in terms of relational processes, as represented through the way he portrays himself and the students, seems to be a little biased, since it is not likely that, in the “real world”, we find social participants with only positive or negative attributions.

Carlos produces only one relational clause, representing a 1.75% of the totality of his processes. In this single occurrence, he refers to the students as Carrier, but he is the attributer of the process, i.e., the process occurs as a result of a situation created by the trainee: *...ainda sentiu-se a necessidade de andar mais pela sala, fazendo com que todos os alunos ouvissem, participassem, sentissem-se integrantes da turma e **ficassem mais envolvidos na atividade**...* (T2C-L21/23). Yet, as the statement suggests, we are not sure whether the students would hold the attribute or if it is only the feeling of the trainee that walking around the classroom is likely to trigger the students’ listening, participation, sense of integration with the group and involvement in the activities.

As to **Daniel**, out of a total of 139 clauses, he uses 16 relational processes, representing 11.52% of his data. The Carrier is represented by the trainee in 10 instances (62.50%) and by the students in 6 (37.50%).

Daniel produces 1 (10%) clause in which he sees himself negatively. Yet, it is in his first lesson and is a reference that relates to his attribute before the lesson starts, as one can notice in *Alguns minutos antes de iniciar a aula, eu estava um pouco ansioso, mas assim que comecei a desenvolver a aula, a insegurança e a ansiedade logo passaram* (T1D-L3/4). The comment that follows seems to indicate that as he starts to develop the lesson, he leaves the insecurity and anxiety behind. From then on, he pictures himself only positively (9 occurrences = 90%).

With respect to the students, they are portrayed neutrally in 1 occurrence (16.66%) of relational processes, negatively in 2 (33.33%) and positively in 3 (50%). It seems that his view of the students is more realistic, since, as I have already commented, people do not behave equally at all times. Rather, their behavior oscillates according to their mood and to the motivation that the tasks proposed in class trigger.

The perspective that this subject has in terms of relational processes seems to be different from the ones previously discussed. He sees his participation and the students' as being more positive than negative or neutral, which seems to reinforce his enthusiastic stance of being a teacher. Additionally, when he refers to the students, by modalizing his discourse, he does not portray them as if they all behave the same way. When he comments their interest in the lesson, in *os alunos, de uma forma geral, pareceram bem interessados com a aula* (T1D-L5), he uses the term *de uma forma geral* ('in general terms'). When he negatively qualifies them as lazy, in *...e alguns são preguiçosos* (T5D-L16), he uses the determiner *alguns* (some). And finally, in the neutral example, *os alunos têm ritmos diferentes* (T5D-L16), he does not make use of modals, but he says that students have different rhythms.

2.4 Roles and relations of the social participants in the FL classroom

The analysis conducted, with its focus on the discursive practices of teacher-trainees, seems to reveal some important preferences, perceptions and values that these subjects hold regarding teaching/learning. The results so far presented appear to show, in general terms, trainees whose practice is shaped by the conceptions traditionally established by the culture of schooling, which is reinforced not only by teachers, but also by the administrative staff of schools, coordinators, students and parents, who, aware or not of the importance of their attitudes and behavior, help to maintain the emphasis of teaching on the transmission of knowledge. The teacher, in this view, teaches the content of his/her lesson, while the students hear that as if it were an undeniable reality. It is also up to the students to answer the teacher's questions. As Magalhães (2002) states, the teacher is seen as a person in charge of learning a certain content so that he/she can apply it in class with the use of specific techniques that fit the given content.

Although the teacher-trainees involved in this study basically share the type of behavior previously mentioned, some differences still occur, as I have already commented. For this reason, the following discussion is a tentative of constituting the identity of each subject in particular, emphasizing the nuances presented by each of them.

Table 1 constitutes a panoramic review of the numerical data about the subjects' selection of process types as well as the selection of participant roles assigned to them and to their respective students. After that, together with the interpretation elicited from the qualitative analysis accomplished of the trainees' self-evaluative reports, Tables 2, 3, 4 and 5, respectively, display a panoramic review of the quantitative analysis of Alice, Bento, Carlos and Daniel.

Table 1 - Subjects' selections of processes

PROCESS TYPES	ALICE	BENTO	CARLOS	DANIEL	TOTAL
MATERIAL	133 = 47.84%	36 = 61.01%	27 = 47.36%	49 = 35.25%	245 = 45.96%
MENTAL	57 = 20.50%	7 = 11.86%	15 = 26.81%	43 = 30.93%	122 = 22.88%
VERBAL	55 = 19.78%	8 = 13.55%	14 = 24.56%	31 = 22.30%	108 = 20.26%
RELATIONAL	33 = 11.87%	8 = 13.55%	1 = 1.75%	16 = 11.51%	58 = 10.88%
TOTAL	278	59	57	139	533

The examination of the transitivity patterns emerging in the reports of **Alice** in terms of experiential meaning suffice to characterize her as a self centered social participant. Through the linguistic structures evaluated and interpreted in order to unravel, in language, the roles she designates to the social participants in the FL classroom, she construes herself as the one who most often acts, communicates and reflects in the teaching/learning environment. However, the fact that she does not extend her actions, communications and reflections to the students seems to reinforce her self-centeredness, since a more balanced mode of teaching implies that these actions, communications and reflections address or affect the students. According to Ellis (1997), learning a language is a distinctively human social activity in which examples of its major features are interaction, collaboration and negotiation. Developing motivation, interest and participation involves the students in doing things, in speaking, in negotiating meaning, in expressing their feelings, in having responsibilities and in sharing experiences, among other factors. The social climate of the classroom and consequent predisposition for teaching and learning collaboratively is a result of a combination of the level and quality of the teacher and the learner's involvement in the day-by-day of

the classroom (Wright, 1987). As pictured in Table 2, Alice does not seem to give the necessary autonomy to her learners so that they engage in the process of learning an FL.

Table 2 - Alice's selection of participant roles

MATERIAL PROCESSES				
Trainee as Actor	Affecting inanimate Goal	Not affecting Goal	Affecting the students	Affecting the trainee
100 = 75.18%	84 = 84%	8 = 8%	8 = 8%	
Students as Actor	Affecting inanimate Goal	Not affecting Goal	Affecting the students	Affecting the trainee
33 = 24.81%	19 = 57.57%	10 = 30.30%		4 = 12.12%
MENTAL PROCESSES				
Trainee as Senser	Cognition	Affection	Perception	
38 = 66.66%	16 = 42.10%	7 = 18.42%	15 = 39.47%	
Students as Senser	Cognition	Affection	Perception	
19 = 33.33%	14 = 73.68%	3 = 15.78%	2 = 10.52%	
VERBAL PROCESSES				
Trainee as Sayer	Students as Receiver	Trainee as Receiver	No Receiver	
34 = 61.81%	13 = 38.23%		21 = 61.67%	
Students as Sayer	Students as Receiver	Trainee as Receiver	No Receiver	
21 = 38.18%	1 = 4.76%	2 = 9.52%	18 = 85.71%	
RELATIONAL PROCESSES				
Trainee as Carrier	Positively qualified	Negatively qualified	Neutrally qualified	
17 = 51.51%	7 = 41.17%	10 = 58.82%		
Students as Carrier	Positively qualified	Negatively qualified	Neutrally qualified	
16 = 48.48%	7 = 43.75%	6 = 37.50%	3 = 18.75%	

Roles Alice inscribes herself and the students and their relation to other participants.

The overall effect of the choices selected by **Bento** in terms of experiential meanings seems to textualize a teacher not seriously engaged in the activity of reflecting upon his practice, the students and the effect of his teaching on the students' learning. Although he is the one in power, since he acts, speaks, thinks and qualifies himself more than the students, one can tentatively say that his actions, sayings, sensings and attributions relative to the FL classroom do not appear to materialize in terms of promoting a motivating environment for FL learning. If it did, the students would probably be considered as having some positive attributes and would not behave as badly as the trainee pictures them in his reports. Not even his excessive preoccupation with the indiscipline in the classroom launches him to reflect upon his own methodology, attitude and behavior. He does not mention, in any of his reports, that an eventual change in his approach could help him with future experiences as a teacher. As for his inadequate use of language, as for example the speed of speaking and the use of refined vocabulary and grammar, he even comments that he has to improve it, but, up to the end of his training, he does not succeed in doing so. A possible interpretation for this difficulty might be the fact that he has not internalized the understanding that teachers ought to modify their speech when dealing with students, especially beginners, which is the case of the group which he worked with; just like native speakers tend to modify theirs when talking to foreigners, even if these foreigners dominate the target language. Summing up, he does not seem to have made a serious reflection of his practice or, at least, a serious attempt to overcome problems that he faced since the very first class. In fact, he typically sticks to a pure description of the lessons taught. Table 3 pictures his selection of participant roles.

Table 3 - Bento's selection of participant roles

MATERIAL PROCESSES				
Trainee as Actor	Affecting inanimate Goal	Not affecting Goal	Affecting the students	Affecting the trainee
19 = 52.77%	12 = 63.15%	2 = 10.52%	3 = 15.78%	2 = 10.52%
Students as Actor	Affecting inanimate Goal	Not affecting Goal	Affecting the students	Affecting the trainee
17 = 47.22%	10 = 58.82%	6 = 35.29%	1 = 5.88%	
MENTAL PROCESSES				
Trainee as Senser	Cognition	Affection	Perception	
6 = 85.71%	3 = 50%		3 = 50%	
Students as Senser	Cognition	Affection	Perception	
1 = 14.28%	1 = 100%			
VERBAL PROCESSES				
Trainee as Sayer	Students as Receiver	Trainee as Receiver	No Receiver	
5 = 62.50%	2 = 40%		3 = 60%	
Students as Sayer	Students as Receiver	Trainee as Receiver	No Receiver	
3 = 37.50%	1 = 33.33%		2 = 66.66%	
RELATIONAL PROCESSES				
Trainee as Carrier	Positively qualified	Negatively qualified	Neutrally qualified	
5 = 62.50%	4 = 80%	1 = 20%		
Students as Carrier	Positively qualified	Negatively qualified	Neutrally qualified	
3 = 37.50%	1 = 33.33%	2 = 66.66%		

Roles Bento inscribes himself and the students and their relation to other participants.

From the analysis of the lexicogrammatical choices selected by **Carlos**, one can notice that the participants of this classroom are ascribed similar roles as the ones being construed by the other two subjects. Similarly, the teacher-trainee is the one who most frequently acts, feels and says, however without reporting any effective change in terms of acting upon the students, reflecting about their improvements or lack of involvement, or saying things to them. Not surprisingly, the trainee also construes the students as having a passive role in the process of learning an FL. The only difference this subject presents in contrast with the others is in terms of qualifying the social participants involved in the FL classroom. He mainly focuses on non-human participants and does not come to qualify himself. The only qualification he attributes to the students happens as a result of his interference (section 2.3.4). The roles he ascribes to himself and to the students are presented in Table 4.

Table 4 - Carlos' selection of participant roles

MATERIAL PROCESSES				
Trainee as Actor	Affecting inanimate Goal	Not affecting Goal	Affecting the students	Affecting the trainee
17 = 62.96%	13 = 76.47%	2 = 11.76%	1 = 5.88%	1 = 5.88%
Students as Actor	Affecting inanimate Goal	Not affecting Goal	Affecting the students + trainee	Affecting the trainee
10 = 37.03%	3 = 30%	5 = 50%	1 = 10%	1 = 10%
MENTAL PROCESSES				
Trainee as Senser	Cognition	Affection	Perception	
9 = 60%	3 = 33.33%	5 = 55.55%	1 = 11.11%	
Students as Senser	Cognition	Affection	Perception	
6 = 40%	3 = 50%	1 = 16.66%	2 = 33.33%	

VERBAL PROCESSES			
Trainee as Sayer	Students as Receiver	Trainee as Receiver	No Receiver
8 = 57.14%	1 = 12.50%	---	7 = 87.50%
Students as Sayer	Students as Receiver	Trainee as Receiver	No Receiver
6 = 42.85%	---	---	6 = 100%
RELATIONAL PROCESSES			
Trainee as Carrier	Positively qualified	Negatively qualified	Neutrally qualified
---	---	---	---
Students as Carrier	Positively qualified	Negatively qualified	Neutrally qualified
1 = 100%	1 = 100%	---	---

Roles Carlos inscribes himself and the students and their relation to other participants.

The discursive practices of **Daniel**, in terms of lexicogrammar, reveal a more mature, realistic, critical and enthusiastic professional. Even though he portrays himself as a more powerful social participant in the FL classroom, since he plays the –er role more than the students do, he, most of the time, shows concern with his students. In terms of acting, for example, he directly affects the students in little scale, but when he does, it is in situations quite relevant for their participation in class. Additionally, even when he does not extend his actions to the students, his doings positively influence the teaching/learning environment. Regarding the sayings performed in class, he represents the students as voiced participants who question the trainee. Another positive aspect found in the analysis is that he encourages the students to say things, to interact with him and with their colleagues. This appears to be the only trainee who triggers interaction in class. As to the sensings carried out by him, they place the students as having an important role in the ongoing development of the FL classroom. Another aspect that

deserves attention is that, when giving attributes to the students, he appears not to see them as having equal behaviors and attitudes. Rather, he sees them as individuals who have different rhythms. Summing up, although this subject still carries traces of traditional educational, he is, in my interpretation, the only one who understands the FL classroom as a locus where teacher and students share responsibilities concerning the process of teaching/ learning and who acknowledges that the greatest resource that teachers have is the students. Table 5 gives an overall panorama of the selection of participant roles made by Daniel.

Table 5 - Daniel's selection of participant roles

MATERIAL PROCESSES				
Trainee as Actor	Affecting inanimate Goal	Not affecting Goal	Affecting the students	Affecting the trainee
32 = 65.30%	21 = 65.62%	3 = 9.37%	6 = 18.75%	2 = 6.25%
Students as Actor	Affecting inanimate Goal	Not affecting Goal	Affecting the students	Affecting the trainee
17 = 34.69%	11 = 64.70%	5 = 29.41%	1 = 5.88%	---
MENTAL PROCESSES				
Trainee as Senser	Cognition	Affection	Perception	
40 = 93.02%	15 = 37.50%	6 = 15%	19 = 47.50%	
Students as Senser	Cognition	Affection	Perception	
3 = 6.97%	1 = 33.33%	1 = 33.33%	1 = 33.33%	
VERBAL PROCESSES				
Trainee as Sayer	Students as Receiver	Trainee as Receiver	No Receiver	
18 = 58.06%	4 = 22.22%	---	14 = 77.77%	
Students as Sayer	Students as Receiver	Trainee as Receiver	No Receiver	
13 = 41.93%	3 = 23.07%	2 = 15.38%	8 = 61.53%	

RELATIONAL PROCESSES			
Trainee as Carrier	Positively qualified	Negatively qualified	Neutrally qualified
10 = 62.50%	9 = 90%	1 = 10%	---
Students as Carrier	Positively qualified	Negatively qualified	Neutrally qualified
6 = 37.50%	3 = 50%	2 = 16.66%	2 = 33.33%

Roles Daniel inscribes himself and the students and their relation to other participants.

Overall, the interpretation I elicit from the analysis reinforces the idea already raised that the way the trainees represent the doings, happenings, sensings, sayings and attributions in the classroom, with the exception of Daniel, construes teachers and students as separate entities who do not share the same environment, context, interests etc. Additionally, it seems that their representations do not reveal the foreign language classroom as a humanized setting, where a pleasant atmosphere positively interferes in the educational process.

According to Richards & Lockart (1992), although there has been a movement away from teacher-dominated modes of teaching to more learner-centered approaches in FL teaching, new methods still require teachers to carry out particular roles in the classroom in order to facilitate the language acquisition process of the students. However, Alice, Bento and Carlos do not appear to have internalized that communicative lessons presuppose the involvement of social participants in the class. Mostly, they do not report themselves affecting the students and vice-versa either positively or negatively. Alice, for example, who appears to be serious and engaged in becoming a teacher, on the one hand, does not try to dominate the group, but on the other, she does not help them get involved or motivated in the lesson.

Not surprisingly, the subjects' lack of experience becomes evident in the analysis accomplished. Yet, I see them – except

for Bento, who seems to need, at least, more maturity – in need to be in the classroom as observers and to reflect, interpret and discuss their impressions with colleagues and with more experienced teachers. This way, they will be able to understand important matters involved in language teaching/learning, as for example i) what teachers and learners bring to the teaching/learning process, such as their view of education, of language, of teaching, of learning; ii) what teachers and learners can do to promote learning; iii) what makes a person want to learn; iv) what strategies can contribute to the teaching/learning process; v) the role of the teacher and the role of the learner in the educational environment; vi) the role of interaction in the foreign language classroom; vii) factors affecting foreign language learning, such as age, personality and affective aspects of learning; viii) awareness of the social factors that play a role in learners' development of competence in the foreign language; and ix) the importance of choosing - from the wide variety of methodological options available - methods, materials and techniques that fit the context and the situation under consideration; i.e., knowledge that prescriptive ways of putting theories into practice do not always work, since what is most appropriate varies from one situation to another, from one teacher to another and from one learner to another.

2.5 Concluding remarks

In this chapter, I have attempted to delineate the four subjects' construals of themselves and of the students through the patterns emerging from the transitivity choices selected to model their view of reality of the classroom.

The investigation carried out here supports Matthiessen's (1998) assumption that, in a systematically based theory of transitivity, there is the hypothesis that frequency of instantiations

will correlate with the qualitative nature of these systemic options. In fact, the results of the quantitative and the qualitative analyses match in the sense that, simplistically put, teacher-trainees tend to represent their participation in the process of teaching/learning a foreign language as having more importance than the participation of the students.

At least three of the subjects (Alice, Bento and Carlos) indicate that they hold a very traditional view of the classroom environment: they focus on themselves as the ones who have knowledge and whose role is to transmit it to their students, while the students are supposed to pay attention to them, answer questions and ask teachers' permission to do things. Daniel is the only exception, although still represents himself as the one who most often acts, says, thinks and qualifies, shows a more balanced view of teaching/learning, assigning to his students the roles of participating, interacting and collaborating towards a successful result in their apprenticeship.

In fact, the investigation carried out here, except for Daniel, suggests the subjects' helplessness and powerlessness in the sense that the processes in which they inscribe themselves depict them as not directly affecting animate entities, a configuration that reveals their ineffectiveness in acting upon the reality of the FL classroom. Needless to say, trainees, who never stepped into a classroom in the shoes of a teacher, need to take profit from the opportunities of observing and teaching as a learning tool, especially considering that they have a supervisor whose ability to see with acuity the myriad of co-occurring experiences that go on within a single lesson is available to help them anytime they need.

Corroborating the literature in that linguistic form can be seen as a realization of social meaning, the language analyzed in this chapter suggests that linguistic and social structures are indeed strongly interconnected. This study appears to demonstrate that although the trainees prepared lessons according to modern

methodologies of language teaching, the role relationships established by their linguistic behavior are influenced by the social roles that teachers and students have traditionally played.

Chapter 3 – The trainees’ perceptions of FL teaching principles

3.0 Preliminaries

As it was discussed in the introductory chapter of this work, teachers are constantly bombarded with several input sources throughout their primary and secondary student lives, their passage at university and their professional lives. This input can be either explicitly or implicitly conveyed via other teachers, students, conference presentations, one’s own experience both as a student and as a teacher, language textbooks, and readings of books, magazines, journals, periodicals, among other sources. Out of the rich source of information made available to them, plus the information related to curriculum, educational psychology and human learning, linguistics, second language acquisition theory and research, teachers have to cull, interpret and integrate the information in order to make use of it.

Traditionally, the study of what teachers know and believe generally has turned on an analysis of what they say to know or believe. Their words have been taken as providing a vehicle for thinking, bearing the assumption that one’s words can capture one’s thoughts, feelings, beliefs and knowledge. However, classroom research has demonstrated that what teachers actually do in their classroom not always relates to their sayings (Freeman,

1996a). Based on this knowledge, which appears to indicate that what teachers say does not always picture their beliefs, the present study assumes that linguistic data must be studied both for **what** it says and for **how** it says. Once research on teacher's knowledge can benefit from work in linguistics, more specifically systemic linguistics and critical discourse analysis, regarding the form, social dimensions and ideological investments of language, it is no longer appropriate to ignore what is known about the nature of language and its grammar.

In this sense, the present chapter relates back to the previous one, but now by investigating the data in relation to **what** teachers say about methods, approaches, principles and techniques to foreign language teaching and learning, and to **how** their sayings are expressed through language. As a means to unravel whether there is incoherence between reported teaching principles and reported practice, I focus on interpersonal meanings (Halliday, 1985/1994) by analyzing the trainees' choices in relation to vocabulary use and to their commitment to their reported teaching principles.

This chapter is divided in five main sections, each of which brings about a discussion of the lexical items related to teaching-learning most frequently raised by the subjects in their self-evaluative reports, namely i) lesson planning; ii) classroom discipline; iii) the use of translation and of the mother tongue in the FL classroom; iv) interaction, adequacy in the use of language and negotiation of meaning, and v) motivation. In these sections, I provide a quick overview of the literature regarding the categories referred to and establish a link between what and how the teacher-trainees comment about them. My central purpose is to elucidate the language of the written texts as produced by the trainees, via an exploration of the vocabulary used and of their judgment concerning their own propositions, accounting for their contextually embedded discursive practices (having their supervisor as the main reader). The chapter ends with a sixth section that presents concluding remarks.

3.1 Principles of foreign language teaching: investigating interpersonal meanings

Linguistic items used in texts are not arbitrarily chosen. They indicate the world-view that the writer/speaker holds. Linguistic choices may be even unconscious, but not arbitrary in the sense that behind one's use of language lie one's ideologies. Discursive practices are forms of ideology, and they are mostly effective when they become naturalized and achieve the status of 'common sense'. Much of the imbalances and discrepancies of social life can be taken as consequences of misleading discursive practices, since language not only reflects reality, but also reinforces and constructs it (Fairclough, 1989; Kress, 1989).

The importance of language expression led me to carry out the analysis of this chapter on the basis of vocabulary selection and of modality. Regarding vocabulary, as Clark (1992:209) suggests, "naming is a powerful ideological tool. It is also an accurate pointer to the ideology of the namer." Different names for a similar aspect of reality thus indicate different ways of perceiving it. For example, Daniel in *Exijo sempre a disciplina em sala. Pode parecer autoritarismo, mas permito que os alunos conversem em sala desde que seja relacionado ao tema proposto* (T6D-L23/24) mentions that he 'always demands discipline in class, that it may sound authoritarianism, but he gives students permission to talk when this talk relates to the topic of the lesson'. As can be seen in some vocabulary items he uses, underlined above, he demonstrates an authoritarian stance (see section 3.1.2), although he denies it.

Modality refers to the use of language in the expression of interpersonal meanings. According to systemic functional linguistics, when someone exchanges information (as in the case of the trainees' reports), the clause takes the form of a proposition. Propositions are not always 100% affirmed or denied. Between these two poles are intermediate possibilities of choice in terms

of degree of probability or of usuality. Modality is used thus to argue about the probability (possibly, probably, certainly) or usuality (sometimes, usually, always) of propositions, i.e., modality is an expression of the writer/speaker's opinion, while manifesting attitudes, judgments and commitment to the truth of the meanings being conveyed through her/his texts. As Halliday (1994) states, even a high value modal, such as 'always' is not as determinate as a polar form, as when one says 'it is so' or 'it is not so'. If we pick the same example presented above, for instance, we find Daniel saying *Exijo sempre a disciplina em sala* (T6D-L23), something like 'I always demand discipline in class' in English. His use of 'always', instead of strengthening his proposal, as one may think, lowers his commitment regarding the truth or the frequency that discipline happens in class. In another example retrieved from the corpus of this work *O problema com esta atividade talvez já tenha ocorrido na leitura do enunciado* (T3A-L32), something like 'The problem with this activity might have occurred during the reading of the statement' in English, Alice also lowers her commitment to the expressed belief or the probability that it was the reading of the statement that caused the problem in the completion of the activity.

It seems to me that this approach to the data to be analyzed regarding FL teaching principles sounds enlightening for the purposes of the present chapter.

Before starting the discussion of the principles most frequently raised by the trainees, it is important to remind the reader that this research was carried out with undergraduate students of "Curso de Letras" of UFSC taking the required teaching practicum. As such, they were supposed to prepare lesson plans on a day-to-day basis and discuss them with their supervisor. Not only the content together with the objectives of each lesson was planned by the trainees, but also the material and the activities that were used to teach the given contents, and the procedures, strategies and resources that were applied. Needless

to say, having this done presupposes bearing in mind all the five issues that are discussed as follows.

The five categories selected to incorporate this chapter were not necessarily raised by all the subjects. Some categories were addressed by all the subjects, however with differences in intensity. Those categories not tackled by all the trainees were selected for having called my attention due to the interest that some of the trainees showed to have. Additionally, the categories included are few in relation to what occurs in EFL lessons, but serve to highlight significant issues that recur in foreign language teaching.

3.2.1 Lesson planning

A lesson is a social event that occurs in all cultures. It may vary in aspects such as place, topic, time, atmosphere, methodology and materials, but it is essentially concerned with learning and involves the participation of teacher(s) and learner(s). The planning of teaching, thus, consists of a series of decisions made by a teacher, or undertaken with a pair or group of teachers, about the various elements of a lesson and about the previous knowledge of the learners.

How should a lesson be planned? Is there a best method to do so? According to the literature surveyed (Bailey, 1996; Ur, 1996; Richards & Lockart, 1994; Wajnryb, 1992; Larsen-Freeman, 1986; Richards & Rodgers, 1986; Hubbard et al, 1983), the answer is no, there is no recipe for developing a best plan. According to Richards & Lockart (1994), trainee teachers are usually encouraged to develop lesson plans for every lesson they teach as a way to help them organize their teaching efficiently and effectively. Such plans include the objectives of the lesson, the activities to be carried out along with the time needed to accomplish them, the teaching aids and strategies to be used, the grouping arrangements to be employed for each activity and possible problems that may be encountered along with

alternative plans if such problems arise. However, the authors surveyed state that research findings confirm that teachers do not plan their lessons according to the way they are taught in teacher training programs. Many tend to set their plans as sequences of activities, as teaching routines, or still in conformance to the needs of particular students. Yet, some teachers report preferring a detailed lesson plan so as to cover the prescribed content. There are teachers who believe that lessons should be spontaneous and that a lesson plan holds them back from taking advantage of situations created as the lesson evolves, hindering meaningful learning as well as discouraging responding to students' interests and needs. It follows that these teachers do not write down lesson plans, they state to work from a mental map.

Apart from teachers' individual differences, scholars concerned with teacher education (Freeman, 1996a, 1996b; Richards, 1990; Ur, 1996; Wallace, 1991) orient teachers to bear in mind that it is the nature of the lesson that will determine the aspects that are relevant as well as to plan their lessons under certain considerations as, for instance, what students are to learn and why, what activities fit the content explored and how long each activity will take, how the lesson content will connect to the student prior knowledge, how easy or difficult the lesson will be for the group, how to check on student understanding, how to deal with student different ability levels in the class, what role the teacher and the students will take on during each activity and during the lesson as a whole, what grouping arrangements will be used etc.

According to Ur (1996), there are ways of varying a lesson that must be pondered in planning. The components of a lesson (material, activities, vocabulary etc) ought to be "packed" in ways that do not result in a feeling of disorder, but in ways that define some principles of selection and organization of the components of a lesson so as to build a smooth and coherent sequence.

Along with the points so far raised, language lessons have a particular structure to be taken into account during planning. They

begin with an opening that is used to focus the students' attention on the learning objectives of the lesson, such as reviewing the content of the previous lesson(s) and relating it (them) to the new one, making a warm up in order to prepare students for what is to follow and assessing relevant knowledge. Lessons then proceed through a sequence of teaching and learning activities planned to achieve their goals, each of these activities being allocated some time. The final dimension of structuring a lesson is bringing it to an end, which can be done by underpinning what has been learned, by integrating the lesson with previous ones or by making relations to a forthcoming lesson, by showing how the lesson relates to learners' real-world necessities, by giving homework or follow-up activities etc.

Lesson planning is very much related to classroom organization and success. If teachers are to be effective in their work, they must spend large amounts of their time in planning the contents of their lessons, the activities to be used to teach those contents and the way these activities are to be approached.

A key point to be emphasized is that while lesson planning is a relatively static endeavor, teaching a lesson is intrinsically dynamic. It follows then that, in a sense, plans are made to be changed, for no lesson, however carefully prepared, works out exactly as planned. Flexibility is a key word for a good teacher because altering a plan is almost inevitable in every lesson development (Wajnryb, 1992). Since teaching entails checking learners' involvement in learning tasks and determining when it is time to bring a task to completion and move ahead to another activity before learners' attention begins to weaken, decisions related to pacing are an example of these inevitable changes.

Planning was one of the categories selected to incorporate into this chapter due to two main reasons. The first was the preoccupation that one particular subject demonstrated to have with it and the second was exactly the opposite, the lack of concern evidenced by the reports of another particular subject.

Alice is the trainee who most often raises comments about planning in her self-evaluative reports. The evaluation she makes as to her teaching seems to be directly related to her following of the plan. When making positive remarks on her practice, she frequently mentions having followed the plan:

Conforme os procedimentos do plano, fiz algumas perguntas à classe as quais foram muito bem aceitas pelos alunos levando-os a participar bastante da aula (T1A-L19/21),

*...os alunos estavam conseguindo responder as questões da atividade, e o cartaz foi afixado **conforme o planejado** (T6A-L10),*

*A correção transcorreu de forma tranqüila, sem maiores problemas, **segui todos os passos do procedimento** (T6A-L3/4), A correção da atividade 13 também correu de forma tranqüila, as respostas foram registradas no quadro e o cartaz com o texto foi utilizado **conforme o planejado** (T6A-L23/24).*

On the other hand, when qualifying her practice negatively, she reports not having kept track of the plan:

*Falha minha na ministração deste conteúdo **foi alterar o plano programado**, esquecendo-me de fazer a leitura da letra da música. Isso ocasionou na (sic) não repetição da letra por parte dos alunos já que a mesma iria prepará-los para cantar, assim no momento em que a música foi tocada para todos cantarem isto não aconteceu, favorecendo na aula um momento sem produção, desmotivado e chato para os alunos (T1A-L35/39), Por ser o quadro da sala bastante pequeno, o esquema de explicação da matéria não ficou como o desejado, ou seja, **não ficou organizado conforme o esquema que eu tinha em meu procedimento**. Estava um pouco confuso a ordem do quadro e os alunos aproveitaram a oportunidade para reclamar quando exigi a eles que copiassem aquelas informações (T8A-L11/15).*

In both the examples presented, in which she states having had, respectively, an unproductive, demotivative and boring moment, and a situation of complaint from the students, she mentions not having followed the plan. A further example, *Antes de começar a aula eu deveria ter averiguado o local de colocação do mapa já que o êxito dos alunos dependia da utilização deste material. Este conteúdo da aula poderia ter sido melhor aproveitado se tivesse sido bem preparado* (T1A-L15/17), shows the trainee's perception that the students do not profit much from an activity proposed in class due to the fact that she does not pay attention to details, such as finding an appropriate place to hang the map which would be the primary basis for the teaching of the content selected for that given lesson.

Other tense classroom situations she reports on are moments when she is not able to conduct the plan properly, which make her nervous, disturbed and insecure, as the examples that follow demonstrate.

*Minha aula, conforme o procedimento, deveria começar pela chamada, não contando com uns dois minutos de atraso do professor titular e esquecendo-me que eu própria tinha uma cópia da chamada, essa espera favoreceu para atrasar o procedimento programado **deixando-me bastante nervosa e insegura sem saber exatamente o que fazer** (T3A-L4/8), *Sem saber conduzir direito a parte relativa a números ordinais do plano, **fiquei muito nervosa em sala e muito atrapalhada para explicar o conteúdo, não conseguia organizar direito a matéria no quadro e a cada sentença que eu escrevia pedia que os alunos copiassem ao invés de terminar toda a explicação primeiro e só depois pedir que eles copiassem** (T5A-L32/36).**

These two situations appear to demonstrate that this trainee is resistant to alter her plan, for in the first example presented, she reports not to know what to do and in the second, she reports

being unable to organize and explain the content. Yet, in either case, she does not alter the plan. Probable explanations for this may be her teaching inexperience and her possible worry about the reaction of her teacher-supervisor.

The task of teaching occurs in a relatively ill structured though dynamic environment. Clearly, novice teachers have a long way – which involves observation, practice, reflection, feedback as to their practice, controversial discussions with other teachers etc – into developing themselves as independent and confident professionals who may allow for on-the-spot changes and adjustments of their plans that enhance both their own performance and their students' learning conditions (Wright, 1987).

Any text is an interaction with the one(s) to whom the text is addressed and the addressee's interference in the construction of discourse – eminently a social process – is substantive (Bakhtin, 1981). Based on this assumption and having in mind that the trainee's reader is her supervisor, with whom she certainly discusses her plans, I assume that the second explanation raised above also seems appropriate, especially because, even when the trainee is not evaluating her practice, but just reporting what has happens in the classroom, she mentions having followed the plan, such as in *Eu fui conduzindo a aula **conforme os procedimentos do plano*** (T5A-L27) or in *A 12ª aula inicia-se retomando o assunto dado na última aula, desenhei no quadro as bolas representando a Terra e o Sol e dei continuidade à explicação **conforme o procedimento da aula*** (T8A-L1/3). Additionally, two of her examples that negatively evaluate her lessons due to deviances in developing the plan are modalized by the words in bold below. In *Antes de começar a aula eu **deveria** ter averiguado o local de colocação do mapa já que o êxito dos alunos dependia da utilização deste material. Este conteúdo da aula **poderia** ter sido melhor aproveitado se tivesse sido bem preparado* (T1A-L15/17), already mentioned above, the trainee seems to demonstrate that

she is not certain whether checking the place of the map would have resulted in a better lesson. Likewise, in

*Falha minha na ministração deste conteúdo foi alterar o plano programado, esquecendo-me de fazer a leitura da letra da música. Isso ocasionou na não repetição da letra por parte dos alunos já que a mesma **iria** prepará-los para cantar, assim no momento em que a música foi tocada para todos cantarem isto não aconteceu, favorecendo na aula um momento sem produção, desmotivado e chato para os alunos (T1A-L35/39),*

she also fails to show a strong commitment to the proposition that the reading of the song's lyrics would prepare the students to sing it. These propositions, then, may be a form to please her teacher-supervisor, who possibly commented these aspects with her at the end of her lessons.

A further example is even more illustrative of the reader's interference in the trainee's discursive practice in the sense that the trainee's reported actions only render positive results when she both follows the plan and has her teacher-supervisor evaluate and agree with this planning before she enters the classroom: *0 procedimento de inicio desta aula, ou seja, o procedimento da correção da prova, não foi como de fato **deveria** ter sido. Por uma falta de entendimento, adotei um procedimento de correção que não passou pela avaliação da professora orientadora (T7A-L1/3)*. Again, this proposition shows modality. I wonder whether she really believes that the procedure she uses in the correction of the test is inadequate. Maybe, it is a comment made by her supervisor that triggers this evaluation.

In the same way I was surprised by Alice's attention to planning, I was also surprised for the reverse reason in relation to **Bento**. His distraction as to this important dimension of teaching is so evident that he no time, by any means, mentions having followed a plan or not having followed one, or even having

prepared it. I know that he produces daily plans because making plans is an obligatory requirement of the teaching practicum course, but one who reads his reports without having the plans attached or having awareness of how a teaching practicum course is developed may wonder whether he teaches from a written plan, a mental one or from no plan at all. As I have already commented in the transitivity analysis chapter, this trainee most frequently describes, superficially, what goes on in his class.

Carlos and Daniel are in the middle of a continuum in relation to commentaries on their planning of lessons. Carlos notes having followed the plan, such as in *A explicação, aplicação e correção dos exercícios se desenvolveu conforme tínhamos planejado* (T4C-L4/5) and refers to a moment in class, when he and the students develop a reading activity, in which he previously prepared a possible answer for the underlying notion subjacent in the story of the *Kingdom of the Lion*, and the students come up with different tenets, which, according to him, are better than the one he expected: *Assim, no final da aula, as morais achadas por eles para a história do Kingdom of the Lion foram, senão boas, melhores que a preparada no plano de aula* (T3C-L7/8). The fact that the students bring about different answers in comparison to the expectation of the teacher suggests that he does not guide the students' thought. This shows that the trainee not only accepts answers that do not follow his previous planning, but also appreciates being surprised by such happening, suggesting that he encouraged the students to carry on discussions around the theme, thereby making the most of the unexpected.

Likewise, **Daniel** makes loose comments, such as *Tenho consciência de que um bom plano de aula facilita a vida do professor* (T2D-L6), and mentions having altered the plan:

*Ao colocar o plano de aula em prática, percebi que não o segui fielmente. Por exemplo: as correções que estavam planejadas para serem orais eu as fiz no quadro e **poderiam** ter sido melhor*

*exploradas, os objetivos e a forma de avaliar os alunos não foram exploradas da forma como **deveriam**, tendo que fazê-los em uma outra oportunidade (T1D-L9/13).*

Both examples displayed above are modalized by the expressions marked in bold, opening room for the reader to wonder whether the trainee believes in the importance of planning in teachers' lives and in the fact that the corrections made could be better exploited if made orally. My assumption is that he is trying to say what he believes his supervisor approves.

In pursuing the objective of this chapter, i.e., in comparing the linguistic data in terms of what it says and how it says, I can say that, with the exception of Bento, who does not attempt to make commentaries on lesson planning, the other subjects, at a first sight, seem to give planning its due importance, especially Alice. However, her linguistic expression appears to reveal that her comments, in fact, are made to please her supervisor by showing her concern with lesson planning and by showing agreement in that the points which do not go well in class are when she does not conduct the lesson according to her plan. It seems that she does not agree that details, such as in the case of the map, are important to the extent of disturbing a whole lesson; that a previous reading of a text fosters students' participation, and that the procedure she develops for the correction of the test is so inadequate.

Likewise, Daniel's two examples regarding planning seem to be a way of satisfying his reader in opposition to a way of committing himself to his own postulations. Additionally, when referring to the importance of lesson planning, not only the modalized language he uses, but also the loose form in which the comment is textualized (in a single sentence in a single paragraph, not related to the previous or the following ones) seem to suffice to reach this interpretation. It is as if he said, in a congruent form, that however he (in theory) knows that planning

is a tool that facilitates teachers' life, he is still not convinced as to the necessary use of it.

As far as Carlos is concerned, the analysis of his comments addressing lesson planning reveals that he tends to follow the plan, but also accepts answers not previously raised in his planning, thereby showing flexibility.

3.1.2 Classroom discipline

Throughout the world, most teaching takes place in classrooms. These classrooms are typically inhabited by 20 or more students and a single teacher. The ratio of one teacher to 20 or more students creates a natural imbalance between teacher and learners. The teacher, either by necessity, due to the number of students in class, or by a tendency to focus on the learners lying within her/his action zone – who, for several reasons, are allowed more opportunities to participate, directs a great deal of her/his teaching to certain groups of students. Even so, s/he must be aware of what other students in the class are doing so that s/he does not lose control of the class as a whole and does not allow the attention and interest of students not directly participating to fade away.

If teachers are to reduce the imbalance between teacher and learners and move toward a collaborative setting, they must create classrooms that are favorable to effective teaching and learning (Williams & Burden, 1997; Ur, 1996; Anderson, 1991; Wright, 1987). In designing such classrooms, teachers can manipulate both the physical and the psychological environment. While it may be somewhat difficult to deal with the psychological environment of the classroom, teachers can influence it by creating settings where work is the norm or play is the norm, or still a mixture of both. They can also set themselves up as authority figures in the classroom or attempt to establish a more democratic classroom organization. Each of these choices impacts on the classroom psychological environment as perceived by the students.

As for the management of the physical environment, it seems a far easier task to accomplish. Teachers can alter the classroom arrangement, the equipment and the materials, the seating patterns etc. The paint, wall coverings and artwork can also be used to enhance or detract from the attractiveness of the physical classroom environment.

Creating appropriate classroom environment and climate seems to be a starting point to have a disciplined classroom, which is not necessarily a quiet one. The conception of classroom discipline proposed by this study is one which accounts for both teacher and learners' acceptance and observance of a set of rules of behavior in the classroom whose mission is to smooth the progress of teaching and learning a lesson (Ur, 1996). In this perspective, the role of the teacher privileges the ability to prevent problems from occurring, not the ability to react to behavioral problems. According to Anderson (1991), setting up rules and routines and the use of certain teacher behaviors are two factors associated with effective preventive classroom discipline.

For rules and routines to be effective, they must be few, be planned in advance and be clearly communicated to students. As Anderson (*ibid*) points out, explicit and meaningful rules and routines should enable students to behave appropriately without direct teacher supervision and interference, developing, this way, students' inner self-control and running away from the ritual of having teachers exert control over them.

As for teacher behavior associated with preventive classroom discipline, the author includes as necessary being aware of what goes on in the classroom, using a standard and predictable signal to get the learners' attention so as to get silence before speaking to the class, keeping events and activities moving at a fast pace, letting learners know that they are responsible for their learning and for the quality of their outcomes, and providing varying and challenging assignments to keep learners' interest and attention.

Additionally, Ur (1996) suggests that classroom discipline can be maintained when teachers start being firm with students and relax only later; when they prepare lessons; walk around the class; speak clearly and make sure instructions given in class are clear; look at the class when speaking, develop lessons which are appropriate to the learners' age, ability and cultural background; choose a suitable methodology that makes learners feel that they are learning in a useful way so that they will be more willing to cooperate; use humour constructively; be warm and friendly to learners; among other forms of behavior, some of which coincide with the teachers' behaviors suggested by Anderson (*ibid*).

Although the concept of discipline seems simple, it is in fact quite complex. Some teachers still confuse discipline with control, authoritative with authoritarian stance and authority with power (see next chapter for a better understanding of these dualities). In reviewing the history of teaching, though, we are provided with background that allows us to understand why such confusions still occur. The teachers of today are the students of the past, with the aggravation that their teachers were also students of a more remote past. Such situation seems to put us within a cycle out of which we do not easily run off.

Regarding language teaching, a brief look at major twentieth-century trends shows us that the teacher was the central, dominant and active figure in the classroom. S/he had the roles of transmitting the knowledge students were supposed to learn, of assigning activities for students to perform, of controlling the direction and pace of learning, of monitoring and correcting students' performance, of deciding whether students' answers/actions/thoughts were appropriate or not. In sum, the teacher was powerful and assumed an authoritarian position in the class. As for the students, they were passive participants who had to respect the teacher and follow her/his directions. In short, they were dependent upon the teacher, who they had to obey.

In recent years, the rationale for foreign language study has changed in many aspects, rendering models of education that invest a great deal of power in teachers as less favorable, even by teacher themselves. New methods have been designed to shift the responsibility for learning gradually from the teacher to the learners, breaking the social distance between them by empowering the students with the management of their own learning. Learners are encouraged to move ahead to an active and voiced participation in the classroom, engaging in communicating, negotiating meaning and making themselves understood. The teacher, though in a less dominant position, still has many roles to fulfill, such as create situations in which the learners are receptive and which promote interest and willingness to communicate, present linguistic material in a way most likely to promote positive reaction and retention by the learners, facilitate students' communication and learning, manage and guide classroom activities by monitoring, encouraging and supplying gaps in lexis, grammar etc. Beyond these roles, but equally important, the teacher still has to respond to learners' needs as well as respect Vygotsky's (1987) largely known concept of learners' zone of proximal development, i.e., the layer of knowledge which is immediately beyond that which the learner is capable to cope with.

Attending to the roles mentioned above, the teacher is likely to have the cooperation of classroom participants and thus to maintain discipline in the classroom as being "obeyed because he or she is trusted to know best about the subject of study and how to learn it (hence the phrase 'to be an authority on...')" (Ur, 1996:270), assuming, this way, an authoritative position, not an authoritarian one.

It also has to be considered that, sometimes, even well-prepared lessons and motivated students do not render a disciplined classroom. If cooperation among students or between students and teacher does not happen either willingly or democratically, it may need to be accomplished as a result of intimidation or fear.

Up to date, though, we still see teachers behaving in the ways of the past, probably due to their private histories as school students, since, as it has been commented on in the introduction of this work, we are influenced by the models we have had throughout our educational experience. Some teachers, though sometimes unconsciously, still want to exercise power over the students, to have control of the class and to keep authoritarian stances.

Discipline is an aspect recurrently mentioned in the trainees' reports. Some comments are either positive or do not refer to lack of discipline, thus not interfering in the ongoing process of teaching/learning, such as

*Apesar de alguns alunos terem perturbado a aula com conversas paralelas, **a disciplina se manteve agradável** (T1D-L7/8),
Haviam portanto várias questões concernentes à **autoridade, disciplina** e incentivo à interação e à sistematização da língua inglesa para melhorar na aula seguinte (T1C-L28-30),
Por um lado consegui não deixar os alunos levantarem sem razão de suas cadeiras (T2C-L21/22),
Quanto às questões de disciplina, consegui me impor evitando qualquer desordem notável (T1B-L12/13),
A participação dos alunos esteve bastante forte. Os mesmos **mostraram interesse e disciplina** (T4B-L1/2).*

Other remarks regarding discipline show that these problems indeed occur, but most of the times, the trainees do not report themselves reflecting on the causes of misbehavior. Examples of this type are:

*Alguns alunos por motivo de **indisciplina** são trocados dos seus lugares (T5D-L4),
Apesar de um dos alunos estar prejudicando o andamento da aula (**indisciplina**) foi transferido de seu lugar (T4B-L2/4),*

*Ao persistir com as mesmas **brincadeiras**, o aluno foi expulso (T6B-L8/9).*

Whether the misconduct of the students is reasonable or not, the trainees do not seem to care, since no reflection is linguistically expressed. What they do, as the examples above demonstrate, is to find ways to keep control of the class.

There are some other examples that seem to indicate that Alice and Bento are the ones who most often give importance to discipline and who assume to have a great deal of power over their learners. In fact, according to the findings of the transitivity analysis, we notice that these teachers are usually reported as being totally in charge of the lesson. They not only control the students' behavior, but also the learning activities. They are the ones who initiate the lesson, who select the material and the activities to be used, who ask questions. In short, they try to dominate the lesson as a whole. In the two examples that follow, **Alice**, in her representation of what happens in class, uses certain specific lexical items (in bold) that signal her anger and show that she adopts an authoritative stance in order to have her power back and to regain control over the group.

*Falha minha ao ministrar esta explicação foi não ter decorado as datas respectivas ao início e término das estações do ano, ao perguntar aos alunos quando elas aconteciam, algumas vezes tive que recorrer ao meu esquema de aula dando, assim, abertura para os alunos confrontarem e questionarem a minha capacidade do conteúdo. Este acontecimento, apesar dos alunos estarem com razão, pois eu deveria saber na “ponta da língua” o que estava ministrando, me deixou bastante ofendida e entristecida, **levando me a tomar uma atitude severa em sala para impor respeito** (T8A-L 3/9)*

*Estava um pouco confuso a ordem do quadro e os alunos aproveitaram a oportunidade para reclamar quando **exigi** a eles*

*que copiassem aquelas informações. Entretanto, ao caminhar pela sala, observei que apesar de um pouco confuso dava para entender tudo que estava no quadro, então **determinei** que todos copiassem. Os alunos estavam bastante agitados neste dia, e alguns ainda ofereceram resistência, mas, ao final, todos copiaram as informações do quadro (T8A-L13/18).*

Additionally, in *Então comecei a traduzir o texto a eles, frase por frase, mas eles continuaram desinteressados fazendo muito barulho e **deixando-me irritada a ponto de pedir silêncio bastante alterada**, atitude essa que favoreceu silêncio por alguns minutos (T3A-L27/29)*, Alice uses her power to keep the students under control, as can be seen by the clause highlighted in bold.

A perspective of reading which only accounts for what is said, in relation to the examples above, may mislead the reader to believe that Alice accepts her faults and that the students can question, confront and complain about her actions, sayings and procedures. However, her use of modality and strong vocabulary seems to contradict this reading.

Another example similar to the ones commented on above is *Alguns alunos resolveram atrapalhar o percurso da aula. **Deveria** ter tomado atitudes mais enérgicas para com estes alunos, separando-os uns dos outros. Deixei-me levar pela inocência (ingenuidade) e não percebi a malandragem dos alunos (T3B-L6/8)*. In this case, **Bento** does not separate the students, but regrets not doing it, though in a modalized form. Since in the other occurrences of students' misbehavior, he asks students to change seats and also expels a student who misbehaves, this use of modality is not interpreted here as a non-commitment with classroom control, but as a moment of uncertainty about the need to react.

Carlos brings up a different point of view in order to keep the students' attention in class. He comments that *...para impor o silêncio e nos momentos de agitação da turma, ainda **seria***

*preciso, além de firmar a voz, ter um olhar mais intenso, mais persuasivo e que atingisse todas as partes da sala de aula (o que **seria necessário** fazer nas aulas seguintes)* (T2C-L14/16). This view that it is necessary to use a firm voice and an intense and persuasive gaze in order to maintain discipline seems to demonstrate a more balanced consideration as to the relationship between teacher and students. However, his modalized discourse seems to show that he is not sure if this strategy would work or not. Yet, it suggests a more democratic stance. It appears that he is tempted to believe that discipline must not be imposed, but gained through appropriate actions and behavior. Since this point of view is not raised by any of the other subjects, I believe that this is not a comment from the supervisor, and as such, it is not an attempt to please her, but an insight he has concerning the way teachers may have the cooperation of students.

Daniel, although he raises the possibility of indiscipline, positively comments on the reaction of the students when they start to interact, as in *A turma começa a interagir mais nas correções. Isto me deixa contente, porém sei que a indisciplina também **pode** se tornar presente* (T3D-L8/9). His modalized discourse (in bold in the example) seems to demonstrate that he is not sure whether interaction causes misbehavior. This seems to picture him as having a more contemporary view of the classroom. What matters for him, it appears, is that students participate and communicate in the FL, even if that 'possibly' breaks up with the discipline for some time.

In another extract of Daniel's reports, *Exijo sempre a disciplina em sala. **Pode parecer** autoritarismo, mas permito que os alunos conversem em sala desde que seja relacionado ao tema proposto* (T6D-L23/24), there is another mention of discipline which apparently gives the idea that he is not authoritarian. But the use of the verbs *exijo* (demand) and *permito* (permit) - both underlined above - together with the use of a modal - in bold above - shows that even though he tries to pass the idea that it is

not an authoritarian stance, he himself is not so certain about it, as his linguistic expression appears to signal.

Daniel also makes explicit to students what his expectations are as to their behavior, suggesting that he wants to run away from the ritual of exerting control over learners. As it seems, he wants them to develop their self-control (Anderson, 1991), as the following extract demonstrates.

*Acrescentei sem consentimento da professora orientadora algumas regras de conduta de sala de aula, o que **deveria** ter sido debatido anteriormente com minha orientadora, mas por motivo de falta de tempo não o fiz:*

1. *FALAR EM INGLÊS (Speak in English) dar exemplo do bebê aprendendo a falar*
2. *TRAZER DICIONÁRIO (Bring your Dictionary)*
3. *REALIZAÇÃO DAS TAREFAS (Do your Homeworks and Activities in class)*
4. *DÚVIDAS E PERGUNTAS LEVANTE A MÃO (Questions raise your hand)*
5. *NÃO SE LEVANTE SEM AUTORIZAÇÃO (Do not stand up without authorization)*
6. *BEBA ÁGUA ANTES OU DEPOIS DAS AULAS (Drink water before/after class)*
7. *EVITE CONVERSAS PARALELAS (Do not talk too much)*
8. *QUANDO FALTAR, REPONHA A MATERIA PERDIDA (When you miss the class talk to your friend)*
9. *RESPEITE O PROFESSOR E AMIGOS DE CLASSE (Respect your teacher and friends) (T1D-L17/30).*

An interesting aspect is that the rules addressed to the learners are not modalized at all. In fact, they are quite assertive commands expressed most often in the imperative form, a factor

that appears to reiterate the trainee's more dominant and powerful stance in relation to the learners.¹

To conclude the discussion around classroom discipline, it appears that the subjects, except for Bento, suggest that they are not authoritarian and that they do not want to impose discipline from above. However, the language used in their reports signals that they tend to be authoritarian and that they do try to impose discipline from above. As for Bento, his discursive practice appears to be coherent in that he wants to have control of the students.

3.1.3 The use of translation and of the mother tongue in the FL classroom

By tradition, according to Richards & Rodgers (1986) and to Larsen-Freeman (1986), translation has played a role in the FL classrooms. This is so because of the history of foreign language teaching methods. From the nineteenth century to the beginning of the twentieth, the widespread method for FL teaching was the Grammar-Translation Method, firstly called Classical Method for it was used to teach classical languages such as Latin and Greek. In the early twenties, however, the method was no longer used solely for the teaching of these classical languages, but also for the teaching of other foreign languages. The intention to teach a foreign language though was to help students read and appreciate its literature. As such, the emphasis was in vocabulary and grammar. The lesson was then basically devoted to learn grammar rules and vocabulary items and use this knowledge to the task of translating sentences into and out of the target language. Since accuracy was highly emphasized, students were supposed to reach high standards in translation. Needless to say, the medium of instruction was the student's native language.

¹ Although this set of rules is part of one of his texts, it does not belong to the scope of this chapter, since the context of situation here is characterized by having the teacher-supervisor as the ideal reader, and the rules themselves are addressed to the learners.

Still in the middle of the nineteenth century, due to the difficulties that Europeans had in communicating, criticism flourished over the Grammar-Translation Method essentially because it did not teach the language itself, but rather about the language. But it was only in the twenties, last century, that methods emphasizing communication started to gain prominence. Yet, the grammar-translation method did not lose all of their adherents. As Richards & Rodgers (1986) point out, still today, it continues to be widespread in some parts of the world.

With the work of language teaching specialists and linguists, new approaches were developed to teach modern languages based on the assumption that orality is the primary form of language (Richards & Rodgers, 1986). From then on, several methods and approaches sprang until today. Some of them advocate that the use of mother tongue and translation must be extinguished from the FL classroom, others show resistance to teaching grammar explicitly to students and further ones demand that students acquire a native-speaker pronunciation. The most prominent approach used today seems to be the communicative approach, or what some scholars have been calling a post-communicative approach or communicative methodology. As suggested by its proper name, this methodology contemplates communication above all. In reference to translation, its principles do not prohibit it, but propose that it is used only when necessary (Richards & Rodgers, 1986; Larsen-Freeman, 1986).

On the basis of the previous discussion, we can say that, today, the target language must be the vehicle for classroom communication. Negotiation of meaning is seen an important dimension of the students' language learning, both in trying to understand others' utterances and in trying to make themselves understood. Translation, if necessary, can even be used in class, not as a means of communication though, but rather as an eventual resource for promoting learning.

Just like with lesson planning, **Alice** is the trainee who most frequently approaches this subject matter. Repeatedly in her texts, she makes mentions of translation issues. At a first moment, she reveals a positive evaluation in relation to the students' ability to translate the procedure which instructs them to carry out a certain activity. At this point, she does not make any reflection as to the use of translation, as in *Os alunos foram hábeis para me dar a tradução do enunciado, e eu, por minha vez, dei-me por satisfeita e pedi que dessem início a complementação da atividade* (T3A/L20-21).

Later in her reports though, she states to use translation, but she also observes that its use does not help much because it does not imply understanding; she assertively repeats that. However, throughout her lessons, she insists on using this technique in an attempt to make her students understand certain texts, activities or procedures, a practice that seems to demonstrate certain incoherence between her sayings and her actions. The example that follows illustrates this occurrence.

Entretanto, a tradução do texto em nada ajudou, os alunos continuaram sem saber resolver a atividade.

*0 problema com esta atividade talvez já tenha ocorrido na leitura do enunciado, ao ler e pedir a compreensão faltou pedir para que eles dissessem com as suas palavras o que **deveria ser feito e não a tradução, já que tradução não significa compreensão*** (T3A-L30-34).

In reading the extract above, one is tempted to believe that the trainee thinks that translation is not helpful. Nevertheless, although she is assertive in the clause in which she states that translation does not imply understanding, she modalizes her discourse when she says that it is possible that the students' misunderstanding is due to failure to negotiate the meaning of the instructions given for the activity, instead of to the use translation.

A further account of the use of translation, followed again by criticism, shows that she may even be aware of theories that discuss the usefulness of translation in foreign language learning, even though, every now and then, she uses it in her lesson.

*...eu esqueci que o objetivo do cartaz era a compreensão do texto e não necessariamente a sua tradução, por exemplo, não aceitei a tradução que uma aluna deu da linha 6,7: “eles removem a polpa da abóbora e cortam os olhos, o nariz e a boca”. Fiquei insistindo desnecessariamente que ela ou a classe me dissesse o seguinte: “eles removem a polpa da abóbora e cortam buracos para os olhos, nariz e boca”. Não havia necessidade desta atitude, pois a aluna já havia compreendido a sentença de forma adequada. **Acredito** que a maneira certa de agir neste momento era elogiar a aluna dizendo que aquela era a idéia da sentença, mas que no texto estava um pouco diferente, então eu é quem deveria dar a tradução da sentença conforme o texto (T6A/L25-33).*

In fact, my discussion at this point is whether she believes in theories and methods which propose that translation and the use of the mother tongue play no role in the FL classroom, such as she states to believe. First of all, because of the word ‘forgot’, underlined in the example above. People do not forget things that are implicit to them, i.e., if she were convinced that translation does not help, she would not forget not to use it. This seems to demonstrate that she does believe in translation for comprehension. Second, because, as highlighted in bold in the previous example, she makes use of ‘*acredito*’, a grammatical metaphor of modality, reiterating my assumption that she is not so convinced of the non-necessity of using translation even realizing that the students have grasped the meaning. Again, she may be trying to please her supervisor in explicitly criticizing her insistence on the use of translation.

The other subjects do not seem to agree with the use of translation. There is one example extracted from **Daniel's** texts that illustrates this point – when he brings posters with expressions in English used frequently in class. In *Alguns alunos pedem para que eu coloque as traduções nos cartazes, então explico que não é este o objetivo dos cartazes e que de tanto lerem e usá-los irão indiretamente fixar seus significados. A classe coopera com esta estratégia.* (T4D-L6-9), we see that this trainee realizes the difference between constructing meaning through negotiation and through translation. Additionally, the conviction that he shows when explaining the non-necessity of translation in situations in which understanding is reached through performance leads students to ‘cooperate with the strategy’. Indeed, it is commonsense in the literature that the use of “formulaic speech” – fixed expressions largely used in classroom learner language – is a useful communication strategy (cf. Richards & Lockart, 1996).

Summing up, it seems that Alice, at a first reading of her reports, is pictured as not valuing translation. However, her insistence on using it, as revealed in her reported practice, and her modalized language, as revealed in the reported teaching principles, appear to depict her as holding a view that is contrary to her sayings. In relation to the other subjects, their reported sayings match with their behavior.

3.1.4 Interaction, adequacy in the use of language and negotiation of meaning

A widespread premise underlying methods of language teaching is that it is an essentially interactive process. This notion is fundamentally grounded on social interactionist perspectives. For social interactionists, children are born into a social world, and learning occurs through interaction with other people (Williams & Burden, 1997; Vygotsky, 1987). The importance of interaction in language development turns out to be clear

in the atypical cases in which it misses, such as that of Jim, a hearing child of deaf parents, who was not raised within a natural environment of communication, either in oral or in sign language. The only contact he had, up to the age of 3.9, with oral language was through television, which he watched regularly. Even so, language tests indicated that he was very much below age level in all aspects of language development. As such, he began conversational sessions to help him in his language development. Three months later, Jim was already communicating according to a child of his age (Lightbown & Spada, 1993). Jim's history, thus, reinforces the interactionists' position that language develops as a result of communication.

Another position adopted by interactionists is that in order to suit the capabilities of children when learning a language, adults ought to modify their speech. Caretaker talk is the term used to refer to this modified language used with children, which is characterized by a slower rate of speech, higher pitch, varied intonation, short and simple sentence patterns, frequent repetition and paraphrase.

Adopting this same interactive view of language learning to foreign language learning, theorists like Williams & Burden (1997) state that interaction in the target language also plays a crucial role in the learning process. As for the use of modified language in foreign language teaching-learning, Michael Long, a proponent of interactionism, agrees with Krashen (1982) in that input learners receive has to be made comprehensible. Long (1983) adds to Krashen's perspective in that interactional modifications are a necessary mechanism for learning to take place, since, many times, it is the modified speech that makes input comprehensible, which, in turn, is what promotes learning. Such interactional modifications, or adjustments that speakers make to their speech in order make input comprehensible, a technique that has been called in the literature negotiation of meaning, facilitates communication.

Clarity lies in the mind of the beholder. In the case of teaching and learning, the beholder is either the student or the teacher, even though the student, in many classrooms, still plays this role to a larger extent. The teacher then must use techniques to increase the likelihood that the utterances, explanations and actions s/he performs are clear enough so as to promote students' understanding (Richards & Lockart, 1996; Lightbown & Spada, 1993; Anderson, 1991).

One aspect frequently commented on by **Bento** – and intrinsically related to clarity, interactional modifications and comprehensible input – relates to the adequacy of his use of language in the classroom. Throughout his texts, he is consistent in saying that his speech does not correlate with the students' English level of proficiency, as in *A fala estava excessivamente rápida para a capacidade de compreensão destes, além de não calibrada, usei expressões de linguagem não trabalhadas com os alunos em sala* (T1B-L7/9).

This comment shows his assertiveness in relation to the mismatch between his speech and that of students. His following comments, though, are less categorical – sometimes modalized – and signal some progress, as the extracts instantiated below indicate.

Quanto a calibrar a fala, esta também teve progressos, porém o uso de expressões não trabalhadas com os alunos ainda persistem (T2B-L6/8),

Tenho que calibrar minha fala. Algumas vezes me vejo utilizando expressões comuns ao nível avançado. Isto não deve se tornar uma constante, pois os meus alunos estão apenas começando e o conhecimento ainda é básico (T4B-L5/7),

Por um momento ou outro utilizo expressões que não condizem ao vocabulário dos alunos (T5B-L6/7).

These examples seem to demonstrate that the trainee is willing to change this situation. However, the fact that the

two latter examples are modalized both in terms of probability and in terms of usuality suggests that he is not so committed to his propositions. I raise two possible interpretations for the modality used.

The usuality modal markers (Halliday, 1994) – *algumas vezes* and *por um momento ou outro* – triggered my first interpretation. In both cases, the trainee mentions ‘sometimes using vocabulary and/or expressions inappropriate for his learners’. In this sense, his own perception seems to indicate that he is not convinced regarding the usuality of this mismatch between his speech and the students’ proficiency. Therefore, his uses of modality refer to his judgment as to the truth of his sayings. Discursive change is found in his final allusion to what he calls “*calibragem da fala*” in that he still pictures himself as having ‘frequent problems, but in less number’, as the example that follows demonstrates: *Problemas com a calibragem da fala ainda estão frequentes, porém em menor número o que me deixa mais tranquilo e feliz* (T7B-L7/8). I see these comments as possible reactions to the supervisor’s observations regarding the inadequacy of his speech, with which he seems to disagree. As it seems, he agrees that his use of language is inadequate in his first lesson, but not in the following ones.

Reiterating this assumption, I bring the trainee’s voice back to sight. As he comments in his very first report, this problem of his speed of speaking may have resulted from nervousness and a feeling of discomfort. Since he is not very clear as to the uncomfortable situation in which he is, I imagine he is referring to the circumstance of being a novice teacher, who is being evaluated by a teacher-supervisor and with the aggravation that the students are aware of it. The following example, from his first class, illustrates this line of reasoning.

O nervosismo, que é comum a qualquer estagiário em sua primeira aula, não foi tão grande como imaginava que seria. Ao

meu ver, após pensar sobre o primeiro dia de estágio, cheguei a conclusão de que a maneira - barreira que impus para evitar o nervosismo e a situação do "não saber o que fazer" foi: não dê espaço aos alunos, tome controle total, fazendo com que o inesperado não ocorra.

Sendo assim, comecei minha aula falando de uma maneira que não condizia com a realidade dos alunos. A fala estava excessivamente rápida para a capacidade de compreensão destes, além de não calibrada, usei expressões de linguagem não trabalhadas com os alunos em sala. Porém, creio eu, este ter sido o meu maior problema, o mais notável. Tenho certeza do mesmo ter ocorrido em consequência de uma situação um tanto quanto desconfortável (T1B-L1/11).

In this sense, the discursive change in his representation of realities appears to signal a double-voiced (his and his supervisor's) mode of discourse, which I shall approach in the concluding remarks of this chapter.

The second possible interpretation is that he is not committed to change his speech exactly because of the reasons he gives in the example presented immediately above, i.e., his feeling that a fast and elaborated mode of language use shows knowledge, and knowledge asymmetry is one of the most powerful tools to impose power relations, dominance and control. This interpretation is also supported by the findings of the transitivity analysis (see section 2.3.3) in that he attempts to dominate and control the students and in that teachers do not have to modify their speech according to the proficiency of their learners. Again, his use of modality seems a reaction to possible criticism made by his supervisor (his main reader).

As for the students' involvement and participation in class – which, in my understanding, implies interaction, I could notice, in reading his reports as a whole, that in certain texts, the trainee reports its occurrence, as in the two following examples.

A participação dos alunos esteve bastante forte (T4B-L1/2), A aula foi bastante interessante, pois os alunos participaram desta aula mais do que vinham fazendo. Estes, em uma das atividades desenvolvidas, criaram descrições para seus colegas de sala de aula. Após as descrições feitas, os alunos as leram para que o restante da classe descobrisse quem estava sendo descrito (T5B-L1/5).

This latter example displays a communicative and creative activity, in which students practiced three of the skills necessary for FL learning – writing, reading and speaking – with the motivational aspect of information gap. Unfortunately, his reports do not focus on this type of accounts, reiterating the unimportance he seems to grant to interaction and to his teaching practicum course as a whole.

Conversely, **Daniel** reports that making his language appropriate to the students' capacity of understanding is one of his concerns, and that he believes it is not a problem, as displayed in *Dirigindo-me para toda turma quando necessário, utilizando para isto uma linguagem apropriada. Estive atento à dicção, ritmo e tom de voz (T1D-L15/16)* and in *Calibrar minha fala **sempre** foi uma preocupação em sala, mas **acredito** que não foi um problema em nenhum momento (T7D-L10/11)*. Since he does not mention his inadequate use of language in the classroom and in his initial allusion to it he is depicted as using appropriate language to interact with the students, his modalized comment (***acredito que não foi um problema em nenhum momento***) seems to me a reaction to somebody else's (the supervisor, probably) comment. In this sense, the use of modality seems to express his opinion about his stance and view in relation to his speech, but since in his reports he is interacting with the teacher-supervisor (hierarchically more powerful than he is), he avoids being assertive.

His concern is much more related to negotiation of meaning and to interaction, as the following examples illustrate:

Todos participaram e realizaram as atividades propostas.
(T1D-L6/7)

Os alunos já começam a questionar (T2D-L2).

Alguns alunos começam a se destacar durante as aulas, estes mesmos alunos começam a facilitar e ajudar os demais colegas em sala. Percebo alguns alunos conversando durante as atividades e constato que estão trocando informações sobre a atividade (T2D-L22/25).

A turma começa a interagir mais nas correções (T3D-L8).

Several other occurrences of Daniel's representation of the reality of the FL classroom deserve further comments. In *Tento utilizar mais gestos durante minhas explicações o que torna o entendimento mais fácil, além do que, começo a dar vez aos alunos que entenderam minha explicação, fazendo com que estes expliquem para turma. Não esquecendo de agradecer todo e qualquer tipo de ajuda que recebo deles (T5D-L5-8)*, Daniel not only depicts negotiation of meaning as having occurred, but also shows having given opportunities for students to help their colleagues in the ongoing development of the lesson, without forgetting to thank them as they do it, a kind of feedback that students appreciate and that tends to motivate and encourage them to behave the same way again. In fact, in the following lesson, students repeat the conduct praised in the previous one by assisting their colleagues again, as can be noticed in *Constatarei que alguns alunos começam a assessorar seus colegas (T6D-L9)*.

As observed from the students' behavior in the extracts above, feedback plays an influential role in calling on learners' participation. According to the literature (Williams & Burden, 1997; Richards & Lockart, 1996; Anderson, 1991), the teacher must use praise to reinforce correct, adequate and appropriate responses given by students. When incorrect, incomplete or no responses are given, the teacher may react in several manners, out of which some

alternatives are i) probing the students and helping them formulate a ‘better’ answer, ii) providing clues to help them respond in a more appropriate and/or adequate way and iii) redirecting the question to another or other student(s) in the class. If all else fails, the teacher may then provide the answer to the students.

As for giving feedback to incorrect or inappropriate answers, Daniel shows to have in mind that responses have to be evaluated not only in view of their grammaticality, but also in view of their appropriateness, as in *Outro ponto fundamental é avaliar a resposta dada pelos alunos, por exemplo: não é porque uma resposta está correta gramaticalmente que deverá estar correta no mundo real: animais que podem viver em uma casa, o aluno responde -elefante; assimilou a pergunta mas a resposta dada é questionável* (T2D-L16/19).

Apart from the motivational value of feedback, other factors also motivate, interest and thus activate students’ willingness to participate and interact in the FL. In the extract *Nesta aula foi tratado o tema “violência doméstica”. Acho que fomos felizes na escolha deste tema, pois a turma demonstrou muito interesse em debatê-lo e falar a respeito de suas experiências de vida, seu dia-a-dia* (T5D-L13/15), Daniel shows his concern in selecting topics that are interesting to the learners and that engage them in debating their own experience regarding the topic discussed. As reviewed in the literature (Atkinson, 1964; Ellis, 1997 ; Richards, 1990), issues that belong to the learners’ reality are likely to boost their attention and motivation. However, Daniel’s use of the modal marker *acho*, ‘I think’ in English, led me to wonder whether he is sure that it is the topic that raises the students’ motivation, or, at least, whether it is only the topic. Although one may first be led to believe that this is his perception, his use of modality signals some other implicit (even if unconscious) meaning, such as a feeling that his participation also helps.

A further discussion deriving from this feeling of the trainee as to the importance of his participation seems appropriate in a

study which uses CDA as a tool for analysis. In our culture, self-praising is inappropriate. People who grant their own importance to the success of any given situation are usually discriminated by sarcastically being called “the best”, or by a reference as “Ela/e se acha” in Portuguese. Therefore, it is commonsense that one is not supposed to praise her/his own actions and behaviors, even if s/he consciously acknowledges her/his participation in the success of a certain event, unless one is talking to a very close person with whom there is a relation of trust and care. In addition, linguistic structure directly relates to social structure and language, with its encoding of social meanings is a mediator of interpersonal relationships. Bearing in mind then that the primary addressee is the supervisor, it is natural that the trainee did not mention his participation, even if he thinks it was significant. The structure of power relations between him and the supervisor places him in a locus of subordination, or if the word is too strong, in a less powerful position.

The discussion of comprehensible input, meaning negotiation and interaction referring to **Alice** starts off with some examples extracted from her texts.

(1) *Falha também cometida ao ministrar essa aula foi em relação à negociação dos significados. O aprendizado de uma segunda língua é um desafio para muitos alunos, é necessário (1a) focar a administração da aula conforme a turma que se tem. Assim, adiantou muito pouco enriquecer o conteúdo da aula com palavras “slow”, “fast rhythm”, “sad”, “lively style” pois eu não as negocieei e os alunos ficaram sem entender o que elas significavam já que, **provavelmente** (1b), eles não as conheciam. A não negociação de significados em uma aula de língua estrangeira **pode** (1c) causar a impotência do aluno perante o aprendizado e conseqüentemente desmotivação. (TIA-L40/48).*

(2) *Às vezes os alunos confundiam-se um pouco, talvez eu **pudesse** tê-los ajudado mais negociando melhor cada pergunta, mas, felizmente ao final, eles **sempre conseguiram** dar as respostas que eu esperava (T4A-L15/17).*

(3) *Essa era uma atividade que envolvia opinião e eu **poderia** ter aproveitado melhor este momento dando mais espaço para os alunos se manifestarem, algumas falhas cometidas nesta atividade não possibilitaram uma perfeita interação entre todos os alunos e deles comigo (T4A-L33-36).*

(4) *Porém **preciso** melhorar em alguns pontos, como organização no quadro, negociar melhor os significados das palavras o que requer, conseqüentemente, aprimoramento na fluência, e principalmente, oportunizar aos alunos maior espaço de atuação e participação para que a aula não fique apenas centrada na minha pessoa (T4A-L50/53).*

As it can be noticed, from the first to the fourth lesson, the trainee comments on problems due to inappropriate meaning negotiation. She shows awareness as to the significant role of meaning negotiation the process of learning an FL, both when she comments on her need to improve in this sense and when she suggests that some shortcomings of the lessons may be caused by lack of negotiation of meaning. It looks thus that this dimension is given its due importance by this trainee. Nevertheless, as conveyed by her sayings, her representation of realities does not picture her practice as committed to the theory she displays. Her modalized discourse (highlighted in bold) seems to open room for questioning whether she is convinced about the truth of her own propositions. I want to argue that the examples above picture Alice as having a system of knowledge and belief that does not credit importance to negotiation of meaning.

In example 1, for instance, her first use of modality (1a) seems to bring up an aspect not discussed so far: students' needs. The literature of FL teaching reviewed for the purposes of the present chapter is commonsensical in that students' needs and realities must be the primary focuses of an FL lesson (Richards & Lockart, 1996; Ur, 1996; Hubbard et al, 1983). It has to start before lesson planning, which, in turn, has to be based on these two factors. Alice's modalized clause (1a - *É necessário*) suggests that she is not persuaded by the belief she explicitly reports to have. Her second use of modality (1b - *provavelmente*) is natural, since it is an assumption – she is not sure that the students do not know the words presented. Her last modal marker (1c - *pode*) directly relates to her low commitment to the hypothesis that she herself brings up that the non-use of meaning negotiation may cause students' impotence and demotivation towards learning. It seems that these comments are a way of reacting to the comments made by the supervisor.

In her later teaching, though, some discursive change is noticed. As the examples that follow demonstrate, she no longer sees problems in her ability to negotiate meaning:

*Em seguida distribui a atividade 13, a negociação de compreensão do enunciado foi bem conduzida e os alunos começaram a fazer a atividade (T6A-L6/7),
...os alunos chegaram ao significado das palavras desconhecidas como “seasons of the year” e “Earth” através da negociação... (T7A-L24-26).*

As it can be noticed, at the same time that she pictures herself as succeeding in negotiation of meaning with students, and thus in her teaching, she portrays them as succeeding in doing tasks, in deducing unknown vocabulary, and thus in their learning. A further example,

Ao negociar a palavra “wet”, por exemplo, usei muito bem a cognata “humid”, mas escrevi no quadro apenas “humid” não indicando que ela significava a mesma coisa que ‘wet’. Conclusão, os alunos começaram a dizer que na folha deles não tinha nenhum ‘humid’” (T8A-L21-24),

still pictures her as having some difficulty as to lack of clarity during meaning negotiation, not as to meaning negotiation itself. At this point, discursive change becomes more evident. Note that she no longer reports problems in her ability to negotiate meaning, but in her lack of clarity when using the cognate ‘humid’ and forgetting to say that it was equivalent to ‘wet’. She seems to realize that negotiating meaning is a strategy that helps both students in their learning and teachers in their teaching. In this sense, then, she goes through professional development and growth during her teaching practicum course and during the subsequent reflections carried out.

As for feedback, praising is commented on in Alice’s representation of the FL classroom, as in

*...também é preciso suscitar a participação de diferentes alunos da sala e não apenas os mais desinibidos. Para melhorar como profissional, entre outras coisas, **preciso** estar mais atenta às manifestações dos alunos e valorizar o que eles têm a dizer encorajando-os a participar **sempre** em aula (T1A-L59/62).*

However, although she is concerned with the need to value students’ participation in class, she does not report to behave according to this belief when teaching. The modality markers (in bold) may elucidate the reason why she does not praise students’ participation in class. It appears that she is not committed to her expressed belief as to the need to call on the students’ participation and to value their contributions. Again, this seems

to be a comment to please her supervisor by showing knowledge regarding the importance of feedback and praising.

Carlos makes few comments about this category of analysis. At a first sight, as represented in his discourse, he does not give the due attention to interaction and negotiation of meaning in the FL classroom. He simply includes them as aspects to be improved. However, his feeling is conveyed by assertive sentences (not modalized) that seem to demonstrate his commitment to improve his practice. The two examples that follow, concerning, respectively interaction and meaning negotiation, illustrate this interpretation.

*Haviam portanto várias questões concernentes à autoridade, disciplina e incentivo à interação e à sistematização da língua inglesa para melhorar na aula seguinte (T1C-L28-30),
O que há de ser melhorado para futuras aulas é o acompanhamento de mímica e interpretação às explicações e novidade apresentadas aos alunos, para torná-las mais vivas, mais compreensíveis e evocativas e assim justificar o fato do professor falar o máximo possível em inglês (T4C-L12-15).*

Summarizing how encompassing interaction is in classrooms, we can say that lessons develop around teacher and students' talk. When teachers talk to their students, they engage in sets of actions, such as telling things, giving directions, explaining activities, clarifying procedures to be used in the completion of activities, checking their understanding, asking them questions, encouraging them to answer these questions, reacting to their answers etc. Students, however traditionally less often than teachers, also tell teachers things, ask them questions, give them opportunities to answer these questions, and react to their answers.

In relation to checking students' understanding, one strategy largely used by teachers is the assistance they give to students when they do tasks and activities in class. When proposing

an activity and giving clear instructions on how to do it, the main role of the teacher is to walk around the class and check whether students are doing it accordingly. By moving around the classroom, the teacher shows availability to further clarify any point or simply to answer questions.

All the subjects, to a higher or lesser extent, show interest in assisting their students. Through her representation of realities, Alice is the one depicted as most appreciating this strategy. From the second to the sixth lesson, she pictures herself assisting her students while they accomplish the tasks proposed, as the examples that follow illustrate.

Ao assessorar, observei que todos faziam com muito entusiasmo e interesse e este foi um ponto muito positivo da aula demonstrando que a atividade fora adequada à turma (T2A-L14/16).

No assessoramento percebi que a maioria dos alunos não tinha problema de indicar quais eram os ingredientes do Crazy Sandwich...(T4A-L38-40).

No assessoramento não observei maiores dificuldades, os alunos estavam conseguindo responder as questões da atividade, e o cartaz foi afixado conforme o planejado (T6A-L8/10).

As for **Bento**, he makes only one comment regarding his assistance to students: *A aula foi centrada no assessoramento dos alunos para a produção dos cartazes (T2B-L9).*

Carlos makes two allusions to his assistance to students. In both cases, his assistance leads him to conclude that the activities render positive results, since the objectives for each activity are achieved, as demonstrated in the examples that follow:

A atividade A teve, segundo visto no assessoramento aos alunos de modo geral, bons resultados haja vista os objetivos fixados na sua preparação (T1C-L10/12),

...os objetivos da atividade de desenvolver o raciocínio, a reflexão e o criticismo na leitura, através de uma fábula, foi atingido com sucesso pela grande maioria dos alunos - tanto as respostas às questões da atividade C e na sua respectiva correção, as dúvidas e perguntas formuladas, quanto as minhas observações no momento do assessoramento, permitem afirmar este sucesso (T3C-L2/7).

Daniel, in his first reference to teacher assistance, says that he 'tries' to assist his students when they have difficulty in doing tasks, as in *Procurei assessorar todos os alunos que apresentaram dificuldades na realização das atividades (T1D-L14/15)*. The lexical item *procurei* appears to signal that he is not certain whether he succeeds in assisting the students. His second reference, *O assessoramento aos alunos é uma das formas de diagnosticar problemas, sendo assim necessário tornar isto uma constante em minhas aulas (T2D-L20/21)*, is a statement in which he mentions the importance of making assistance a constant practice in his lessons. Yet, his modalized discourse (in bold) suggests that he does not assist his students constantly nor is he committed to doing it. In a subsequent lesson, though, discursive change signals a change in his practice. At this point, he depicts himself assisting the students and, when noticing problems, giving supplementary explanations: *Procuro andar pela sala e assessoro os alunos. Quando percebo que um número expressivo de alunos está tendo dúvidas peço atenção da classe e explico novamente (T3D-L10/11)*. His final mention to assistance seems to reiterate his professional growth when he states to be pleased to realize that the students themselves assist their colleagues: *Constatei que alguns alunos começam a assessorar seus colegas e isto me deixa mais confiante e seguro, pois sei que agora tenho pessoas realmente interessadas em 'trabalha' como uma equipe, visando o bem da turma, nada de individualismo (T6D-L9/11)*.

To conclude, Alice's reports appear to show coherence regarding her assistance to students. However, concerning negotiation of meaning, she criticizes herself for not using it, apparently showing to be aware of its usefulness, but not fully committing herself to its importance and to the possibility that its non-use may cause students' sense of impotence and demotivation. Yet, after the sixth lesson, she starts reporting assertively that meaning negotiation helps learners. Bento insistently comments on the mismatch between his use of language and the learners' proficiency, apparently indicating to agree that his speech needs change. However, he does not overcome this problem up to the end of his practice. Thus, although his criticism changes from an assertive mode to a modalized discourse, it appears that he is not convinced that he has to change his speech. Carlos shows commitment to his need to improve his ability to negotiate meaning and to further encourage interaction in class as well as to the importance of assisting students in their learning, indicating coherence in the 'whats' and the 'hows' of his sayings. Likewise, Daniel is also consistent in his sayings in relation to interaction in class.

3.1.5 Motivation

Motivation is one of the most complex aspects related to teaching and learning, with a vast literature about it (Tapia & Fita, 1999; Ellis, 1997; Richards & Lockart, 1996; Lightbown & Spada, 1994; Wajnryb, 1992; Wright, 1987). Thus, it is difficult to account for the complexity of the current psychological and language teaching literature. Therefore, this sub-section follows, particularly, Williams & Burden (1997) and focuses upon the most enlightening and helpful ideas for language teachers.

Motivation has been considered the most powerful impact on learning, for it seems that learning is most probable to take place when one wishes to learn. However, the concept of motivation

is set out over many diverse and interrelated features such as interest, curiosity, attitude, personality, or a desire to achieve a certain goal, among others, that any debate about motivation is unavoidably intricate.

Early views on motivation drew from positivist and behavioral approaches, and thus considered motivation as largely influenced by external forces, such as reward and reinforcement (Skinner, 1957). An initially more promising reformulation of this approach to motivation was Atkinson's (1964) *achievement motivation*, a more personality-oriented approach, whose main principle derived from the assumption that people differ in their need to achieve or to be successful. While some individuals are success-driven, to others it does not seem to matter whether they do something well or not. Soon after this, a complementary alternative was offered by Hunt (1965, apud Williams & Burden, 1997), who would claim that humans are aroused by curiosity and novelty. These early approaches to motivation have not been suitable because, for obvious reasons, were too simplistic in their attempts to explain such a greatly multifaceted phenomenon.

Today, the most widely spread understanding of such a dynamic factor affecting learning, in which many variables play a part, seems to have its ground on a cognitive and social constructivist view of motivation, a view that centers around the premise that each individual is motivated differently. In terms of an FL, then, what motivates a learner and makes her/him pursue a level of proficiency that s/he finds reasonable differs from individual to individual because individual motivation is subject to social and contextual stimulus.

In terms of social stimulus, learning an FL entails far more than learning skills, rules and its grammar. In fact, it encompasses embracing skills and behavioral patterns that are common to a different language community, which, to an extent, involve the identity of the learner. Learners, in this sense, must have a positive attitude towards the community of speakers of the FL so

that they can develop motivation to achieve success in learning it (Lightbown & Spada, 1993).

The contextual stimulus, which relates to the context in which learning an FL takes place, includes the emotional environment, as, for example, the learner's state of mind – based on Krashen's (1982) affective filter hypothesis; the social environment together with the nature of the personal interaction and the nature of the relationships developed by the social participants; the cultural environment, as, for example, a competitive culture or a cooperative one; and the physical environment.

A definition of motivation proposed by Williams & Burden (1997:120) and which, according to them, is fundamentally cognitive, but suits a social constructivist framework, is that it “can be construed as a state of cognitive and emotional arousal, which leads to a conscious decision to act, and which gives rise to a period of sustained intellectual and/or physical effort in order to attain a previously set goal (or goals).”

As the authors see motivation, people are somehow aroused either by their own desire, by internal factors such as interest and/or curiosity, or by external ones such as another individual and/or happening. Based on this line of reasoning, the authors come to a three-stage model of motivation that starts by developing reasons to undertake a given task, followed by a decision on whether to embark on it or not and then by sustaining effort, persistence, time and energy in order to complete the task until a sense of satisfaction is achieved. The authors make the point that although the model they propose is discussed as a linear one, it is naturally recursive, for the act of sustaining effort, for example, can ascend to additional causes for undertaking a task. It is not appropriate to think of arousal as belonging only to the initial stage of motivation when it activates the learner's interest into deciding to accomplish a task. It must be kept so that the learner persists in the task. One key element of arousal is curiosity. The natural willingness that humans tend to have towards unknown

matters engages them in actively pursuing tasks such as those containing information-gap, for example.

In centering attention to the reasons that lead learners to act in specific manners, it has to be noticed that these reasons fall into different kinds: intrinsic and extrinsic reasons. Intrinsic motivation refers to the interest and enjoyment that one has with the learning task itself, while extrinsic motivation refers to the interest that lies beyond the learning task, such as passing an exam, getting a better job, getting a promotion or reading foreign newspapers or texts.

A prevailing notion that plays a role in activating students' motivation relates to the value that a given content or a task has for the ones dealing with or performing it. The greater the value that students attribute to a certain content or to the completion of or the interest in a task, the more highly motivated they will be both to engage in it initially and to persist into ensuing contents or tasks. The contents and tasks proposed by teachers, thus, have to take into account that students tend to get more involved with contents and activities that relate to their reality, i.e., that are attached with personal value and meaning. Once teachers select contents and tasks for their learners, if not with the latter's help, teachers must make students aware of the significance of what they are proposing to be accomplished (Richards & Lockart, 1996; Williams & Burden, 1997). Additionally, learners must be aware of the relevance that the learning experience may have for future profit. For example, in learning vocabulary, the students' learning must transcend the vocabulary items themselves: students might learn a strategy that is likely to facilitate their learning of further vocabulary items.

Another factor that seems to play a part in students' decision as to engage in a given task is the perception they have regarding their capacity to apply the knowledge and skills they already hold in its accomplishment. Learners' self-confidence is likely to affect the amount of effort and the level of persistence they put in the task.

The motivational factors so far discussed mostly relate to what learners bring to the learning situation, bearing in mind individual differences between learners and the influence of social and contextual matters. Nevertheless, school education is characterized by a teacher's presentation of learning tasks. The personal feelings that students hold about the teacher and the nature of the interactions they carry out with her/him is of special significance. Apart from matters of empathy, of course, the teacher can largely contribute to develop in her/his students a positive attitude towards her/him. Teachers who attempt to create a warm, cooperative, supportive and friendly classroom atmosphere with close relations between all the participants are likely to gain students' appreciation, thereby creating good chances of stimulating their active engagement in their learning process.

The way in which teachers present tasks and work with the learners throughout the accomplishment of these tasks also has particular importance in the teachers' role of activating students' motivation. The teachers' ability in making intentions and instructions clear, in providing tasks that prompt the learners' personal interest and in explaining clearly how to carry out such tasks also contributes to the learners' motivation to participate in these tasks. Motivation is likely to be enhanced if teachers are able to help the learners take control of their own learning, set their own learning goals and develop a sense of confidence in their own ability to perform tasks.

In short, although students hold the key to their own learning, the teachers' function in activating the students' motivation is imperative, both in terms of stimulating students to 'unlock doors' with this key and in nurturing these 'doors open'. The teachers' role starts from the very act of planning lessons that contain contents and activities that are likely to prompt the learners' decision to carry out a given task for which they will demonstrate effort and persistence. Yet, inviting classrooms; structured, organized and efficient lessons; clear explanations

and valuable tasks may not render learning, for it is the students who have veto power over the success of their own learning.

All the trainees, to a larger or lesser extent, made reference to motivation, interest and participation of the students in their reports. Many passages of the trainees' texts somehow address this dimension of FL teaching-learning. However, since these passages also illustrate the other dimensions previously discussed, the examples here selected to point up motivational aspects are those in which the trainees directly address this important issue.

In **Alice's** representation of her lessons, motivating and demotivating moments are reported in a more or less balanced way. Three motivating moments are illustrated below:

*As perguntas motivaram e o assunto **pareceu** interessar. **Penso** que seja um ponto fundamental para manter acesa a curiosidade dos alunos. Temas bem humorados que aticem o desejo dos alunos de saber as coisas é uma das formas ideais para motivar a classe a trocar informações na língua inglesa, assim, palavras comuns do vocabulário deles como “futebol”, “arroz”, “feijão”, “pão”..., foram transportadas para o inglês propiciando o ensino da língua de forma dialogada, onde juntos, professora e alunos construíram o conteúdo (T1A-L21/27).*

*Em relação à atividade 3, **pude** perceber uma ótima aceitação dos alunos. Ao assessorar, observei que todos faziam com muito entusiasmo e interesse e este foi um ponto muito positivo da aula demonstrando que a atividade fora adequada à turma. Na hora da correção, a participação inusitada de alguns alunos tornou a aula mais dinâmica e comunicativa como também, revelou um momento de interação entre professor e aluno (T2A-L14/18).*

*Em relação à atividade 5, posso dizer que foi bem aceita pelos alunos que, aparentemente, respondiam a cada pergunta de forma bastante interessada. **Penso** que o tema “esportes” é um tema muito motivador para alunos de 7º série pois é um assunto que faz parte da realidade deles inclusive na escola. É importante que todo professor de língua estrangeira escolha bem o material a ser introduzido em sala de aula, de maneira que os alunos mantenham-se sempre motivados a aprender (T4A-L19/24).*

In the first example, she attributes the students' motivation to an exciting and interesting topic (comparing the North-American culture to the Brazilian culture), which triggers students' curiosity as well as their willingness to exchange information in the FL. According to her, the translation from Portuguese into English of some words commonly used by the students prompts a dialogical moment of learning, in which teacher and students construct meaning together. In the second example, the trainee ascribes the motivating moment to the students' enthusiasm and participation due to the adequacy between the activity and the students. The third positive moment also derives from the theme selection – sports, which is part of the students' reality, even at school.

The three representations made by Alice about the reasons that motivate the students to participate in class show her knowledge regarding aspects discussed in the initial part of this section, such as the importance of raising learners' curiosity and willingness to learn, and the importance of topic selection as well as of activity selection in the light of the students' reality. However, the modalizations used in her first example (*pareceu* and *penso*), seem to indicate that she is not highly committed to the knowledge she explicitly shows to have regarding the importance of topic selection, an aspect that appears to reiterate an interpretation previously raised, when mentioning her non-commitment to the students' needs and realities. In fact, the use

of modality in the following two examples (*pude, penso* and *é importante*), when she makes comments relating to the students' positive reaction (which she is not sure of) and to her choice of materials also seems to picture her lack of certainty in relation to the students' reaction to the activities and themes proposed. I think that her insecurity lies in the links she makes between theory and practice. She does not seem convinced that one interferes on the other.

Four other references to motivation signal the trainee's perception that the students' interest is not triggered.

Também não fui sistemática em checar a compreensão dos alunos em relação aos enunciados das atividades, chegando a dizer seguidamente três sentenças diferentes para obter a mesma coisa: Did you understand? What are you supposed to do? Tell me what you understand. Com certeza esta atitude causa confusão na cabeça dos alunos e facilmente eles podem se perguntar: “Afinal o que ela quer saber?”. A experiência leva ao aperfeiçoamento e a partir dessa aula eu passei a utilizar apenas a estrutura “What are you supposed to do?” para checar a compreensão dos alunos (T1A-L46-54).

Na correção desta atividade foram cometidas algumas falhas, por exemplo, não havia necessidade de mandar o aluno até o quadro para responder, ele poderia responder de sua carteira e eu é que deveria colocar sua resposta no quadro. Para alguns alunos favoreceu frustração e desmotivação ter procedido desta maneira pois, ao pedir onde a informação estava localizada no texto, alguns alunos não souberam responder o que os deixou envergonhados e frustrados perante os colegas. Eu deveria ter respeitado melhor a capacidade de raciocínio de cada aluno já que a mesma seria exposta perante todos, certamente, o aluno em sua carteira sentiria-se menos à mostra e mais propício a participar e a aprender (T2A-L5/13).

Terminado os ajustes iniciais da aula, distribui aos alunos a atividade 4, quando perguntei a eles o que era para ser feito nesta atividade. Os alunos foram hábeis para me dar a tradução do enunciado, e eu, por minha vez, dei-me por satisfeita e pedi que dessem início a complementação da atividade. Passados alguns minutos, durante o assessoramento, observei que os alunos não estavam conseguindo associar o que era “similaridade” e “diferença” no texto, então, desmotivados começaram a se desinteressar pela atividade e pela aula (T3A-L19/25).

Após esta aula, senti-me bastante frustrada como professora e considero uma de minhas aulas que causou mais desmotivação pois o objetivo desejado não foi alcançado (T3A-L42/44).

In the first example, she attributes the demotivation shown by the students to her lack of systematicity when checking the students' understanding of the activities' instructions. As she comments, she uses three expressions to check the students' comprehension while she should use only one, and this may have confused them as to what her question is. The second demotivating moment in class is when she asks students to go to the board during an activity correction. According to her, there is no need to ask students to go to the board, they can answer the questions from their desks and she should write them on the board. In addition, she mentions she should respect the students' thinking capacity by avoiding to ask them to go to the board. These extracts are highly modalized. She seems not to be convinced as to the probability that the use of three expressions may cause confusion, neither as to the probability that the students can feel so badly in making errors in the front of the classroom. To me, these appear to be comments elicited from the teacher-supervisor. They do not seem to be her own beliefs.

In the third example, the students' demotivation and lack of interest are prompted by her belief that translation implies

understanding, as I have discussed in section 3.1.3. The final example displays her feeling of demotivation from the students associated with her own feeling of frustration as a result of failure to achieve the objective of the lesson. These two latter examples seem to point out to a general feeling that permeates Alice's reports in that she does not succeed in her teaching practices. In fact, as one reads her reports as a whole, one can notice that, in her representation, negative aspects are more raised than positive ones.

Bento, as expected from his short and superficial texts, mostly devotes his writings to descriptions of what happens in class in opposition to the reactions that these happenings trigger on the learners or on him. He displays two comments addressed to motivational issues, none of them bringing enough information that may trigger interpretations as to his perception regarding the role of motivation in the FL classroom: *A participação dos alunos esteve bastante forte. Os mesmos mostraram interesse e disciplina* (T4B-L1/2) and *A aula foi bastante interessante, pois os alunos participaram desta aula mais do que vinham fazendo* (T5B-L1/2).

Likewise, **Carlos's** texts do not focus on motivation. Only once does he explicitly refer to it:

Notou-se, mesmo assim, uma boa participação e empenho dos alunos. A atividade que seguiu, o tic-tac-toe, concluiu a aula com um tom otimista e dinâmico: a divisão da turma em dois grupos que competiram para completar o jogo da velha respondendo as perguntas do grupo oposto proporcionou motivação para achar perguntas e respostas e uma aprendizagem lúdica do que havia sido visto (T1C-L20/25).

He is assertive in attributing the students' involvement to the dynamic kind of activity proposed, which creates the opportunity for competition, suggesting that he perceives motivation intimately related to dynamism.

Finally, **Daniel**'s comments on motivation portray his holistic preoccupation with this aspect of teaching. He reports himself avoiding monotonous moments throughout the lesson, such as in *Preocupo-me em não deixar a aula se tornar monótona. Motivo-os **constantemente** a realizar as atividades propostas e não deixo que as dúvidas tornem-se uma barreira para o processo de aprendizado* (T6D-L20/22). Yet, his use of modality (*constantemente*) leads me to believe that, in his perception, he could have done a better job in motivating his students. Two other comments show his concern with matters that are intrinsically related to raising the students' motivation.

*... **muitas vezes**, tenho que me posicionar em relação a um assunto. E neste posicionamento transponho toda uma carga ideológica, uma visão de mundo. Não tenho em minha frente apenas 28 alunos, mas 28 cidadãos sendo educados para viver em harmonia com mais 165 milhões de pessoas* (T4D-L19/23).

*Nesta aula foi tratado o tema "violência doméstica". Acho que fomos felizes na escolha deste tema, pois a turma demonstrou muito interesse em debatê-lo e falar a respeito de suas experiências de vida, seu dia-a-dia ... **Acho** que tal tema me proporcionou a oportunidade de mostrar aos alunos o lado social e familiar das pessoas. Os pais abusando dos seus filhos, a violência urbana, a falta de respeito entre as pessoas. Todos estes exemplos são freqüentes na sociedade em que vivemos, são vistos com olhos passivos e habituados a tanta violência. Porém com pequenas atitudes **podemos** transformar o mundo em um lugar melhor para se viver e aqui entra a função social do professor, sua responsabilidade em educar seus alunos* (T5D-L13/15...19/24).

His concern with his role of an educator, not only of an FL teacher, seems to be a constant throughout his reports, but

these two examples appear to be more illustrative and explicit in relation to this point. In the first passage, he shows awareness that his positioning in class conveys his ideological baggage about his view of the world. He then adds that he does not have mere students in class, but rather citizens being educated to live in harmony with 165 million other people. Implicit in this saying, it seems, is his view that language use is loaded with ideology and that living in harmony does not mean having the same points of view, but respecting each other's opinions, positions, ideologies and so forth. Yet, his use of a modal marker of usuality signals his perception that this kind of teaching/educating is not typical of his lessons.

In the second passage, Daniel comments that their (his and his colleague's) choice of the theme – domestic violence – reveals to be positive in its impact on the students' willingness to participate and debate the topic using their own life histories to do so. As for his participation, he reports that he adopts his social role of educating learners by using the opportunity to approach a discussion related to social and familiar aspects of violence. It seems that the discussion follows the line of commenting with the students that we cannot see violence as a common behavior and thus watch it passively. Instead, we have to behave in ways that transform our world in a better one.

Summing up, Daniel's reports appear to make it clear that his view of teaching goes beyond motivating students to learn linguistic forms, structures and so forth. Bento's and Carlos' reports, do not focus on motivation. Alice sounds incoherent in her 'whats' and 'hows'. She states that topic selection plays an important role in triggering students' motivation and that she feels that her students are stimulated by certain activities and themes, but the way she uses language to express these 'beliefs' does not seem coherent with her sayings.

3.2 Concluding remarks

In glancing back over the previous sections, the reader should notice that the principles discussed are composed of overlapping and interrelated factors. Each one of the categories discussed both influences and is influenced by the others. Thus, any discussion about these principles is inevitably complicated due to the fact that no sound interpretation can be elicited by analyzing each principle without accounting for the others. The analysis carried out seems to have considered this fact by showing coherences and incoherences found along each trainee's data, either due to their inexperience – and consequent discrepancy in terms of beliefs expressed versus actions and behaviors carried out – or to the influence suffered due to their interaction with their main addressee (Castro, 2002).

Although the primary goal of the present study did not aim at picturing the interpersonal relations between the trainees and their main reader, the probable influence the trainees suffered from this reader sprang from the analysis so strongly that I could not hold back from discussing it. This chapter, then, whose focus was primarily devoted to show the (in)congruence between whats and hows of texts, ended up also centering its discussion on the trainees' interpersonal relation with their reader, which may be understood as the way they depict themselves as text producers in the role of teacher-learners.

It is a fact that any piece of talk or writing is already an interaction between speaker/writer and listener/reader, and as such, it pictures interpersonal meanings. As Coulthard (1994: 5) wisely puts it

Before texts are designed for a specific audience, once they exist, they define that audience; indeed, as no writer can create even a single sentence without a target Imagined Reader, almost every sentence provides some clue(s) about this Reader which

allows any Real Reader to build up cumulatively a picture of his/her Imagined counterpart.

The trainees, in this case, had a clear picture of their reader (the teacher-supervisor) and attributed to this reader certain knowledge, values, opinions and beliefs. As they wrote their reports, they certainly had in their minds the possible reactions of their reader, thereby acting and behaving accordingly. It was in this sense that I commented on a double-voiced mode of discourse in section 3.1.4, in that the writer appropriated the discourse of her/his reader into her/his own. This double voice, then, either reflects the views of both the writer and the reader, or reflects the views of the reader as if shared by the writer.

From the analysis of vocabulary and modality carried, I could notice that in certain aspects, the trainees, to a greater or lesser extent, were influenced by their supervisor by the several forms commented above, such as making loose comments (just to show that they were addressing comments made by the supervisor), as negatively or positively evaluating their actions and behaviors in the light of certain points of view by which their discursive practices show they are not convinced, or by negatively or positively evaluating their lessons according to their planning.

Foregrounding the situational nature in which these reports were carried out, the analysis accomplished in this chapter seems to evidence how the trainees' writings are embedded in their prior talks with their supervisor.

Alice's representation of realities depicts her as a teacher-learner mostly characterized as insecure and dependent on the supervisor. As one critically approaches her texts, the picture one gets is that she seems to be frequently reacting to her supervisor's feedback about her lessons. The largest part of her negative evaluations about her lessons pictures this influence. Several times, she comments that the results of her lessons were not positive when she did not follow the plan or when she was

unable to carry it out properly. However, the critical analysis of some of her reflections about these shortcomings seems to demonstrate that she is not convinced of the reasons she offers for such shortcomings. When she approaches classroom discipline, she comments that most of the times the students misbehaved, it was her fault. Nevertheless, she does not appear to believe that it was her fault. She shows she is angry at the students, although she says she is sad and offended, and uses her authority to demand certain behaviors and actions from them. In terms of translation, she uses it in almost every lesson, but comments, in a modalized way though, that she does not agree with its use. As for interactional aspects of the lesson, although she criticizes her non-use of negotiation of meaning strategies, she does it in a way that seems to show her own judgment that translation can do the job of negotiation of meaning. However, the discursive change encountered after her 6th lesson seems to indicate that she no longer is responding to her supervisor criticism, but she is indeed about to change her belief regarding meaning negotiation. Finally, in her allusions to motivation, she seems again to be interacting with her supervisor by discursively implying a low commitment to the reasons she elicits for the motivating and demotivating moments in class. A naïve reading of her reports, thus, may mislead the reader.

As revealed by the data analyzed, Bento is a non-serious and a non-reflective teacher, who rarely addresses meaningful comments to the students and to principles of FL teaching and learning. His attention in his reports focuses on two main aspects: his concern with control over the students and his (in)adequacy in the use of the target language. Based on his short and shallow comments, one can imagine that he wants to change his speech. However, his use of modality leads to two different interpretations regarding his comments about the use of the target language in class. I interpret his use of language as a manifestation of control and dominance over the students. His

speed of speaking, to me, may signal a way of showing power and even offering no access to his audience, in this case, the students (cf. van Dijk, 1996). Additionally, however consistent the criticism he makes along his texts regarding his speech, he starts his evaluations by being assertive about the problem, and as time goes by, he lowers his commitment to his propositions both by commenting on the usuality and the probability of these occurrences. The interpretation I also raise then is that he does not find his language use as inadequate as he reports to find. Like Alice, Bento appears to be reacting to his supervisor's observations. It seems that these comments pervade most of the after-thoughts of his lessons with the supervisor, and for this reason, these comments pervade most of his reports. As I see it, he thinks his language is not inappropriate, and this seems to explain why he does not overcome this problem throughout his practice. Regarding classroom discipline, he seems concerned with it, as suggested by his several mentions of this aspect. Nevertheless, he does not reflect upon what caused discipline or lack of it. Rather than being concerned with the incompatibility between indiscipline and learning, he is worried about showing that he was able to impose control over the group. His reports do not approach lesson planning or translation. Motivation is sometimes commented on, but not reflected upon either. Few loose comments are made about the students' participation in class. Interaction goes by the same token. Picturing the way he construes himself as a trainee is quite difficult, but I would say he is not dependent or insecure like Alice, but is mainly reactive. To me, the comments in his reports are those commented by the supervisor in their talks after the lessons, with the aggravation that no attempts at reflection are made. In addition, it is my belief that several aspects were discussed with the supervisor after the lessons, but he reacted in his reports only to those he found more meaningful, showing his weakness as a reflective teacher-learner.

Carlos' and Daniel's discursive practices do not depict them as reactive or dependent trainees. Although certainly influenced by their reader, reaction is not so apparent in their texts. In fact, both these trainees represent themselves as better prepared to teaching.

Carlos shows flexibility in having the original lesson plan altered in the ongoing process of his teaching. Although the change is not big, neither does it originate from the trainee himself, accepting a different outcome from the one expected reveals maturity and confidence in relation to on-the-spot decision making. In fact, he depicts himself as happy with the students' output, since it revealed their capacity to criticize. As for classroom discipline, he sees it as a consequence of the teacher's actions and behavior, not as a result of controlling imposition. He is assertive in saying that he has to improve in his ability to negotiate meaning, signaling his commitment to pursue it.

Daniel is the trainee who seems to be more enthusiastic about his own participation in the success of his teaching practices. He still depicts himself as carrying some traces of traditional pedagogy when demanding classroom discipline, but he seems more committed to communicative trends in FL teaching than to traditional ones. He insists that the students use the target language in class, and creates opportunities in which they activate their motivation in participating in the discussions and activities carried out in class. More than that, he sees himself as an educator, whose job is not only to teach, but also to make citizens become aware of the problems of their country and to develop their capacity to understand that things can be changed, not necessarily perpetuated.

The task of understanding reality is complicated by the fact that reality is something invisible, but which can be revealed through expression. Hence, the task of exploring the interaction between reality and expression, a stance towards the frameworks, tools and values of interpretative research, is only possible

when considering the 'whats' and the 'hows' of the participants' expression. The linguistic deconstructions carried out for the purposes of the objectives of the present chapter seem to have indicated the trainees' representations of reality not only in the interaction expressed with their attitudes towards their subject-matter, but also towards themselves and their interlocutor.

Chapter 4 – Theoretical and experiential knowledge and the trainees’ practice

4.0 Preliminaries

The available literature on teacher education provides convincing support that there are skills and techniques that teachers can grasp and profitably apply. Yet, while some teachers give talented displays of getting the job done as they motivate their learners to proceed in their studies, others merely demonstrate knowledge rather than the ability to trigger their learners’ interest. Precisely what separates these two types of professionals, we do not know, but we do know teachers can change and grow (Richards & Lockart, 1996; Ur, 1996; Wajnryb, 1992; Wallace, 1991).

Recapitulating some aspects discussed in the introduction of this work, I understand that one of the most widespread ways to develop and grow as a professional is through reflection. Becoming ‘reflective practitioners’ (Schön, 1983) requires teachers to subject their practice to reflection in order to make clear for themselves their own views, values, beliefs and perceptions by means of such consideration. The task of reflective practitioners is to make their tacit knowledge explicit through reflection on action. Answers to questions such as what one’s practices reveal about her/his standards, values and beliefs; what grounds base

one's selection of activities and contents; what social practices are embedded in these contents and activities; what relations of power they embody (Wallace, 1991) are likely to foster critical thinking and thus help to make one's knowledge explicit.

Teachers construct their teaching through knowledge they receive from experts (book authors, teachers, lecturers) and through knowledge they construct based on prior experience as both students and/or teachers. Nevertheless, research in teacher education has demonstrated that experiential knowledge seems to exert a greater amount of impact in teachers' practice (Bailey et al, 1996; Freeman, 1996a; Freeman, 1996b; Freeman & Johnson, 1998; Flowerdew, 1998). In addition, however reasonable it may appear to suppose that teachers act consistently in accordance with their expressed beliefs, this does not necessarily occur, both with novice teachers and with experienced ones. Teachers are not always able to connect these two kinds of knowledge so as to take informed decisions as to their teaching, which points to the difficulty to shift from the position of a learner to the position of a teacher (Richards & Lockart, 1996; Wajnryb, 1992).

The aim of this chapter is to carry out a discussion regarding the kind of knowledge that teachers demonstrate to have as they evaluate their practice. In order to accomplish this investigation, I refer back to the analyses of ideational (Chapter 2) and interpersonal (Chapter 3) meanings. The present chapter is divided in two sections, the first section unfolding in two sub-sections. The first one addresses the interpretations I raise from the picture portrayed in the reported practice of the trainees regarding the role they adopt as teachers and the role they assume to be their students'. The second sub-section concentrates on what the trainees say about teaching principles and how their sayings are expressed in language. The final section contains concluding remarks to the chapter.

4.1 The role of theoretical knowledge and experiential knowledge in shaping the trainees' practice

The acknowledgment of the gap that teachers have shown to have in relating theory and practice has led me to devote a section to analyze the trainees' self-evaluative reports resulting from reflections they carry out before, during and after their teaching experiences. I believe that studies that emphasize the knowledge of teachers have to start from their own experiences as teachers, for this is where their knowledge is assessed more faithfully.

This section tackles the question of the role that experiential and theoretical knowledge play in determining teachers' actions and behavior from the viewpoint of their own representations of the classroom reality when transforming their teaching practices into texts. The way, the form of the language used to represent realities of the FL classroom is not neutral or insignificant; rather form represents perceptions, values, beliefs, ideologies and social practices of the users. It is important to remind the reader that the focus of the present research is not on the would-be teachers, but on their discursive practices. It is by focusing on their texts, and not on the trainees themselves, that insights were gained into their actions and behaviors.

In reading the trainees' texts as a whole, I could notice that their intention was to adopt a communicative approach to their teaching. Communicative approaches to foreign language teaching are characterized by handling the four skills of a language – speaking, listening, reading and writing. However, they center around communicative competence developed by topic-driven syllabuses, whose aims are mainly to present relevant topics that extend students' oral and grammatical skills, to provide students with opportunities to carry out communicative tasks that require exchange of information and negotiation of meaning in pairs and groups (Larsen-Freeman, 1986; Richards & Rodgers, 1986). Needless to say, in an approach which places so much

emphasis on student interaction, the role of the students is of vital importance and the teacher's is to provide the opportunities for communication, and then guide and direct learning experiences.

Throughout textbooks that use this methodology, teachers and students are usually granted with information-based tasks that present real-world information so as to trigger students' attraction and reaction to the topic that forms the basis of the oral exercises, listening exercises, grammar exercises, vocabulary exercises, reading exercises and writing exercises that follow. Additionally, these approaches do not require native-speaker-like pronunciation, but rather a comprehensible one; they do not forbid translation or the use of the mother tongue in class, but advise that it be used only when students need or benefit from it; and neither do they abolish the teaching of grammar in class, but believe that any device that helps learners is accepted. As for students' errors, unless they hinder communication, they are seen as a natural output of the development of language skills and are thus tolerated, for students with limited linguistic knowledge have proved to be successful communicators (Larsen-Freeman, 1986; Richards & Rodgers, 1986).

The analyses so far carried out, which base the discussion of theoretical and experiential knowledge in shaping teachers' practice, suffice to say that although the trainees attempted to use communicative methodologies, their reports do not give evidence that they succeed in following its principles, at least the ones addressed in this work or in teaching learner-centered lessons. The lessons were communicative-driven, but with some deviances in relation to the application of communicative principles.

4.1.1 Trainees' selection of social participants' roles

In investigating ideational meanings, I refer back to the analysis carried out in Chapter 2, in which I focused on the roles that the trainees depict for themselves and for their students in

relation to acting, sensing, saying and being. The findings of the transitivity analysis reveal the trainees as somewhat alike. Overall, the subjects' discourse displays more material processes, followed by mental, verbal and relational, suggesting that they are more worried about reporting on actions and doings. The trainees are most often represented as the main participant of the actions, sensings, sayings and beings reported. Carlos though is an exception when referring to being. In his reported practice, there is only one occurrence of relational process and it is ascribed to the students. Bento is also depicted differently in the sense that he is the only trainee whose discourse favors sayings and beings followed by sensings (yet, material processes are first).

These findings suggest that the trainees perceive themselves as more powerful than the students. It is a fact that power relations are nearly always asymmetrical, especially considering the educational setting, where knowledge (a factor that influences unequal distribution of power) is not shared out equally between the teacher and the learners (Wright, 1987). It seems to me though that, in order to fit new trends of teaching and learning (Freire, 1970; 1997; Vygotsky, 1987), teachers must try to leave such asymmetry out of sight by adopting a stance that does not picture them in a position of dominance and control over the knowledge so that learners feel more comfortable to undertake active roles in the classroom, such as the role of inquirers, initiators, investigators.

The literature surveyed in relation to the process of teaching/learning (Freire, 1997; 1970; Vygotsky, 1987) – which forms the grounds of recent theories – advises that teachers no longer play the role of transmitters of knowledge, worry solely about the content of lessons, maintain a high degree of control over the learners, center the process of teaching/learning in themselves. Teachers are advised to help learners to construct the knowledge, skills and strategies they need to facilitate their own development, thereby scattering responsibility for learning among the learners and helping them to become autonomous. Additionally, the

learners must be seen as partners and explorers in the process of teaching/learning. In this conception, teacher and learners share the responsibility of teaching/learning by, for example, deciding together the topics and activities to be approached in class.

In the next paragraphs, I approach each trainee individually and discuss their selection of social participants' roles with a focus on the kind of knowledge (theoretical and experiential) they typically draw on in their teaching.

Alice, in terms of representations of realities, appears to be largely guided by her own experiential knowledge as a learner, since theory does not support her sayings. She is depicted as a transmission teacher who is depicted as trying to keep control of the lesson by setting a particular interactional pattern in which she explains the subject matters, asks questions to check the learners' understanding and makes them copy contents she writes on the board. In so doing, she ignores the interactional dynamics of the teaching/learning process and probably does not meet the students' needs, an aspect that appears to be suggested by her resistance in altering her plans. On the other hand, the trainee's several uses of mental processes appear to signal to her involvement in reflecting on what happens in class, which can trigger a deeper understanding of teaching and thus be a starting point for development and growth. In her reports, she evaluates her practice more negatively than positively, especially when she reports herself cognizing about the content of the lessons. She is insecure as to her knowledge of the English language, and dependent on her supervisor concerning her practice, adopting a role of subordination. By the same token, her reported practice pictures the students as dependent upon her in some of their actions, sayings and sensings.

Just like Alice, **Bento**'s behavior is not supported by the literature in terms of effective teaching/learning. It seems then, that the knowledge he brings to the classroom is mostly grounded on his prior experience as a learner. He pictures himself as unable to

achieve a collaborative relationship with his learners, especially, it seems, for his unwillingness to set free the traditionally dominant role of the teacher. It is likely that his implicit model of education empowers the teacher as one who has knowledge, and the learners as ones who do not, and their reason to be in class is to learn what the teacher knows. The teacher's role then is not only to control the flow of events in class, but also to control the students, their actions, behavior and so forth. The students' role, in turn, is to do what the teacher tells them to so that they can succeed in their learning. The low number of verbal processes produced by this trainee appears to depict him as not giving interaction its due importance, at least from the perspective of his reported practice. He and the students are depicted saying in little scale, suggesting a passive setting from a verbal point of view, where neither the teacher nor the students discuss, argue or debate. Not even the traditional asking, answering and reacting interactional pattern is present in this trainee's reported practice, signaling that language is not being practiced by the learners, which appears to sabotage the outcomes of the FL lesson.

With respect to **Carlos**, once more, experiential knowledge appears to have played a more influential role in shaping the trainee's practice. He seems to view teaching with a teacher-centered focus. From the first to the last of his reports, he emphasizes his doings, sayings and sensings in relation to the contents and materials of the lesson. His reflections do not shift from this perspective to a learner-centered perspective, in which he would picture the learners as main participants in the clauses, or, at least, emphasize the effects of the lesson on the learners. In terms of acting, teacher and students do not act upon each other; in relation to sensings, he portrays the learners as dependent upon his inducement for cognition to take place successfully; in reference to sayings, the students basically answer his questions and formulate sentences according to a given model; and concerning being, he does not portray himself qualifying

anything, only the students once qualify. Yet, he is the attributor of this single occurrence.

Although the selection of participant roles in **Daniel's** reported practice depicts him as a more central figure in the classroom, it appears to me that he is only subject whose practice, from the viewpoint of ideational meanings, is influenced by theoretical knowledge to a large extent. The use of this kind of knowledge helped him overcome traditional models of teaching as well as facilitated the internalization of communicative foreign language teaching principles. As I see it, his selection of topics and activities have personal relevance to the learners and are approached in ways that lead them to think about social matters of the world to which they belong. His reported practice, in my view, depicts teaching and learning as modes of expression of values and beliefs, and not just as forms of manifestation of information and knowledge.

My initial assumption as to the teacher-trainees' understanding of the foreign language classroom was based on the fact that, simplistically put, people are different and do not share the same personality traits. Nevertheless, I forgot to consider the important aspect that the subjects of this study belong to a same age group, whose experience as learners is, very probably, similar. In addition, I disregarded the fact that it was their first experience as teachers, which means that they do not carry any interference of prior experiences in the shoes of a teacher (factors already discussed in the introductory chapter of this work). The result of the analysis carried out in terms of ideational meanings, i.e., in terms of roles was a sort of discovery process for me. Maybe I was not convinced about the supremacy of experiential knowledge in shaping teachers' practice only by my readings, although they made sense to me. Now, however, I do believe that it exerts a great amount of power in the models and behavior teachers internalize and then externalize in their teaching. Additionally, I now agree that the so called "apprenticeship of

observation” is a hard enough burden to get rid of, because, as I share the university environment where these subjects come from, I know that most of the professors’ stance is towards a practice characterized by a serious engagement to involve learners in the responsibility they have in relation to their learning. Yet, most of the trainees still carry more traces of traditional pedagogy than of present approaches to pedagogy.

Another reason that led me not to expect a similar stance from the trainees is that they come from “Curso de Letras”, where they are introduced to studies of language awareness and critical discourse analysis. It is amazing, thus, that even being aware of the power of language and of the discussion of reproduction and perpetuation versus transformation of society, the trainees, except for Daniel, are not pictured to be changing the educational setting, as I would expect them to. The interpretation I raise to explain this finding is that Alice, Bento and Carlos are not used to reflect critically upon the world in general, and this is why they do not succeed in their reflections to the extent that they would look for ways to transform their social practices and consequently their discursive practices as well.

In fact, I cannot criticize the trainees for their stance because it seems that I myself, who also had theoretical knowledge of the power of language and of experiential knowledge, did not expect the results obtained in this study. Only now, after carrying out this research, i.e., after experiencing this kind of knowledge in the shoes of a researcher, I credit the due value to these two factors.

4.1.2 Trainees’ perceptions of foreign language teaching principles

In pursuing the objective of this chapter in relation to interpersonal meanings, I refer back to the analysis of the ‘whats’ and ‘hows’ regarding the five selected categories of analysis, i.e. lesson planning; classroom discipline; the use of translation and

of the mother tongue in the FL classroom; interaction, adequacy in the use of language and negotiation of meaning and motivation.

When looking at the texts as interactive events, I was faced with linguistic expression of three main kinds: incongruous discourse, modalized discourse and coherent discourse. However difficult it may be to draw a clear-cut distinction between theoretical and experiential knowledge, I interpret that when the trainees show coherence in their discourse, i.e., when they display knowledge articulated with linguistic expression, it indicates the integration between theoretical and experiential knowledge. When there is incongruence between reported beliefs about the categories of analysis and linguistic expression, I interpret the beliefs as a result of theoretical knowledge and linguistic expression as a result of experiential knowledge. In the case of modalized discourse, my interpretation goes by the same token of incongruent discourse. In addition, (in)coherence between reported teaching practice and reported beliefs about teaching principles adds further support for the interpretation of the data. The analysis, then, focuses in the parts of the texts that are not coherent or convincing. Along the next paragraphs, the discussion approaches each trainee individually.

Alice approaches all the items which I selected as categories of analysis in Chapter 3. She usually examines her teaching practice in the light of her lesson planning, which seems to show her concern with its significance. The evaluations made are directly related to following or not the plan. Positive evaluations of aspects of the lessons are conveyed when she follows the plan and negative ones when she fails to do so. Lesson planning and success are portrayed as intimately related then. Additionally, she resists changing the plan, even when she reports that she does not conduct it appropriately. As I commented on in the previous chapter, this resistance may be due to her inexperience in the shoes of a teacher added by her worry about the teacher-supervisor's reaction in case she makes alterations during her

ongoing teaching. In this case, she seems to present theoretical knowledge regarding the importance of planning, but she does not seem to know that plan alterations are common and expected in teaching practice.

In her portrayal of classroom discipline, the situation is different. Now, she exerts power over the students by demanding actions from them, even being aware (modalized though) that their misbehavior may be fostered by some of her own failures. In both the examples she mentions classroom discipline, she seems to demonstrate that experiential knowledge is guiding her practice, especially because nowadays the theory delivered by books and teachers in relation to power and control calls their attention to the fact that the affective filter of the students has an impact on their attitudes towards both the teacher and learning (Krashen, 1982). Teachers are no longer encouraged to behave in ways that raise the feeling of social distance between them and the students.

Along her reports, she criticizes her several uses of translation in class, showing theoretical knowledge in relation to the principle that communicative methodologies hold regarding its use – not to be used, unless necessary. However, she persists on using translation throughout her teaching practice, probably heavily influenced by her experiential knowledge. The dichotomy between theory and practice displayed by Alice seems to indicate that she does not yet integrate theoretical and experiential knowledge in relation to the role of the mother tongue in FL classrooms. As a result, her texts are incoherent from this point-of-view.

Negotiation of meaning, even though the trainee is consciously aware of its importance for interaction to take place, does not occur until the 5th lesson due to her own inability, as represented in her reports. Instead of negotiating meaning with her students, she uses translation, reiterating her unconscious approval of it. Experiential knowledge plays a crucial role in her practice. It is likely that her own experience in learning an FL is based on translation, not on meaning negotiation. In the 6th

and 7th lessons, however, she reports to have no problems with meaning negotiation anymore (section 3.1.4). At the same time, she points out that students now succeed in the accomplishment of the activities proposed. At this point, discursive change is apparent in her reports, signaling behavior change. It seems that her experience as a teacher shows her that this communicative strategy fosters positive results. Her experiential knowledge is then re-fed by her new experience, causing underlying theoretical knowledge, already available, to be implemented as experiential knowledge. By this means, she incorporates this dimension in her practice.

Praising and eliciting students out of the teacher's action zone are also commented on by Alice. However, her modalized discourse seems to indicate a lower commitment to her theoretical knowledge regarding the need to elicit the participation of more inhibited students as well as the value granted to the learners' contributions as a form of encouraging their participation in class (section 3.1.4). In fact, these aspects are not present in her reported practice. They are comments made in one of her reports as ways of improving in her profession.

Still in relation to interaction, Alice is coherent in her approval and use of assistance to students during her lessons. As commented before, this is interpreted as an interaction between the two kinds of knowledge, i.e., her formal learning and her own feeling that, as a student, she profited from her teachers' assistance.

The motivating lessons, as stated by this trainee, are those whose theme or activity selection is appropriate in terms of relevance and adequacy. However, the way she represents this knowledge when commenting about the importance of theme selection is not assertive, but modalized. She seems not to be convinced that it has the potential to influence the students' motivation. Maybe, in her own previous experience as a learner, she was not motivated by a given theme, but mostly by activities

she judges interesting and adequate. Again, the knowledge she demonstrates to have appears to be based on her previous experience as a learner.

Bento's reports do not focus attention on lesson planning, translation or motivation. He devotes most of his attention to two aspects: classroom discipline and (in)adequacy of his speech to the learners' capacity. When repeatedly mentioning assertive propositions about classroom discipline and his control over the group (sections 3.1.2 and 3.1.4), he seems to be depicted with the influence of experiential knowledge in shaping his posture as a dominant social participant in the FL classroom. Even faced with a coherent discourse in relation to this aspect, I would not dare to say that this is a result of the integration between theoretical and experiential knowledge, for, in theory, this kind of behavior is not encouraged.

As for his speech, in Chapter 3, I raised two possible explanations for his modalized kind of discourse. The first one is a possible teacher-supervisor interference, and the second is his belief that displays of knowledge are likely to enhance the students' obedience, respect and submission to him. My discussion, at this point, focuses on this second interpretation. I assume that this stance is highly influenced by his experience as a learner, particularly in the interactions with his social environment during his childhood and adolescence. As Williams & Burden (1997) state, perceptions and beliefs about teaching seem to be well established by the time learners get to university. I believe that if the trainee were convinced that his practice in relation to his speech needs to change, he would have used strategies with which he is certainly familiar to alter this situation. Some examples are i) speak more slowly, ii) use pauses, iii) change pronunciation, as, for example, use fewer reductions and contractions, iv) simplify vocabulary, and v) simplify the grammatical structure of sentences. These are widespread strategies, which have certainly been studied by this trainee along his under-graduate program, which could have

helped him to minimize the inadequacy in his use of English in class. These strategies, in turn, would maximize the students' understanding (Richards & Lockart, 1996; Lightbown & Spada, 1993; Anderson, 1991; Krashen, 1982).

Carlos does not make many attempts to display knowledge regarding lesson planning. His only comment on the topic depicts him as flexible in making plan alterations during the ongoing process of the lesson. His reported practice pictures him appreciating the students' outcome, which is different from his expectations, and feeling pleased to realize that their outcome has been fostered by their reflection about the subject-matter. This seems to be a demonstration that he values and encourages reflection to take place in the classroom, shifting from trends that see teachers as knowledge transmitters to trends that understand teachers as helpers or guides for knowledge construction. His behavior implicitly shows the integration of experiential and theoretical knowledge.

In terms of classroom discipline, his only observation relates to finding strategies that are likely to promote discipline in class, not as something imposed by the teacher, but as something given and gained democratically. The extract in which he comments on discipline (section 3.1.2) is modalized certainly due to his probable doubt whether the strategies he elicits are persuasive enough to guarantee classroom discipline. Yet, it is quite positive that, as a means of maintaining discipline, he does not rise strategies that emphasize the power relations between him and the students. Since his discourse is modalized, I imagine that this view has been reached through formal instruction or readings, and however convincing it may be for him, he has not yet tried it with the students, and thus does not commit himself to it.

He does not approach translation, but rather negotiation of meaning. Although he pictures himself as having to improve his ability to negotiate meaning, he seems engaged in doing it by being assertive and coherent in his comments regarding this issue.

Motivation is not focused on along his reports. In his only allusion to it (section 3.1.5), he states that it has been triggered by a competitive game between the students, who are divided in two groups. In this sense, two possibilities of interpretation arise, both derived from experiential and/or theoretical knowledge. The first one is that his understanding of motivation tells him that games foster positive results due to a belief, derived from theory and from his previous learning experience, that when playing games, the conscious attention of the learner does not focus on linguistic forms, but on using language for communicative purposes. The second interpretation is that he has a competitive rather than a cooperative personality. In this latter case, theoretical experience can also have played a part here, for we also find support in the literature as to the (de)motivation that competitive games trigger in students, the (de)motivational factor depending on the personality and on the learning style of each individual learner (Lightbown & Spada, 1993; Larsen-Freeman, 1986).

Daniel's intrinsic models of foreign language teaching and learning seem to allow him to be assertive with the students in his belief that translation and the use of the mother tongue are not necessary in class. In order to avoid the use of Portuguese in class, he makes posters to fix on the classroom walls with expressions widely used in FL lessons, and which the students will both understand and use as time goes by without the need of translation. His explanation that there are better ways to trigger understanding and speaking in the target language seems so persuasive that he convinces the students to collaborate in this sense (section 3.1.3).

In relation to classroom discipline, as seen in section 3.1.2, in the very first class, he fixes a poster on the wall with rules that should be followed during the lessons. This seems to demonstrate his knowledge (probably resulting from instruction and experience) that rules clearly established in the beginning of a course are likely to curb disciplinary problems. Another

passage in one of his texts portrays him ‘demanding’ discipline from the students, but ‘permitting’ them to talk if it is about the lesson. He tries to argue that however authoritarian it may sound, he is not authoritarian. I guess it is because he notices the impact of the vocabulary he uses (demand and permit). In this passage, the impression I have is that the trainee is somehow arguing with himself, as if disagreeing with his behavior and apologizing for this stance. It is not easy to interpret which kind of knowledge is being used here, but no matter which, his discourse seems to signal that one is likely to be soon incorporated by the other.

In another mention of discipline, Daniel is pictured emphasizing interaction above discipline. He comments to be pleased that students are interacting in class, although it may cause indiscipline. His use of the modal ‘may’ (*pode*) seems to show that he is not entirely committed to his proposition that interaction causes indiscipline, and in case it does, it seems he would rather have interactive students developing their conversational competence than quiet ones who do not learn. This seems to be the knowledge he has internalized during his educational life, probably both in the shoes of an FL learner and in the shoes of a teacher-learner in a *licenciatura* course. The interpretation elicited that this trainee has theoretical and experiential knowledge integrated in his practice is not only due to this passage, but also to his coherence in showing commitment to interaction along his self-evaluative reports (section 3.1.4). As for assistance, he does not picture himself as committed to it in the beginning of his teaching practicum, but the situation changes with time. In his first lesson, he states he ‘tried’ to assist the students; in the second, he assertively states that teacher assistance is helpful to students, but still pictures as a ‘necessity’ to make it constant in the ongoing process of his lessons; in the third, he is assertive in stating that he assists the students; and in the sixth, he already pictures his students assisting their colleagues, which makes him happy. He appears to have achieved development as

a teacher (and consequent discursive change) and to be able to show to his students that the FL classroom has to be characterized by collaboration.

His texts do not picture him directly approaching motivation. However, as discussed in section 3.1.5, implicitly related to motivation, interesting points are raised in reference to the integration of FL teaching with social and ideological matters. He is depicted as playing the role of an educator, rather than the role of an FL teacher only. As such, he selects themes and activities that are relevant for the learners and that motivate their engagement in actively participating in class. In one of his comments on theme selection, he modalizes his discourse by saying that he 'thinks' the theme triggers the students' interest in the lesson. As I commented in the previous chapter, it seems to me that his use of modality does not refer to his uncertainty as to the importance of theme selection, rather it seems to picture a hidden voice saying that his participation is also important. As it appears then, this trainee has incorporated theoretical and experiential knowledge together in relation to the relevance of topics in fostering students' interest and participation in his teaching practice.

Summing up, the present considerations about theoretical knowledge and experiential knowledge seem to corroborate the literature in that experiential knowledge plays a significant role in shaping teachers' practice (Flowerdew, 1998; Bailey et al, 1996; Freeman, 1996a; Freeman, 1996b; Freeman & Johnson 1998). Alice's insistence on using translation seems to me the best example to demonstrate the power that experiential knowledge exerts over teachers, who even having theoretical knowledge that is contrary to their experiential one, continue doing things that they know, from a theoretical perspective, that are not effective to the ongoing development of acquiring a foreign language. Additionally, experiential knowledge, it seems, also exerts a powerful role in influencing teachers' acquisition of theoretical knowledge. It is as if one only assimilates some theory when it

makes sense in the light of her/his experience. In case of Alice, she only incorporates the knowledge explicitly raised since the very first class about negotiation of meaning when she feels, in class, that translation does not help her students in many situations. In fact, it seems that this trainee bases most of her teaching on her previous experience as a learner. Her attitudes to impose discipline in class are also examples of the influence due to experiential knowledge. One aspect in which she reveals to hold both kinds of knowledge is in terms of her assistance to students; yet, probably largely affected by her preceding perceptions. The same occurs with Bento, whose few comments on his lessons are greatly shaped by his experience. In fact, he does not display theoretical knowledge concerning any of the issues approached for the purposes of the present analysis.

Carlos, although still more influenced by his prior experiences as a learner, already represents his practice in a way that pictures him integrating some theoretical knowledge with his experiential knowledge. In negotiation of meaning, he seems more impacted by his own experience, in which, probably, he was not used to employ this communicative strategy, but his discourse signals both his knowledge that it is an important dimension to be approached with learners of an FL and his commitment to do it. In terms of motivation, the trainee's texts do not allow me to say whether his approach is more experientially-driven or more theoretically-driven, for his actions can be based on either one. In relation to classroom discipline, I am tempted to say that his stance is based on his theoretical knowledge more than on his experience, because his assumption that discipline can be reached through intonation and an intense and persuasive gaze seems more like knowledge reached from books and formal instruction than from his own experience as a learner. Yet, it is possible that he, as a student, tended to respect the teacher and his colleagues more because of their stance than because of their actions and behavior when approaching discipline.

Daniel, like Carlos, appears more heavily influenced by his personal experiences than by theories. Yet, he represents himself as aware of many theories regarding communicative language teaching (importance of negotiation of meaning, feedback, theme selection, modified input) and already links them with his practice. He is also depicted as profiting from his teaching practicum course in developing his own ability to assist his students and in being able to encourage his students to do the same. His discursive change seems to reveal this.

A final comment that cannot be silenced is that discursive change, though not focused on, immensely helped me to interpret the changes in the trainees' representation of their teaching behavior during the teaching practicum. It is clear to me that discursive change represents the trainees' initial experiential knowledge as being fed by further experiential knowledge derived from their teaching experience.

Practice then is mainly fed by prior experiential knowledge and to a lesser extent by theoretical knowledge, but during practice, this earlier experiential knowledge is fed and thereby enriched by the new experience. By the same token, experiential knowledge is enriched when it has contribution from theoretical knowledge, which, in turn, is better assimilated when acquired in an experiential manner. It is such an integration of knowledge, rather than externally imposed knowledge alone or experiential knowledge alone, that is supposed to underpin each teacher's way of working (Flowerdew, 1998; Bailey et al, 1996; Freeman, 1996a; Freeman, 1996b; Freeman & Johnson 1998). Teachers thus may act and behave differently, especially because, day after day, they are offered with a larger diversity of methodological alternatives. They cannot forget though that they must have their practice grounded in theoretical and experiential knowledge together, and this can be more easily achieved by reflection.

4.2 Concluding remarks

Although not many changes in actions and behavior were encountered in the texts written by the trainees participating in this study, at least from their perspectives, the analysis demonstrates that some trainees went through professional growth and discursive change. This development could be perceived in the trainees' reported practice throughout their teaching practicum course. Other trainees were not depicted as changing actions and behavior, but, through their use of modality, I was able to detect some signaling for change to occur. It is natural that such a short period of teaching would not portray many changes. Hopefully, though, changes in behaviors and actions and thus in discourse would further appear with all the trainees in case reports of their subsequent teaching could be obtained and analyzed.

Values take a long time to form and are culturally bound. In addition, they are formed early in life and, once they are established, they tend to be resistant to change. People's values influence their attitudes, perceptions of reality and beliefs (Richards & Lockart, 1996; Williams & Burden, 1992; Wright, 1987). In this sense, experiential knowledge plays a significant role in teachers' lives.

In fact, the findings of this study appear to corroborate the literature in that the students show resistance in several aspects, such as resistance to alter previously prepared plans, to avoid translation (Alice), to modify speech (Bento) and to avoid being in control of classroom events, interaction and students (all the subjects).

Summing up, the analysis carried out seems to confirm the bibliography referring to teacher education surveyed in its contention that what teachers know about teaching is greatly influenced by their experience and the classrooms which they come from. As Freeman & Johnson (1998: 401) state,

teacher educators have come to recognize that teachers are not empty vessels waiting to be filled with theoretical and pedagogical skills; they are individuals who enter teacher education programs with prior experiences, personal values, and beliefs that inform their knowledge about teaching and shape what they do in their classrooms.

Although it may seem that personal histories are likely to be replicated, conscious knowledge of these histories may help teachers to triumph over the leaning to unconsciously reproduce the actions, performance and conduct of others (Bailey et al, 1996). If teachers, then, do not constantly reflect and evaluate their practice in the light of their values and beliefs as well as of theory and experience, they are likely to perpetuate intrinsic models acquired during their lives, even if sometimes not aware of that (Freeman & Johnson, 1998). Today's world is characterized by several changes and transformations and teachers cannot hold back from responding to these trends.

Chapter 5 – Final remarks

5.0 Preliminaries

In the introductory chapter of this study, I stated that the aim of this work is to interpret how teacher-learners represent their understanding of the process of teaching/learning a foreign language in relation to their roles and the roles of their students, how they position themselves and construe their identities in their discursive practices when discussing FL teaching principles, and where the basis of their knowledge appears to originate from. In addition, I presented an overview of the literature on teacher education and presented the theoretical rationale on which this study is based.

In Chapter 2, I discussed the ideational dimension of discourse in examining the way the teacher-trainees involved in this study represent experience from the viewpoint of their selection of classroom social participants' roles. As Fairclough (1995) argues, textual analysis cannot stick to the content of texts. Rather it must contemplate analysis of the texture of texts, for no investigation of text content and meaning can succeed if it does not go under a scrutiny of the form and the organization of its content.

Within this perspective of scrutinizing textual elements, Chapter 3 addressed interpersonal meanings (with vocabulary and modality as analytical tools) with the aim of identifying possible

incoherence in relation to what the trainees say about teaching principles and to how these principles are expressed in language. The modality analysis not only triggered interpretations about the beliefs the trainees appear to hold regarding the teaching principles, but also allowed me to picture the interpersonal meanings encoded in their interaction with their reader (teacher-supervisor).

Chapter 4 explored the role of theoretical knowledge and of experiential knowledge in the light of the results obtained in Chapters 3 and 4, i.e., it investigated the role of these two kinds of knowledge in shaping the teacher-learners' selections of social participant roles as well as their reported beliefs regarding teaching principles.

The present chapter is divided in three sections. The first section presents an overview of the results obtained in this study. Initially, I concentrate on a discussion around the trainees' constitution of identities as well as around the perceptions they hold regarding teaching/learning an FL as revealed by the values and beliefs encoded in their discourse. The section then unfolds in three sub-sections, each of which addressing the research questions. The two following sections address, respectively, limitations and suggestions for further research, and pedagogical implications.

5.1 Trainees' constitution of identities and their perceptions of teaching/learning an FL based on the values and beliefs encoded in their discourse

The overall picture we get on the basis of the findings of this study is that the trainees reveal to assume different identities when reporting themselves in relation to their students and to their supervisor. Identity constitution, according to the literature (Fairclough, 1992; 1989; Kress, 1989; Moita Lopes, 2002) reveals to be both a local and a global phenomenon, which seems to reiterate that social action must be investigated in the light of social order. Institutional roles, asymmetries and other

social distances enable discourse analysts to detect the ideologies hidden under social actions as well as to determine the shape of discourse within interaction.

The trainees, in the light of the students' roles and of their own roles in the position of teachers, are depicted as hierarchically superordinate; as knowledge holders; as topic, talk and turn-taking controllers; and as powerful participants who are ascribed to most of the doings, sensings, sayings and attributes during the lessons. Conversely, in the light of their positions as text producers, having their supervisor as their main reader, the situation is quite the opposite. They identify themselves as a subordinate and dominated party in the power hierarchy of discourse. The social distance they create for themselves seems to picture them (some more than the others, though) as insecure and dependent, sometimes unable to act in ways that differ from the ones previously accepted by their superordinate.

Based on the trainees' stance, it appears licit to say that the values and beliefs encoded in their discourse are grounded on traditional dimensions of hierarchy, in which occupations predefine the roles and positions to be adopted by social participants. They appear to believe that hierarchy is directly related to power and that teachers have a superordinate position in relation to their learners.

As I commented on in Chapter 4, there is an intrinsic relation between power and knowledge, the one holding knowledge as more powerful. However, since unequal distribution of knowledge may cause uneven distribution of roles, resulting in learner passivity, teachers must try to conceal it so that learners involve themselves in an active and participative learning environment where, together with the teacher, they build their knowledge.

Focusing back on the results of this study, it appears that the way the trainees use language contributes to the domination of teachers over learners and to the notion that learners are *receptacles* (Williams & Burden, 1997) to be filled with knowledge by these

teachers. In this sense, the trainees are perpetuating unequal relations of power by not realizing that students are able to learn by their own efforts and that their role should be that of a guide or a facilitator. It appears to me that especially nowadays, in the information era, teachers should not believe that knowledge gives them credentials to play such a dominant role in relation to their students. They have to shift from this stance of finding themselves superior because of the knowledge they hold to a position of cooperating with their students' self-development and growth.

I now follow with the discussion of the three research questions of this study.

5.2 How do the trainees see the roles of the social participants (teacher-trainee and students) in the FL classroom? How are the relations between the participants (teacher-trainee and students) constructed? Is it possible to detect asymmetry through subjects' reflections in the teacher/students relationship? How does this asymmetry manifest itself in language?

In general terms, the subjects see themselves as more outstanding social participants. In reflecting on their experience, they report themselves acting, sensing, saying and being more than the students. Asymmetry is thus revealed in the relationship between the trainees and their students, the trainees adopting a position of dominance. The analysis of ideational meanings also demonstrates that the trainees' reported practice is characterized by a lack of integration between the trainees and the learners in the sense that their actions, sensings, sayings and beings do not directly affect one another. In addition, the trainees are most frequently depicted commanding the flow of events throughout the lessons while the students are most commonly pictured doing what the trainees tell them to do, such as carrying out activities, reading texts, answering questions, copying contents from the

board and so forth. Only Daniel sometimes portrays the learners interacting, cooperating with and helping their colleagues, arguing, explaining, asking questions and questioning the trainee. The language used by the trainees appears to suggest that, according to their systems of knowledge and belief, the English classroom is a setting of unreflective reproduction of knowledge rather than a place where collaboration and the production of knowledge are central to the process of teaching-learning a foreign language. In sum, the trainees portray their practice with learner passivity and non-involvement by not acknowledging the learners as a main resource for effective teaching and learning to take place. This is likely to disrupt outcomes, for the only way to learn to use a language is by using it (Wajnryb, 1992).

5.3 What foreign language teaching principles do the subjects refer to in the data? What do they say about these principles? How are they expressed in language? Is there incoherence between what the trainees say about the principles and how they express their sayings? How do the trainees commit themselves to their reported teaching principles?

The foreign language teaching principles emerging from the trainees' reports are lesson planning; classroom discipline; the use of translation and of the mother tongue in the FL classroom; interaction, adequacy in the use of language and negotiation of meaning; and motivation.

The analysis carried out for the purposes of answering this research question reveals that the trainees show incoherence in the 'whats' and 'hows' of their language use when tackling the selected analytical categories. The results appear to indicate that the trainees report holding beliefs that their discursive practices fail to corroborate.

The difference between these two perspectives manifests itself via modality and vocabulary in the trainees' expressed beliefs. As I pointed out in Chapter 3, vocabulary use is a powerful and accurate pointer to the ideology held by its users, and modality indicates the speaker/writer's commitment to the truth in terms of probability and/or of usuality of a representation of reality.

Modality involves authority (or lack of it) of the writer/speaker either with her/his audience in relation to this representation of reality or with the representation of reality itself. Thus, it is difficult to draw a clear-cut analysis in reference to what caused the trainees' texts to be modalized, although some clues sometimes signal to one or another use of modality. As I see it, several uses of modality suggest intertextuality (Bakhtin, 1981; Fairclough, 1992) between the trainees' reported practice and their supervisor's comments regarding this practice, thus signaling a feeling of lack of authority by the trainees in relation to their supervisor. Many of the contradictions encountered along the trainees' texts appear to consist of the trainees' reaction and responses to prior texts set by their supervisor. Since they see this supervisor as hierarchically more powerful and dominant, they tend to address in their texts what they believe s/he would agree with and appreciate. Their texts then appear to reiterate Bakhtin's (1981) notion, discussed in the introduction of this work, that texts are heterogeneous due to the concept of heteroglossia. As Fairclough (1992) states, texts are composed by facets of other texts, oriented retrospectively by previous texts and prospectively by readers/listeners. In the case of the trainees' self-evaluative reports, it appears that the trainees' texts are mainly oriented both retrospectively and prospectively by their supervisor. Still, as proposed in Meurer (2004), every text contains traces of different contexts, leading to the notion of 'intercontextuality'. The trainees' teaching context is influenced by their own experiential and theoretical knowledge, which intermingle with supervisor's context and thus lead to multiply-voiced texts.

5.4 What is the role of theoretical knowledge and of experiential knowledge in shaping the trainees' practice?

The analyses carried out in order to unravel ideational and interpersonal meanings seem to reveal that experiential knowledge is crucial in determining teachers' practices and constructions of identities within this practice. The trainees' reported practice appears to indicate that they do have theoretical knowledge regarding how to motivate their learners into interacting in the target language. However, their experiential knowledge appears to have echoed more strongly.

It is clear in the trainees' lesson plannings that the idea was to teach lessons following communicative trends, whose principles they probably know and accept as being sound. In this sense, we are led to expect that they follow the principles of communicative language teaching, in which language learning means learning to communicate. As such, students must be encouraged to use the target language from the very beginning in order to interact and express the meanings they want to convey. Needless to say, construction and negotiation of meaning are imperative in the development of communicative competence. However, corroborating the literature (Bailey et al, 1996; Freeman, 1996b; Freeman & Johnson, 1998) the trainees' reported practice appears to indicate that they do not do what they planned to do, probably heavily influenced by their personal histories as language learners, i.e., experiential knowledge has played a great impact on their teaching experiences.

By drawing more on experiential knowledge than on theoretical knowledge, the novice teachers participating in this study are perpetuating the educational practice so far legitimated rather than changing it. However, the reported practice of two of the subjects (C and D) already signals some change rather than mere reproduction. Their considerations in relation to FL teaching principles appear to depict them as more prepared to

relate theoretical and experiential knowledge than the other students. Nonetheless, both picture themselves as being more powerful than their students, Carlos portraying himself as more powerful and dominant than Daniel.

5.5 Limitations of the study and suggestions for further research

It is likely that many other approaches to the data here analyzed would also contribute to the investigation of teacher reflectivity from the viewpoint of values and beliefs encoded in discourse. Within systemic linguistics, there appears to be several insightful forms to broaden the analysis so far carried out, as, for example, the study of the thematic structure of the clauses and the study of nominalizations within ideational meanings. Nevertheless, considering what has been done, I believe that the shortcomings of the present study, with its focus on the discursive practice of teacher-learners, relate mainly to the kind of work carried out, i.e., a cross-sectional study.

As discussed throughout this study, people tend to be reluctant, consciously or not, to change their values and beliefs. In addition, in the same way that values take a long to form, they take a long to change once they are established (Wright, 1987), and it seems that reflection is a way into these changes. Therefore, I think that, in the long run, I would certainly come across evolving reflectivity and consequently increasing integration between theoretical and experiential knowledge.

In this sense, I believe that this kind of study can be enriched if replicated longitudinally, encapsulating not only the teaching practicum period, but also a future moment in which the trainees are already professionals.

Teacher educators and all those somehow engaged in this area would certainly profit from further research that faces the gaps and limitations just commented on. It appears that interpersonal

meanings would be particularly worth examining longitudinally, especially because interpersonal relationships between social participants develop and change as development takes place, as shown in Reichman (1999).

With respect to ideational meanings, it appears to me that analyzing the trainees' process selection in sequence of occurrence, as I did with the analysis of interpersonal meanings, would enhance the results in relation to discursive change in the would-be teachers' representation of roles. It seems that this kind of analysis would be enlightening, yielding further interesting findings regarding teacher discourse and reflectivity.

5.6 Pedagogical implications: insights for teacher education programs

Teachers not only must be involved in teaching, but also must go through successful experiences as they teach so that they are encouraged to pursue their profession with inspiration and seriousness. Success is something to be achieved over time, though, and in order to achieve success over time, teachers have to experience teaching more often than they usually do so that they can have more and more insights while reflecting upon their practices. Unfortunately, this is not the reality in Brazilian programs of "Cursos de Letras". As such, it seems reasonable to engage future teachers in microteaching, for example, along their whole course.

Microteaching is a technique for developing teachers' experiential knowledge of professional action and behavior. It is carried out in artificially teaching settings in which the extension of a teacher's job is shortened or simplified. Despite the fact that it is a pseudo-teaching environment, according to Wallace (1991), its value is perceptible. Given the usefulness of microteaching, it appears appropriate that teachers at "Cursos de Letras" engage their students in as many microteaching opportunities as

possible. It does not seem to be a difficult task to pursue. In any field, teachers can ask students to take on the responsibility of a given content or a given activity. After this practice, students and teacher would raise comments on the performance of the student in charge of the microteaching in the light of their knowledge derived from theories and own experiences. If the teacher and the students manage this technique adequately, it will certainly be a supportive, productive and unthreatening exercise, which is likely to render quite positive results for the future teacher both in her/his ability to integrate theoretical and experiential knowledge and in the success that teachers are likely to achieve when approaching a full classroom situation.

In fact, it seems that this is one of the steps meant by our new laws (Leis de Diretrizes e Bases, henceforth LDB) in relation to “licenciatura” courses. The idea is that the teaching practicum starts from the very beginning of these programs, not only with microteaching sessions, but also with reflections that are inherently included in any teaching/learning situation students will be faced with, such as the syllabuses, the goals, the techniques applied for the different activities etc. The goals of the new LDB are to develop in our future teachers the ability to reflect and evaluate their own foreign language learning process and, equally important, to develop their knowledge of the sociocultural facet of language teaching and learning.

Summing up, in this study, I have investigated the perceptions, values and beliefs encoded in teacher-trainees’ discourse in the light of the contention of critical discourse analysts that language constitutes and is constituted by social action and social structure. I hope that the CDA carried out for the purposes of this study may be as enlightening, productive and insightful for applied linguists, language teachers and teacher educators as it has been for me. I believe that, once more, textual analysis has shown its importance in understanding language use and teacher discourse. The nuances that spring out from the

analysis, such as the difference the trainees are pictured to make in relation to their constitution of identities as teachers and as text producers, contributing to reproduce unequal social relations, appear to corroborate Fairclough's (1995: 219) idea that power is "exercised through consent rather than through coercion, through ideology rather than through physical force, through the inculcation of self-disciplining practices rather than through the breaking of skulls." According to the findings of this study, it seems that relations, roles and identity constitutions follow the same trends.

In this view, I will conclude with a reference to Bourdieu (1983), who has systematically pointed out to the relations between language use and concrete social acts of communication. For him, the analysis of what he calls the 'economy of linguistic change' explains verbal interaction. According to him, whenever interaction takes place, it is not only the content of what is said that is taken into account, but also the nature of the social relations existent between the social participants, which are determined by their position in society and the predeterminate roles expected by such position. For him, these relations define the 'price' of discourse, which depends on who says more than the content of what is said.

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Appendix 1 - Process selection

MATERIAL PROCESSES: The tables referring to material processes to be presented have five columns. The first one numbers the processes, the second presents the processes themselves, all in the infinitive form, though this is not necessarily how they are in the reports (see Appendix 2 for a complete analysis of transitivity, in which the examples are exactly in accordance with the texts; or Appendix 3, in which the source texts are presented), and the third shows the Goals affected by these processes. In the fourth column, the kind of Goal that is affected is presented under the letters I, N, S, T or ST, representing, respectively, inanimate Goal, no Goal, students as Goal, trainee as Goal, and students and trainee as Goal. The fifth column, finally, offers (or not) observations regarding the occurrence of Beneficiary or Initiator in the clause. Due to the high number of clauses with negative polarity or negated by other means, the table is horizontally sub-divided between actions and happenings that occur during the lessons, such as *Conforme os procedimentos do plano, fiz algumas perguntas à classe* (T1A-L19/20), and actions and happenings that do not occur, such as *Eu não deixei claro que a Irlanda era um país e a Irlanda do Norte era outro* (T1A-L12/13) or *...se tivesse colocado as respostas das questões no quadro* (T5A-L11/12). This horizontal division is included here in separate because these examples seem to indicate the trainees' either positive or negative stance regarding the non-occurrence of these doings. Tables A, B, C and D refer, respectively, to Alice, Bento, Carlos and Daniel.

Table 1A: Material processes - trainee as Actor

Actions and happenings that occur				
#	Process	Goal	Kind	Observation
1	aceitar	a tradução errada	I	
2	aceitar	as alunas problemáticas da sala a permanecerem juntas perturbando a minha aula	S	
3	adotar	um procedimento de correção de prova	I	
4	agir		N	
5	ajudar	os alunos	S	
6	ajudar (tentar)	os alunos	S	
7	aproveitar	este momento	I	
8	autorizar	a aluna	S	
9	caminhar		N	
10	cativar (tentar)	o interesse dos alunos	I	
11	ceder	10 minutos da aula	I	
12	centrar	atenção	I	
13	checar	a compreensão dos alunos	I	
14	checar	a compreensão dos alunos	I	
15	checar	a compreensão do enunciado	I	
16	checar	a compreensão do enunciado	I	
17	começar	a aula	I	
18	começar	esta aula	I	
19	cometer	algumas falhas lingüísticas	I	
20	cometer	alguns erros de pronúncia	I	
21	cometer	a falha que já havia cometido antes	I	
22	cometer	erros	I	
23	conduzir	a aula	I	
24	controlar	a turma	S	
25	copiar	a atividade 11	I	
26	cumprimentar	os alunos	S	

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27	cumprimentar	a turma	S	
28	dar	início	I	
29	dar	início	I	
30	dar	início	I	
31	dar	início	I	
32	dar	continuidade	I	
33	dar	continuidade	I	
34	dar	continuidade	I	
35	dar	mais espaço	I	
36	dar	abertura	I	
37	deixar	a correção da atividade	I	
38	desenhar	o mapa do Reino Unido	I	
39	desenhar	a tabela de similaridades e diferenças	I	
40	desenhar	as bolas representando a Terra e o Sol	I	
41	distribuir	a atividade 4	I	students as Beneficiary
42	distribuir	uma folha com o calendário de 2000	I	students as Beneficiary
43	distribuir	a atividade 13	I	
44	distribuir	a atividade 14	I	students as Beneficiary
45	entrar		N	
46	escrever	cada sentença	I	
47	escrever	a atividade 12	I	
48	escrever	'humid'	I	
49	estabelecer	10 minutos da aula	I	
50	facilitar	o manuseio do material	I	students as Beneficiary
51	fazer	algumas perguntas	I	students as Beneficiary
52	fazer	as perguntas	I	
53	fazer	a questão número 4	I	
54	iniciar	a correção da atividade 10	I	

55	iniciar	esta aula	I	
56	iniciar	a aula	I	
57	ler		N	
58	ler	algumas palavras	I	
59	melhorar		N	
60	ministrar	uma aula	I	
61	negociar	cada pergunta	I	
62	negociar	o enunciado da atividade 11	I	
63	negociar	as sentenças da atividade	I	
64	negociar	a palavra 'wet'	I	
65	oportunizar	maior espaço de atuação e participação	I	students as Beneficiary
66	perder	a oportunidade de enriquecer o vocabulário	I	
67	reiniciar	um período de estágio prático	I	
68	retomar	as frases do cartaz	I	
69	retomar	o assunto	I	
70	seguir	todos os passos do procedimento	I	
71	terminar	a chamada	I	
72	tomar	uma atitude severa	I	
73	traduzir	o texto	I	students as Beneficiary
74	traduzir		N	
75	transmitir	toda essa perturbação	I	students as Beneficiary
76	trazer	a informação nova	I	students as Beneficiary
77	usar	a cognata 'humid'	I	
78	utilizar	a estrutura <i>What are you supposed to do?</i>	I	
Actions and happenings that do NOT occur				
#	Process	Goal	Kind	Observation
1	aceitar	a tradução que uma aluna deu	I	

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2	ajudar	os alunos	S	
3	aproveitar	as informações que os alunos forneceram	I	
4	autorizar		N	
5	autorizar	a saída de ninguém	I	
6	averiguar	o local de colocação do mapa	I	
7	colocar	as respostas dadas pelos alunos(no quadro)	I	
8	colocar	as respostas das questões(no quadro)	I	
9	contar com	dois minutos de atraso do prof. titular	I	
10	controlar	o tempo	I	
11	dar	muito feedback	I	
12	deixar (claro)	que a Irlanda era um país e a Irlanda do Norte era outro	I	
13	fazer	pergunta	I	students as Beneficiary
14	fazer	a atividade	I	
15	iniciar	a correção da atividade 6A	I	
16	melhorar		N	
17	negociar	as palavras	I	
18	negociar	o verbo	I	
19	organizar	a matéria(no quadro)	I	
20	respeitar	a capacidade de raciocínio de cada aluno	I	
21	terminar	toda a explicação	I	
22	transportar	as palavras	I	

Table 2A: Material processes - students as Actor

Actions and happenings that occur				
#	Process	Goal	Kind	Observation
1	aceitar	as perguntas	I	
2	aceitar	o tema	I	
3	aproveitar	a oportunidade	I	
4	cantar		N	
5	chamar	estagiária	T	
6	chegar		N	
7	confrontar	a minha capacidade de conteúdo	I	
8	copiar	as informações	I	
9	dar	a tradução do enunciado	I	trainee as Beneficiary
10	dar	o tempo de duração do intervalo de uma partida de futebol	I	trainee as Beneficiary
11	dar	as respostas	I	
12	dar	o significado	I	
13	deixar	estagiária	T	
14	escrever	os ingredientes	I	
15	esperar	estagiária	T	
16	fazer	a atividade 2	I	
17	fazer	muito barulho	I	
18	fazer	as atividades	I	
19	fazer	um bom aproveitamento deles (cartazes)	I	
20	ganhar	a forma certa	I	trainee as Initiator
21	manifestar		N	
22	oferecer	resistência	I	
23	participar		N	questions as Initiator
24	participar		N	trainee as Initiator
25	participar		N	trainee as Initiator

26	participar		N	
27	perturbar	a minha aula	I	
28	prevenir-se		N	
29	receber	estagiária	T	
30	sanar	dúvidas	I	
Actions and happenings that do NOT occur				
#	Process	Goal	Kind	Observation
1	cantar		N	reading of the lyrics of the song as Initiator
2	chegar		N	trainee as Initiator
3	acertar	o que havia errado	I	

Table 1B: Material processes - trainee as Actor

Actions and happenings that occur				
#	Process	Goal	Kind	Observation
1	adquirir	confiança	I	
2	certificar	me	T	
3	cheguei		N	
4	comecei	minha aula	I	
5	elaborar	uma prova com 5 questões	I	
6	encaminhar	o aluno	S	
7	evitar	qualquer desordem notável	I	
8	familiarizar	me	T	
9	fazer	questão de deixar bem claro o conteúdo da prova	I	
10	fazer	uma revisão do conteúdo	I	
11	impor		N	
12	iniciar	um novo conteúdo	I	
13	usei	expressões de linguagem não trabalhadas com os alunos em sala	I	Negative connotation
14	utilizar	expressões que não condizem ao vocabulário dos alunos	I	Negative connotation

Actions and happenings that do NOT occur				
#	Process	Goal	Kind	Observation
1	calibrar	minha fala	I	
2	premiar	os alunos	S	
3	refazer	a fala dos alunos	I	
4	separar	os alunos	S	
5	tomar	atitudes mais enérgicas	I	

Table 2B: Material processes - students as Actor

Actions and happenings that occur				
#	Process	Goal	Kind	Observation
1	adentrar		N	
2	atrapalhar	o percurso da aula	I	
3	começar		N	
4	criar	descrições para seus colegas de sala	I	
5	descobrir	quem estava sendo descrito	S	
6	escolher	quatro questões	I	
7	fazer		N	
8	fazer	bom uso dos cartazes	I	
9	fazer	as questões	I	
10	ler	descrições feitas	I	
11	mostrar	dúvidas, conhecimento adquirido e interesse	I	
12	mostrar	interesse e disciplina	I	
13	participar		N	
14	persistir		N	
15	prejudicar	o andamento da aula	I	
16	prosseguir		N	
17	resolver	suas atividades	I	

Table 1C: Material processes - trainee as Actor

Actions and happenings that occur				
#	Process	Goal	Kind	Observation
1	andar		N	
2	anotar	estas contribuições	I	
3	apresentar	me e o segundo estagiário	T	
4	aumentar	a força da voz	I	
5	dar	a sensação de que estavam elaborando	I	Students as Beneficiary
6	deixar	o guarda-chuva	I	
7	entrar		N	
8	escrever	a definição inteira	I	
9	escrever	esta resposta	I	
10	esquissar	uma atitude precipitada	I	
11	levar	um guarda-chuva	I	
12	mostrar	o guarda-chuva	I	Students as Beneficiary
13	organizar	o quadro	I	
14	tratar	vários tópicos do conteúdo da aula com sucesso	I	
Actions and happenings that do NOT occur				
#	Process	Goal	Kind	Observation
1	aproveitar	várias oportunidades de incentivar a expressão e o investimento em Inglês	I	
2	designar	os alunos	S	
3	diferenciar	as expressões e frases	I	

Table 2C: Material processes - students as Actor

Actions and happenings that occur				
#	Process	Goal	Kind	Observation
1	competir		N	
2	completar	o jogo da velha	I	
3	dar	os pares de animais	I	
4	descobrir	o dono do guarda-chuva	S + T	
5	fazer	bagunça	I	
6	participar		N	
7	participar		N	Trainee as Initiator
Actions and happenings that do NOT occur				
#	Process	Goal	Kind	Observation
1	levantar		N	
2	levar (a sério)	um estagiário principiante	T	
3	passar		N	

Table 1D: Material processes - trainee as Actor

Actions and happenings that occur				
#	Process	Goal	Kind	Observation
1	acelerar	o ritmo dos mais atrasados	I	
2	acrescentar	algumas regras de conduta de sala de aula	I	
3	andar		N	
4	assessorar	todos os alunos que apresentaram dificuldades...	S	
5	assessorar	os alunos	S	
6	colocar	o plano de aula	I	
7	corrigir	falhas	I	
8	dar	vez	I	students as Beneficiary

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9	deixar (claro)	que a escolha da música está fundamentada no tema	I	
10	desenvolver	a aula	I	
11	dirigir	me	T	
12	elaborar	uma prova com cinco questões	I	
13	fazer	as correções	I	
14	iniciar	a aula	I	
15	mostrar	o lado triste e real da violência	I	
16	negociar	o enunciado	I	
17	olhar		N	
18	olhar	os alunos nos olhos	S	
19	olhar	para turma	S	
20	orientar	os alunos	S	
21	posicionar	me	T	
22	trabalhar	'what time is it?'	I	
23	transpor	toda uma carga ideológica	I	
24	tratar	cada aluno pelo seu número correspondente	S	
25	trocar	a estratégia da chamada	I	
26	utilizar	uma linguagem apropriada	I	
27	utilizar	mais gestos	I	
28	utilizar	mais mímicas, gestos e exemplos	I	
Actions and happenings that do NOT occur				
#	Process	Goal	Kind	Observation
1	antecipar	nenhuma questão da prova	I	
2	aprofundar		N	
3	fazer	as correções	I	
4	fazer	o debate com a professora orientadora	I	

Table 2D: Material processes - students as Actor

Actions and happenings that occur				
#	Process	Goal	Kind	Observation
1	ajudar	os demais colegas	S	
2	cooperar		N	
3	demonstrar	muito interesse	I	
4	destacar		N	
5	escolher	quatro questões	I	
6	escolher	apenas quatro questões	I	
7	estudar		N	trainee as Initiator
8	fazer	atividades de 'listening'	I	
9	fazer	gracinhas	I	
10	fazer	as questões	I	
11	imitar	minha maneira de falar, minhas frases ...	I	
12	interagir		N	
13	participar		N	
14	perturbar	a aula	I	
15	realizar	as atividades propostas	I	
16	realizar	as atividades propostas	I	trainee as Initiator
Actions and happenings that do NOT occur				
#	Process	Goal	Kind	Observation
1	associar	seus números	I	

MENTAL PROCESSES: The tables to be presented are vertically divided to address each social participant, i.e., trainee and students. Within this division, they unfold in three columns. The first column shows the frequency of the processes ('4x' indicates 4 occurrences of the same process), the second one presents the processes themselves and the third one presents observations in relation to negative polarity of processes, to negative connotation that processes may have, and the existence of an external entity inducing the processes to occur. Just like the tables displaying material processes, all tables A, B, C and D refer, respectively, to Alice, Bento, Carlos and Daniel.

Table 3A: Mental processes - trainee and students as Senser

Trainee as Senser			Students as Senser		
Fr.	Process	Observation	Fr.	Process	Observation
1x	achar	negative polarity; positive connotation	1x	agradar	
2x	acreditar		2x	assimilar	1 with negative polarity
2x	considerar		2x	confundir	in 1, the students are also the Phenomenon; negative connotation
1x	contentar	negative connotation	1x	compreender	
1x	esperar		3x	entender	1 negated; all negative connotation
3x	esquecer	negative connotation	1x	conhecer	negative polarity
2x	gostar		2x	desinteressar	negative connotation

2x	hesitar	negative polarity; positive connotation	2x	perceber	
1x	imaginar		3x	saber	2 negative polarity, 1 negated
7x	observar	negative polarity; positive connotation	1x	sentir	
\2x	ouvir		1x	querer	negative connotation
3x	pensar				
3x	perceber				
1x	preocupar	negative connotation			
1x	querer				
1x	questionar	a given experience as inducer			
4x	saber	all of them negated, one induced by a given situation			
1x	valorizar				

Table 3B: Mental processes - trainee and students as Senser

Trainee as Senser			Students as Senser		
Fr.	Process	Observation	Fr.	Process	Observation
1x	crer		1x	achar	negative connotation
1x	imaginar				
1x	pensar				
2x	perceber	1 with negative polarity, but positive connotation			
1x	ver	negative connotation			

Table 3C: Mental processes - trainee and students as Senser

Trainee as Senser			Students as Senser		
Fr.	Process	Observation	Fr.	Process	Observation
1x	achar		2x	entender	1 has the actions of the trainee as Inducer
1x	crer		1x	ouvir	did not occur
1x	esperar		1x	perceber	negated; positive connotation
1x	pensar		1x	saber	
1x	querer		1x	sentir	did not occur; students as Phenomenon
1x	reconhecer	negative polarity			
3x	sentir				

Table 3D: Mental processes - trainee and students as Senser

Trainee as Senser			Students as Senser		
Fr.	Process	Observation	Fr.	Process	Observation
4x	achar		1x	assimilar	
6x	acreditar		1x	esquecer	negative connotation
3x	constatar		1x	gostar	
2x	esperar				
1x	esquecer	negative polarity			
1x	imaginar				
1x	ouvir				
1x	pensar				
12x	perceber				
2x	preocupar				
3x	saber				
2x	sentir				

1x	ver				
1x	verificar				

VERBAL PROCESSES: The tables that present the verbal processes used by the trainees are divided in two columns, one approaching the trainee as Sayer and the other approaching the students as Sayer. Each column is sub-divided in three columns, each of which displays, respectively, the frequency (Fr.) that the processes occur, the processes themselves and observations in relation to inducement, polarity, negation and connotation.

Table 6A: Verbal processes - trainee and students as Sayer

Trainee as Sayer			Students as Sayer		
Fr.	Process	Observation	Fr.	Process	Observation
1x	alertar		1x	calar	trainee as Inducer
1x	comentar		10x	responder	1 is negated
1x	determinar		1x	questionar	
9x	dizer	1 with negative polarity	4x	dizer	1 is negated
1x	exigir		4x	pedir	
1x	explicar		1x	perguntar	
1x	falar				
1x	indicar	1 with negative polarity			
2x	insistir				
1x	lembrar				
7x	pedir				
7x	perguntar				
1x	relembrar				

Table 6B: Verbal processes - trainee and students as Sayer

Trainee as Sayer			Students as Sayer		
Fr.	Process	Observation	Fr.	Process	Observation
1x	falar	negative connotation	1x	concordar	
1x	lembrar		1x	dizer	
2x	pedir		1x	explicar	
1x	sugerir				

Table 6C: Verbal processes - trainee and students as Sayer

Trainee as Sayer			Students as Sayer		
Fr.	Process	Observation	Fr.	Process	Observation
1x	afirmar	induced by external factors	2x	formular	
1x	dizer		1x	pedir	negative polarity
1x	explicar		3x	responder	
1x	falar				
1x	insistir	negative polarity			
1x	introduzir				
2x	perguntar				

Table 6D: Verbal processes - trainee and students as Sayer

Trainee as Sayer			Students as Sayer		
Fr.	Process	Observation	Fr.	Process	Observation
1x	comunicar		1x	argumentar	trainee as Inducer
2x	dizer		1x	conversar	trainee as Inducer
1x	exigir		1x	explicar	trainee as Inducer

7x	explicar		1x	falar	negated
3x	falar		1x	lembrar	
1x	lembrar		2x	pedir	
3x	pedir		1x	perguntar	
			2x	questionar	
			3x	responder	1 with trainee as Inducer

RELATIONAL PROCESSES: Separate tables are used to display the relational processes used by the trainees, tables numbered 7 referring to the trainees in the role of Carrier and tables numbered 8 referring to the students as Carrier. Following the same line of the previous tables, tables A, B, C and D refer, respectively, to Alice, Bento, Carlos and Daniel. The tables have 5 columns. The first one simply numbers the processes, the second displays the processes used – including negative polarity or modalizers -, the third shows the attribute, the fourth makes reference to the connotation (con.) of the clause - whether it is positive (P), negative (N) or neutral (NL) - within its context, and the fifth gives the reference from where the examples are taken.

Table 7A: Relational processes - trainee as Carrier

#	Process	Attribute	Con.	Reference
1	estava	bastante nervosa	N	T1A-L1
2	(não) fui	sistemática em checar a compreensão dos alunos em relação aos enunciados das atividades	N	T1A-L43/44
3	(procurei) ser	comunicativa	P	T1A-L50
4	estava	bem mais segura e confiante	P	T2A-L1
5	é	que deveria colocar sua resposta no quadro	N	T2A-L7
6	(procurei) manter-me	calma e segura	P	T2A-L20

7	(não) estar	atrasada	P	T3A-L2
8	ficasse	ainda mais nervosa	N	T3A-L13/14
9	dei-me	por satisfeita	N	T3A-L20
10	senti	bastante frustrada como professora	N	T3A-L39/40
11	estava	bastante empolgada e ansiosa	P	T5A-L1
12	estava	também bastante segura	P	T5A-L3
13	(comecei a) ficar	insegura	N	T5A-L27
14	fiquei	muito nervosa e muito atrapalhada	N	T5A-L30/31
15	é	quem deveria dar a tradução da sentença conforme o texto	N	T6A-L31
16	(não) estava	firme suficiente	N	T6A-L35
17	fiquei	impressionada	P	T8A-L28

Table 8A: Relational processes - students as Carrier

#	Process	Attribute	Con.	Reference
1	ficaram	bastante atentos em ouvir os trechinhos dos diferentes estilos de música dos americanos	P	T1A-L29
2	estavam	bastante agitados	N	T3A-L8/9
3	foram	hábeis	P	T3A-L19
4	continuaram	desinteressados	N	T3A-L23
5	mantenham-se	sempre motivados a aprender	P	T4A-L21
6	eram	29 e não 9 ou 10	NL	T4A-L27
7	(pode) ficar	ofendido	NL	T6A-L16
8	permanecessem	juntas perturbando a aula	N	T6A-L34
9	(certamente) ficou	desmotivado	N	T7A-L17
10	foram	hábeis	P	T7A-L23
11	estavam	bastante calmos	P	T7A-L26
12	estarem	com razão	P	T8A-L6/7

13	estavam	bastante agitados	N	T8A-L15
14	estavam	bastante inquietos	N	T8A-L26
15	estavam	também muito participativos	P	T8A-L27
16	teriam	a segunda prova do estágio	NL	T8A-L37

Table 7B: Relational processes - trainee as Carrier

#	Process	Attribute	Con.	Reference
1	tenho	certeza	P	T1B-L9
2	(podendo) ser	mais preciso	P	T3B-L4/5
3	fico	mais solto	P	T3B-L4
4	continuo	com alguns problemas em relação a calibragem da fala	N	T5B-L5
5	(pudesse) tê	lo (o aluno)	P	T6B-L5

Table 8B: Relational processes - students as Carrier

#	Process	Attribute	Con.	Reference
1	(não) tornou-se	mais indesejável	P	T4B-L4
2	estava	bastante agitado	N	T6B-L4
3	continuasse	com tal atitude	N	T6B-L7

Table 7D: Relational processes - trainee as Carrier

#	Process	Attribute	Con.	Reference
1	estava	um pouco ansioso	N	T1D-L3
2	estive	atento à dicção, ritmo e tom de voz	P	T1D-L14
3	tenho	consciência	P	T2D-L6
4	tenho (em mente)	que isto será um processo gradativo e eficiente	P	T3D-L3
5	(devo) ser	um exemplo aos alunos	P	T4D-L18
6	(não) tenho	apenas 28 alunos	P	T4D-L20
7	continuei		P	T6D-L5

8	tenho	segurança	P	T6D-L13
9	estou	bem	P	T6D-L13
10	tenho	ciência de que os alunos não estão acostumados em fazer uma prova desse tipo	P	T8D-L6

Table 8D: Relational processes - students as Carrier

#	Process	Attribute	Con.	Reference
1	pareceram	bem interessados com a aula	P	T1D-L5
2	são	preguiçosos	N	T5D-L16
3	têm	ritmos diferentes	NL	T5D-L16
4	tinham	muito a contribuir	P	T6D-L5
5	estavam	um pouco eufóricos	N	T7D-L1
6	seja	capaz de ler um texto e obter informações deste não através do mapeamento de informações, mas de inferência, conhecimento de mundo, temas discutidos em sala etc	P	T8D-L8/10

Appendix 2: Transitivity analysis

ALICE

MATERIAL PROCESSES

Pois	(estagiária)	iria ministrar	uma aula	pela primeira vez
	ACTOR	PROCESS	GOAL	CIRCUMSTANCE

(estagiária)	Comecei cumprimentando		os alunos
ACTOR	PROCESS		GOAL

eu	não deixei	claro	que a Irlanda era um país e a Irlanda do Norte era outro
ACTOR	PROCESS	ATTRIBUTE	GOAL

para	(estagiária)	dar	início	ao conteúdo programado
	ACTOR	PROCESS	GOAL	BENEFICIARY

Como por exemplo ao	(estagiária)	desenhar	o mapa do Reino Unido	no quadro
	ACTOR	PROCESS	GOAL	CIRCUMSTANCE

Eu	deveria ter averiguado		o local de colocação do Mapa
ACTOR	PROCESS		GOAL

(eu)	começar	a aula
ACTOR	PROCESS	GOAL

(estagiário)	dei	continuidade	à aula	comparando aspectos da cultura americana e brasileira nos esportes, na comida, no dinheiro e na música.
ACTOR	PROCESS	GOAL	CIRC.	CIRCUMSTANCE (MEANS)

Conforme os procedimentos do plano	(estagiário)	Fiz	algumas perguntas	à classe
CIRCUMSTANCE	ACTOR	PROCESS	GOAL / RANGE	BENEFICIARY

as quais (perguntas)	foram muito bem aceitas	pelos alunos
GOAL	PROCESS	ACTOR

(As perguntas)	levando-	os (alunos)	a participar bastante	da aula
INITIATOR	PROCESS	ACTOR	PROCESS	CIRCUMSTANCE

Por outro lado	em algumas vezes	(estagiário)	não aproveitei	da melhor forma	as informações que os alunos me forneceram,
	CIRC.	ACTOR	PROCESS	CIRCUMSTANCE	GOAL

as palavras “macarrão” e “peixe” que	(estagiário)	não transporte	para o inglês
GOAL	ACTOR	PROCESS	CIRCUMSTANCE

(estagiário)	perdendo	a oportunidade de enriquecer o vocabulário		
ACTOR	PROCESS	GOAL		

0 tema envolvendo música, tema específico dessa aula	foi muito bem aceito	pelos alunos
GOAL	PROCESS	ACTOR

já que	a mesma	iria prepará	-los (alunos)	para cantar
	INITIATOR	PROCESS	ACTOR	PROCESS

para	todos	cantarem
	ACTOR	PROCESS

pois	eu (estagiária)	não	as(palavras)	negocie
	ACTOR	PRO-	GOAL	-CESS

a partir dessa aula	eu (estagiária)	passei a utilizar	apenas a estrutura “ <i>What are you supposed to do?</i> ”	para checar a compreensão dos alunos
CIRC.	ACTOR	PROCESS	GOAL	CIRCUMSTANCE

Para	(estagiário)	checar	a compreensão dos alunos
	ACTOR	PROCESS	GOAL

apesar de	(estagiária)	ter cometido	algumas falhas lingüísticas.
	ACTOR	PROCESS	GOAL

(estagiário)	Comecei cumprimentando	a turma	de forma animada
ACTOR	PROCESS	GOAL	CIRCUMSTANCE

e desta vez	ao contrário da aula última aula	(estagiária)	fui recebida	de maneira calorosa	pelos alunos.
CIRC.	CIRCUMSTANCE	GOAL	PROCESS	CIRC.	ACTOR

Ao “não” como resposta majoritária	(estagiária)	cedo	10 minutos da aula
CIRCUMSTANCE	ACTOR	PROCESS	GOAL

para que	(alunos)	pudessem fazê	-la
	ACTOR	PROCESS	GOAL

Eu (estagiária)	deveria ter respeitado melhor	A capacidade de raciocínio de cada aluno
ACTOR	PROCESS	GOAL

Para	(estagiária)	melhorar	como profissional
	ACTOR	PROCESS	CIRCUMSTANCE

(estagiária)	encorajando	os (alunos)	A participar	em aula
INITIATOR	PROCESS	ACTOR	PROCESS	CIRCUMSTANCE

se	eu (estagiário)	tivesse colocado	as respostas dadas pelos alunos	no quadro
	ACTOR	PROCESS	GOAL	CIRCUMSTANCE

(estagiária)	tentando sempre cativar	o interesse dos alunos
ACTOR	PROCESS	GOAL

primeiramente	(estagiária)	entrei	um pouco agitada	em sala
	ACTOR	PROCESS	ATTRIBUTE	CIRCUMSTANCE

onde	todos já	me	esperavam	com uma pilha enorme de dicionários na mão que seriam utilizados para a atividade 4
CIRC.	ACTOR	GOAL	PROCESS	CIRCUMSTANCE

(estagiária)	não contando com	uns dois minutos de atraso do professor titular
ACTOR	PROCESS	GOAL

(estagiária)	transmitindo	toda essa perturbação	aos alunos
ACTOR	PROCESS	GOAL	BENEFICIARY

Quando	eu (estagiária)	terminasse	a chamada
CIRCUMSTANCE	ACTOR	PROCESS	GOAL

Terminados os ajustes iniciais da aula	(estagiária)	distribui	aos alunos	a atividade 4
CIRCUMSTANCE	ACTOR	PROCESS	BENEFICIARY	GOAL

para	(alunos)	me (estagiário)	Dar	a tradução do enunciado
	ACTOR	BENEFICIARY	PROCESS	GOAL

Para	(estagiária)	tentar ajudá	-los (alunos)
	ACTOR	PROCESS	GOAL

Então	(estagiária)	comecei a traduzir	o texto	a eles (alunos)	frase por frase
	ACTOR	PROCESS	GOAL	BENEFICIARY	CIRCUMSTANCE

(alunos)	fazendo	muito barulho
ACTOR	PROCESS	GOAL

e	(alunos)	deixando	me (estagiária)	irritada
	ACTOR	PROCESS	GOAL	ATTRIBUTE

ao	(estagiária)	ler
	ACTOR	PROCESS

(estagiária)	Comecei	esta aula
ACTOR	PROCESS	GOAL

(estagiária)	dando	início	à correção da atividade 4
ACTOR	PROCESS	GOAL	CIRCUMSTANCE

(estagiária)	desenhei	no quadro	a tabela de “Similarities” e “Differences”
ACTOR	PROCESS	CIRCUMSTANCE	GOAL

(estagiária)	fiz	as perguntas que estavam no meu procedimento
ACTOR	PROCESS	GOAL/RANGE

Ao	(estagiária)	fazer	a questão número 4	por exemplo
	ACTOR	PROCESS	GOAL	

Na questão 12	os alunos	primeiramente	começaram a	me	dar	o tempo de duração do intervalo de uma partida de futebol
CIRC.	ACTOR		PRO-	BENEFICIARY	-CESS	GOAL

talvez	eu	pudesse tê	-los (alunos)	ajudado	mais
	ACTOR	PRO-	GOAL	-CESS	

(estagiária)	negociando melhor		cada pergunta
ACTOR	PROCESS		GOAL

mas	felizmente	ao final	eles (alunos)	sempre conseguiram dar	as respostas
		CIRCUMSTANCE	ACTOR	PROCESS	GOAL

por exemplo	(estagiária)	não dei	muito “feedback”	nas negociações dos significados das palavras “healthier” e “exciting”
	ACTOR	PROCESS	GOAL	CIRCUMSTANCE

ao invés de	(estagiária)	ajuda	-los
	ACTOR	PROCESS	GOAL

(estagiária)	não negocieie	de forma correta	o verbo “should” da questão 6
ACTOR	PROCESS	CIRCUMSTANCE	GOAL

(estagiária)	aceitando	a tradução errada de uma aluna
ACTOR	PROCESS	GOAL

também	(estagiária)	centrei	atenção demais	em alunos que sempre participavam das aulas
	ACTOR	PROCESS	GOAL	CIRCUMSTANCE

ao invés de	(estagiária)	convocar	outros alunos	a participar
	INITIATOR	PROCESS	ACTOR	PROCESS

Eu (estagiária)	deveria ter feito	a mesma pergunta	para vários alunos
ACTOR	PROCESS	GOAL	BENEFICIARY

e	eu (estagiária)	poderia ter aproveitado melhor	este momento	
	ACTOR	PROCESS	GOAL	

(estagiária)	dando	mais espaço	para os alunos	se manifestarem
ACTOR	PROCESS	GOAL	ACTOR	PROCESS

Terminada a correção da atividade 5	(estagiária)	dei	início	ao procedimento da atividade 6 A
CIRCUMSTANCE	ACTOR	PROCESS	GOAL	BENEFICIARY

(estagiária)	facilitei	lhes (alunos)	o manuseio do material.	
ACTOR	PROCESS	BENEFICIARY	GOAL	

(alunos)	escrevendo	os ingredientes	nos “steps” da atividade 6 B	
ACTOR	PROCESS	GOAL	CIRCUMSTANCE	

Assim que	eu (estagiária)	iria iniciar	a correção da atividade 6 A	
	ACTOR	PROCESS	GOAL	

(o bater o sinal)	impossibilitando	-me (estagiária) de	fazê	-la (a atividade)
INITIATOR	PROCESS	ACTOR	PROCESS	GOAL

e	principalmente	(estagiária)	oportunizar	aos alunos	maior espaço de atuação e participação
		ACTOR	PROCESS	BENEFICIARY	GOAL

Para	(estagiária)	dar	Início	ao conteúdo programado	
	ACTOR	PROCESS	GOAL	CIRCUMSTANCE	

(estagiária)	retomei		as frases do cartaz		
ACTOR	PROCESS		GOAL		

E	(estagiária)	checando	a compreensão dos alunos		
	ACTOR	PROCESS	GOAL		

Em seguida	(estagiária)	inicie	a correção da atividade 10		
	ACTOR	PROCESS	GOAL		

(estagiária)	cometi	alguns erros de pronúncia		
ACTOR	PROCESS	GOAL		

ao	(estagiária)	ler	algumas palavras
	ACTOR	PROCESS	GOAL

e	(estagiária)	poderia ter deixado	a correção da atividade	mais produtiva
	ACTOR	PROCESS	GOAL	ATTRIBUTE

se	(estagiária)	tivesse colocado	as respostas das questões	no quadro
	ACTOR	PROCESS	GOAL	CIRCUMSTANCE

(estagiária)	dei	Continuidade	à aula
ACTOR	PROCESS	GOAL	CIRCUMSTANCE

(estagiária)	distribuindo	aos alunos	uma folha com o calendário do ano 2000
ACTOR	PROCESS	BENEFICIARY	GOAL

e em Seguida	(estagiária)	copiei	a atividade 11	no quadro
	ACTOR	PROCESS	GOAL	CIRC.

Ao	(estagiária)	checar	a compreensão do enunciado		
	ACTOR	PROCESS	GOAL		

novamente	(estagiária)	cometi	a falha que já havia cometido antes
	ACTOR	PROCESS	GOAL

que (erros)	(estagiária)	já havia cometido	antes
GOAL	ACTOR	PROCESS	CIRCUMSTANCE

para	(estagiária)	reiniciar	um período de estágio prático
	ACTOR	PROCESS	GOAL

muito mais do que	(estagiária)	traduzir	palavra por palavra
	ACTOR	PROCESS	CIRCUMSTANCE

Ao	(estagiária)	negociar	o enunciado da atividade 11
	ACTOR	PROCESS	GOAL

eu (estagiária)	<i>não</i> conduzi	os alunos	a chegarem	rápido no processo de aprendizagem e produção
INITIATOR	PROCESS	ACTOR	PROCESS	CIRCUMSTANCE

Eu (estagiária)	fui conduzindo	a aula	conforme os procedimentos do plano	
ACTOR	PROCESS	GOAL	CIRCUMSTANCE	

(estagiária)	<i>não</i> conseguia organizar	Direito	a matéria no quadro	
ACTOR	PROCESS	CIRCUMSTANCE	GOAL	

e a cada sentença que		eu (estagiária)	escrevia	
GOAL		ACTOR	PROCESS	

ao invés de	(estagiária)	terminar	toda a explicação	primeiro
	ACTOR	PROCESS	GOAL	

Antes de	(estagiária)	iniciar	esta aula	
	ACTOR	PROCESS	GOAL	

Apesar dos protestos dos alunos	nos últimos momentos da aula	(estagiária)	escrevi	no quadro	a atividade 12
CIRC.	CIRC.	ACTOR	PROCESS	CIRC.	GOAL

(estagiária)	chequei	a compreensão do enunciado		
ACTOR	PROCESS	GOAL		

(estagiária)	Iniciei	a aula		
ACTOR	PROCESS	GOAL		

(estagiária)	segui	todos os passos do procedimento		
ACTOR	PROCESS	GOAL		

e inclusive	(estagiária)	trouxe	a informação nova	para os alunos
	ACTOR	PROCESS	GOAL	BENEFICIARY

Em seguida	(estagiária)	distribui	a atividade 13	
	ACTOR	PROCESS	GOAL	

os alunos	começaram a fazer			a atividade
ACTOR	PROCESS			GOAL

e	os alunos	fizeram	um bom aproveitamento deles	
	ACTOR	PROCESS	GOAL	

e	eu (estagiária)		<i>não</i> autorizei	
	ACTOR		PROCESS	

mas	(estagiária)	a (aluna)	Autorizei	
	ACTOR	GOAL	PROCESS	

Eu (estagiária)		<i>não</i> deveria ter agido	desta forma	
ACTOR		PROCESS	CIRCUMSTANCE	

se	(estagiária)	<i>não</i> autorizo	a saída de ninguém	
	ACTOR	PROCESS	GOAL	

então	(os alunos)	previnem-se indo	ao banheiro antes da aula ou no intervalo	
	ACTOR	PROCESS	CIRCUMSTANCE	

por exemplo	(estagiária)	<i>não</i> aceitei	a tradução que uma aluna deu da linha 6,7: “eles removem a polpa da abóbora e cortam os olhos, o nariz e a boca”.	
	ACTOR	PROCESS	GOAL	

se	eu (estagiária)	tivesse controlado	um pouco melhor	a turma
	ACTOR	PROCESS	CIRCUMSTANCE	GOAL

(estagiária)	não deveria ter aceitado	que as alunas “problemáticas” da sala permanecessem juntas perturbando a minha aula.		
ACTOR	PROCESS	GOAL		

(as alunas)		perturbando	a minha aula.	
ACTOR		PROCESS	GOAL	

Por uma falta de entendimento		(estagiária)	adotei	um procedimento de correção que não passou pela avaliação da professora orientadora
CIRCUMSTANCE		ACTOR	PROCESS	GOAL

Diante da incapacidade de	(alunos)	nem sequer poder tentar acertar	o que havia errado		
	ACTOR	PROCESS	GOAL		

(estagiária)	fazendo	com que aquele que errou	ganhasse	de graça	a forma certa
INITIATOR	PROCESS	ACTOR	PROCESS	CIRC.	GOAL

os alunos	chegaram	ao significado das palavras desconhecidas como “seasons of the year” e “Earth		através da negociação	
ACTOR	PROCESS	CIRCUMSTANCE		CIRCUMSTANCE	

para	(alunos)	dar	o significado	sem a negociação	
	ACTOR	PROCESS	GOAL	CIRCUMSTANCE	

os alunos	participaram		de forma muito animada		
ACTOR	PROCESS		CIRCUMSTANCE		

(estagiária)	retomando		o assunto dado na última aula		
ACTOR	PROCESS		GOAL		

(estagiária)	desenhei	no quadro	as bolas representando a Terra e o Sol		
ACTOR	PROCESS	CIRCUMSTANCE	GOAL		

E	(estagiária)	dei	continuidade	a explicação	conforme o procedimento da aula.	
	ACTOR	PROCESS	GOAL	CIRC.	CIRCUMSTANCE	

(estagiária)	dando		abertura		
ACTOR	PROCESS		GOAL		

para	os alunos	confrontarem	a minha capacidade de conteúdo		
	ACTOR	PROCESS	GOAL		

(esse fato)	levando	me (estagiária)	a tomar	uma atitude severa	em sala
INITIATOR	PROCESS	ACTOR	PROCESS	GOAL	CIRC.

os alunos	aproveitaram	a oportunidade			
ACTOR	PROCESS	GOAL			

Entretanto	ao	(estagiária)	caminhar	pela sala
		ACTOR	PROCESS	CIRCUMSTANCE

e	alguns (alunos)	ainda ofereceram	Resistência
	ACTOR	PROCESS	GOAL

mas	ao final	todos (alunos)	copiaram	as informações do quadro
	CIRCUMSTANCE	ACTOR	PROCESS	GOAL

Em seguida	(estagiária)	distribui	Aos alunos	a atividade 14
	ACTOR	PROCESS	BENEFICIARY	GOAL

ao	(estagiária)	negociar	as sentenças da atividade
	ACTOR	PROCESS	GOAL

Ao	(estagiária)	negociar	a palavra 'wet'
	ACTOR	PROCESS	GOAL

por exemplo	(estagiária)	usei	muito bem	a cognata "humid"
	ACTOR	PROCESS	CIRCUMSTANCE	GOAL

mas	(estagiária)	escrevi	no quadro	apenas "humid"
	ACTOR	PROCESS	CIRCUMSTANCE	GOAL

(alunos)	chamando	-me	sempre
ACTOR	PROCESS	GOAL	
para	(alunos)	sanar	dúvidas
	ACTOR	PROCESS	GOAL

porque	(estagiária)	não controlei	o tempo
	ACTOR	PROCESS	GOAL

(estagiária)	estabeleci	10 minutos da aula	para a atividade
ACTOR	PROCESS	GOAL	CIRCUMSTANCE

(estagiária)	preciso melhorar	em alguns pontos como organização no quadro, negociar melhor os significados das palavras
ACTOR	PROCESS	CIRCUMSTANCE

MENTAL PROCESSES

Essa experiência	me	fez	questionar	sobre a organização de textos e atividades a serem ensinadas e praticadas pelos alunos
INDUCER	SENSER	PROCESS	PROCESS	PHENOMENON

(estagiária)	queria tê	-los, inclusive, incentivado a continuar estudando inglês		
SENSER	PROCESS	PHENOMENON		

e	eu (estagiária)	não achei	conveniente falar essas coisas antes de uma prova	
	SENSER	PROCESS	PHENOMENON	

na verdade	eu (estagiária)	gostaria	de ter me despedido	
	SENSER	PROCESS	PHENOMENON	

(estagiária)	também gostaria	de ter agradecido a ajuda inconsciente que todos propiciaram a meu futuro profissional.		
SENSER	PROCESS	PHENOMENON		

agora	eu (estagiária)	percebo	que preciso praticar	
	SENSER	PROCESS	PHENOMENON	

mas trabalhar com números ordinais	preocupava	-me	um pouco	
PHENOMENON	PROCESS	SENSER	CIRCUMSTANCE	

Os alunos	perceberam	a minha falta de segurança		
SENSER	PROCESS	PHENOMENON		

eu (estagiária)	ficava pensando	em maneiras de ensinar números ordinais aos alunos		
SENSER	PROCESS	PHENOMENON		

pois	eu (estagiária)	deveria saber	na "ponta da língua"	o que estava ministrando
	SENSER	PROCESS	CIRCUMSTANCE	PHENOMENON

o aluno	queira	ausentar- se da sala		
SENSER	PROCESS	PHENOMENON		

(estagiária)	observei	se todos haviam copiado
SENSE	PROCESS	PHENOMENON

No assessoramento	(estagiária)	não observei	maiores dificuldades
CIRCUMSTANCE	SENSE	PROCESS	PHENOMENON

(estagiária)	penso	que o tema “esportes” é um tema muito motivador para alunos de 7º série
SENSE	PROCESS	PHENOMENON

As vezes	os alunos	confundiam-	se	um pouco
	SENSE	PROCESS	PHENOMENON	CIRCUMSTANCE

que	eu (estagiária)	esperava
PHENOMENON	SENSE	PROCESS

e	(estagiária)	considero	uma de minhas aulas que causou mais desmotivação
	SENSE	PROCESS	PHENOMENON

(os alunos)	demoraram para entender	o que eu queria dizer é que eles dissessem qual é o formato de uma bola de futebol
SENSE	PROCESS	PHENOMENON

Passados alguns minutos	durante o assessoramento	(estagiária)	observei	que os alunos não estavam conseguindo associar o que era “similaridade” e “diferença” no texto,
CIRC.	CIRC.	SENSE	PROCESS	PHENOMENON

e	esquecendo	-me (estagiária)	que eu própria tinha uma cópia da chamada
	PROCESS	SENSE	PHENOMENON

Ao assessorar	(estagiária)	observei	que todos faziam com muito entusiasmo e interesse
CIRCUMSTANCE	SENSE	PROCESS	PHENOMENON

já que	muitos deles (alunos)	não sabiam	distinguir o que era diferença e similaridade mesmo em português.
	SENSE	PROCESS	PHENOMENON

alguns alunos	não souberam	responder
SENER	PROCESS	PHENOMENON

(a situação)	deixando	me	sem saber exatamente	o que fazer
INDUCER	PROCESS	SENER	PROCESS	PHENOMENON

(estagiária)	observei	que faziam a atividade 14 com entusiasmo
SENER	PROCESS	PHENOMENON

o que (os minutos extras para fazer a atividade)	agradou	aos alunos
PHENOMENON	PROCESS	SENER

mas	ao contrário do	que (a utilização do mapa ajudaria)	(estagiária)	imaginei
		PHENOMENON	SENER	PROCESS

os alunos	ficaram sem entender	o que elas significavam
SENER	PROCESS	PHENOMENON

já que, provavelmente	eles (alunos)	não	as (palavras)	conheciam
	SENER	PRO-	PHENOMENON	CESS

Certamente	o aluno	em sua carteira	sentiria	-se menos à mostra e mais propício a participar e a aprender.
	SENER	CIRC.	PROCESS	PHENOMENON

Em relação à atividade 3	(estagiário)	pude perceber	uma ótima aceitação dos alunos
CIRCUMSTANCE	SENER	PROCESS	PHENOMENON

Os alunos	continuaram sem saber	resolver a atividade.
SENER	PROCESS	PHENOMENON

Até que	os alunos	entendessem	que o que estava sendo pedido eram os dias da semana na atividade
	SENER	PROCESS	PHENOMENON

(estagiária)	observei	que a maioria da classe estava respondendo de forma errada
SENER	PROCESS	PHENOMENON

(estagiária)	esquecendo-me	de fazer a leitura da letra da música.		
SENER	PROCESS	PHENOMENON		

(estagiária)	penso	que (este) seja um ponto fundamental para manter acesa a curiosidade dos alunos.		
SENER	PROCESS	PHENOMENON		

(estagiária)	cheguei a ouvir	de alguns alunos:	“De novo!”.	
SENER	PROCESS	CIRCUMSTANCE	PHENOMENON	

sem	(estagiária)	saber	conduzir direito a parte relativa a números ordinais do plano	
	SENER	PROCESS	PHENOMENON	

que	(estagiária)	cheguei a ouvir	repetidas vezes	eles reclamarem “Copiar de novo”
	SENER	PROCESS	CIRCUMSTANCE	PHENOMENON

(estagiária)	acredito	que o que me deixou tão tensa para ministrar “números ordinais” foi a pronúncia		
SENER	PROCESS	PHENOMENON		

a (pronúncia de número ordinal)	(estagiária)	considero	difícil.	
PHENO-	SENER	PROCESS	-MENON	

(estagiária)	hesitei		um pouco	
SENER	PROCESS		CIRCUMSTANCE	

embora	algumas vezes	eu (estagiária)	esqueci	que o objetivo do cartaz era a compreensão do texto e não necessariamente a sua tradução
	CIRC.	SENER	PROCESS	PHENOMENON

com o tempo	os alunos	passam a assimilar	que naquelas aulas eles não poderão sair se o motivo não for realmente importante	
	SENER	PROCESS	PHENOMENON	

com elas	os alunos	conseguiram perceber	as similaridades e diferenças do texto,	
CIRCUMSTANCE	SENER	PROCESS	PHENOMENON	

Porém	Algumas perguntas	não foram assimiladas	pelos alunos
	PHENOMENON	PROCESS	SENER

No assessoramento	(estagiária)	percebi	que a maioria dos alunos não tinha problema de indicar quais eram os ingredientes do <i>Crazy Sandwich</i> ,
CIRCUMSTANCE	SENER	PROCESS	PHENOMENON

e	(estagiária)	não hesitei	em separar logo no início da aula alunas que usualmente atrapalhavam.
	SENER	PROCESS	PHENOMENON

pois	a aluna	já havia compreendido	a sentença	de forma adequada
	SENER	PROCESS	PHENOMENON	CIRCUMSTANCE

(estagiária)	acredito	(que) a maneira certa de agir neste momento era elogiar a aluna
SENER	PROCESS	PHENOMENON

sem	(estagiária)	saber	direito o que fazer
	SENER	PROCESS	PHENOMENON

(estagiária)	observei	que apesar de um pouco confuso era possível entender tudo que estava no quadro
SENER	PROCESS	PHENOMENON

(a atitude)	confundindo	os alunos
PHENOMENON	PROCESS	SENER

contentando	me	apenas com a tradução do enunciado dada pelos alunos
PROCESS	SENER	PHENOMENON

(estagiária)	valorizar	o que eles tem a dizer
SENER	PROCESS	PHENOMENON

(alunos desmotivados)	começaram a se desinteressar	pela atividade e pela aula
SENER	PROCESS	PHENOMENON

(alunos)	começaram a se desinteressar	pela aula
SENER	PROCESS	PHENOMENON

VERBAL PROCESSES

(estagiária)	lembrando	-lhes (alunos)	a sua utilidade e importância
SAYER	PROCESS	RECEIVER	VERBIAGE

(estagiária)	exigi	a eles	que copiassem aquelas informações
SAYER	PROCESS	RECEIVER	PROJECTED CLAUSE

então	(estagiária)	determinei	que todos copiassem
	SAYER	PROCESS	PROJECTED CLAUSE

e facilmente	eles	podem	se	perguntar	<i>“Afinal o que ela quer saber?”.</i>
	SAYER	PRO-	RECEIVER	-CESS	PROJECTED CLAUSE

Ele (aluno)	PODERIA dizer	de sua carteira
SAYER	PROCESS	CIRCUMSTANCE

(estagiária)	pedir	onde a informação estava localizada no texto
SAYER	PROCESS	PROJECTED CLAUSE

quando	(estagiária)	perguntei	a eles (alunos)	o que era para ser feito nesta atividade
CIRCUMS TANCE	SAYER	PROCESS	RECEIVER	PROJECTED CLAUSE

e	(estagiária)	pedi	que dessem início a complementação da atividade
	SAYER	PROCESS	PROJECTED CLAUSE

(estagiária)	perguntei	qual era o problema com a atividade
SAYER	PROCESS	PROJECTED CLAUSE

Eles (alunos)	então	disseram	que não conseguiam ler o texto, que o texto era difícil
SAYER		PROCESS	PROJECTED CLAUSE

e	(alunos)	pediram	a tradução
	SAYER	PROCESS	VERBIAGE

E	(estagiária)	pedir	a compreensão
	SAYER	PROCESS	VERBIAGE

os alunos	começaram a	me	responder	o tempo de duração de cada período de uma partida de futebol
SAYER	PRO-	RECEIVER	CESS	VERBIAGE

ao invés de	(alunos)	dizerem	apenas “yes” ou “no”	
	SAYER	PROCESS	VERBIAGE	

então	eu (estagiária)	alertei	os (alunos)	de que a atividade 6B era outra atividade e que os ingredientes deveriam ser escritos logo após a palavra ingredients
	SAYER	PROCESS	RECEIVER	PROJECTED CLAUSE

ao invés de	(alunos)	responderem	quantos intervalos haviam em uma partida	
	SAYER	PROCESS	PROJECTED CLAUSE	

que (alunos)	aparentemente	respondiam	a cada pergunta	de forma bastante interessada
SAYER		PROCESS	VERBIAGE	CIRCUMSTANCE

a ponto de	(estagiária)	pedir	silêncio	bastante alterada
	SAYER	PROCESS	VERBIAGE	ATTRIBUTE

(estagiária)	pedindo	que eles me dissessem com as suas palavras o que estava sendo exigido		
SAYER	PROCESS	PROJECTED CLAUSE		

poucos (alunos)	responderam			
SAYER	PROCESS			

então	a maioria (alunos)		me (estagiária)	respondeu
	SAYER		RECEIVER	PROCESS
aos seus olhos desconfiados		(estagiária)	insisti	“good afternoon”
CIRCUMSTANCE		SAYER	PROCESS	VERBIAGE

Então	(estagiária)	pergunto	se haviam terminado em casa a atividade 2	
	SAYER	PROCESS	PROJECTED CLAUSE	

como	(alunos)	estavam respondendo	bem	as questões
CIRCUMS-	SAYER	PROCESS	-TANCE	VERBIAGE

então	eu (estagiária)	lhes (alunos)	disse	que quem faria a correção seria o seu professor titular na próxima aula
	SAYER	RECEIVER	PROCESS	PROJECTED CLAUSE

e	(estagiária)	não disse
	SAYER	PROCESS

eu (estagiária)	apenas comento	que conforme o planejado eles teriam uma prova em seguida
SAYER	PROCESS	PROJECTED CLAUSE

e só	depois	(estagiária)	pedir	que eles copiassem
	CIRCUMSTANCE	SAYER	PROCESS	PROJECTED CLAUSE

ao	(estagiária)	perguntar	aos alunos	quando elas aconteciam
	SAYER	PROCESS	RECEIVER	PROJECTED CLAUSE

e	as perguntas sendo lançadas a turma	foram respondidas	apenas por quem havia acertado
	VERBIAGE	PROCESS	SAYER

(estagiária)	pedia	que os alunos copiassem
SAYER	PROCESS	PROJECTED CLAUSE

Durante o período de assessoramento	uma aluna	pediu	para ir ao banheiro
CIRCUMSTANCE	SAYER	PROCESS	PROJECTED CLAUSE

(estagiária)	perguntando	aos alunos	se eles haviam terminado de fazer a atividade 12
SAYER	PROCESS	RECEIVER	PROJECTED CLAUSE

os alunos	estavam conseguindo responder	as questões da atividade
SAYER	PROCESS	VERBIAGE

Pouco tempo depois	uma outra aluna	também pediu
CIRCUMSTANCE	SAYER	PROCESS

e	eu (estagiária)	lhe (aluna)	disse	que ela só poderia se pedisse em inglês
	SAYER	RECEIVER	PROCESS	PROJECTED CLAUSE

Com a minha ajuda	ela (aluna)	acaba pedindo	em inglês
CIRCUMSTANCE	SAYER	PROCESS	CIRCUMSTANCE

(estagiária)	perguntei	para vários alunos	a data do aniversário e o dia da semana em que ele caia no ano 2000
SAYER	PROCESS	RECEIVER	PROJECTED CLAUSE

a maioria (alunos)	respondeu	“não”
SAYER	PROCESS	VERBIAGE

e	(estagiária)	disse	que a correção ficaria para a próxima aula
	SAYER	PROCESS	PROJECTED CLAUSE

também	(estagiária)	os (alunos)	relembrei	da prova que teriam na próxima sexta-feira
	SAYER	RECEIVER	PROCESS	PROJECTED CLAUSE

se	(estagiária)	digo	“não”	para um aluno
	SAYER	PROCESS	VERBIAGE	RECEIVER

(estagiária)	<i>não</i> posso dizer	um “sim”	para o outro
SAYER	PROCESS	VERBIAGE	RECEIVER

(estagiária)	fiquei insistindo	desnecessariamente	que ela ou a classe me dissesse o seguinte: “eles removem a polpa da abóbora e cortam buracos para os olhos, nariz e boca”
SAYER	PROCESS		PROJECTED

(estagiária)	<i>não</i> indicando	que ela significava a mesma coisa que ‘wet’
SAYER	PROCESS	PROJECTED CLAUSE

(estagiária)	dizendo	(que) aquela era a idéia da sentença
SAYER	PROCESS	PROJECTED CLAUSE

(o aluno que errou) incapaz de	responder	rapidamente	as minhas perguntas
SAYER	PROCESS	CIRCUMSTANCE	VERBIAGE

e	(alunos)	questionarem	a minha capacidade do conteúdo.
	SAYER	PROCESS	VERBIAGE

Conclusão	os alunos	começaram a dizer	que na folha deles não tinha nenhum ‘humid’.
	SAYER	PROCESS	PROJECTED CLAUSE

Em relação à atividade 5	(estagiária)	posso dizer	que foi bem aceita pelos alunos
CIRCUMSTANCE	SAYER	PROCESS	PROJECTED CLAUSE

Segundo o procedimento	eu (estagiária)	explicaria	as frases do cartaz
CIRCUMSTANCE	SAYER	PROCESS	VERBIAGE

(estagiária)	pergunta	se haviam terminado em casa a atividade 2
SAYER	PROCESS	PROJECTED CLAUSE

(estagiária)	sem deixar de falar	inglês	com os alunos
SAYER	PROCESS	VERBIAGE	RECEIVER

(estagiária)	chegando a dizer	seguidamente	três sentenças diferentes
SAYER	PROCESS		VERBIAGE

para	(estagiária)	fazer	os alunos	se calarem
	INDUCER	PROCESS	SAYER	PROCESS

RELATIONAL PROCESS

Em minha primeira aula de estágio prático	(estagiária)	estava	bastante nervosa
CIRCUMSTANCE	CARRIER	PROCESS	ATTRIBUTE

que (alunos)	ficaram	bastante atentos em ouvir os trechinhos dos diferentes estilos de música dos americanos
CARRIER	PROCESS	ATTRIBUTE

Também	(estagiária)	<i>NÃO</i> fui	sistemática em checar a compreensão dos alunos em relação aos enunciados das atividades
	CARRIER	PROCESS	ATTRIBUTE

Eu (estagiária)	procurei ser	comunicativa	sem deixar de falar em inglês com os alunos
CARRIER	PROCESS	ATTRIBUTE	CIRCUMSTANCE

Nesta aula	(estagiária)	estava	bem mais segura e confiante
CIRCUMSTANCE	CARRIER	PROCESS	ATTRIBUTE

e eu (estagiária)	é	que deveria colocar sua resposta no quadro.	
CARRIER	PROCESS	ATTRIBUTE	

apesar de	(estagiária)	não estar	atrasada
	CARRIER	PROCESS	ATTRIBUTE

(estagiária)	Procurei manter	-me	calma e segura
ATTRIBUTOR	PROCESS	CARRIER	ATTRIBUTE

que (alunos)	para um início de aula	estavam	bastante agitados.
CARRIER	CIRCUMSTANCE	PROCESS	ATTRIBUTE

para que	eu (estagiária)	ficasse	ainda mais nervosa
	CARRIER	PROCESS	ATTRIBUTE

a partir de um certo momento	(estagiária)	comecei a ficar	insegura	diante do assunto
CIRCUMSTANCE	CARRIER	PROCESS	ATTRIBUTE	CIRC.

(estagiária)	fiquei	muito nervosa e muito atrapalhada	em sala
CARRIER	PROCESS	ATTRIBUTE	CIRCUMSTANCE

facilmente	o aluno que recebeu um “não” como resposta	pode ficar	ofendido
	CARRIER	PROCESS	ATTRIBUTE

de maneira que	os alunos	mantenham-se	sempre motivados a aprender	
CIRCUMSTANCE	ATTRIBUTOR	PROCESS	CARRIER	ATTRIBUTE

os alunos	foram	hábeis
CARRIER	PROCESS	ATTRIBUTE

mas	eles (alunos)	continuaram	desinteressados
	CARRIER	PROCESS	ATTRIBUTE

afinal	meus alunos	eram	29 e não de 9 ou 10 alunos
	CARRIER	PROCESS	ATTRIBUTE

(estagiária)	estava	bastante empolgada e ansiosa
CARRIER	PROCESS	ATTRIBUTE

(estagiária)	estava	também bastante segura	neste dia
CARRIER	PROCESS	ATTRIBUTE	CIRCUMSTANCE

Neste dia	os alunos	estavam	bastante calmos
CIRCUMSTANCE	CARRIER	PROCESS	ATTRIBUTE

os alunos	foram	hábeis
CARRIER	PROCESS	ATTRIBUTE

apesar dos	alunos	estarem	com razão
	CARRIER	PROCESS	ATTRIBUTE/CIRCUMSTANCE

Os alunos	estavam	bastante agitados	neste dia
CARRIER	PROCESS	ATTRIBUTE	CIRCUMSTANCE

Os alunos	estavam	bastante inquietos	neste dia
CARRIER	PROCESS	ATTRIBUTE	CIRCUMSTANCE

entretanto	(alunos)	estavam	também muito participativos
	CARRIER	PROCESS	ATTRIBUTE

(estagiária)	fiquei	impressionada
CARRIER	PROCESS	ATTRIBUTE

Depois de bater o sinal	eles	teriam	a 2ª prova do estágio
CIRCUMSTANCE	CARRIER	PROCESS	ATTRIBUTE

0 aluno que errou	certamente ficou	desmotivado
CARRIER	PROCESS	ATTRIBUTE

então	eu (estagiária)	é	quem deveria dar a tradução da sentença conforme o texto.
	CARRIER	PROCESS	ATTRIBUTE

as alunas “problemáticas” da sala	permanecessem	juntas		
CARRIER	PROCESS	ATTRIBUTE		
eu	não estava	firme suficiente		
CARRIER	PROCESS	ATTRIBUTE		
Após essa aula	senti	-me	bastante frustrada como professora	
CIRCUMSTANCE	PROCESS	CARRIER	ATTRIBUTE	
e	eu (estagiaria)	por minha vez	dei-me por	satisfeita
	CARRIER		PROCESS	ATTRIBUTE

BENTO

MATERIAL PROCESSES

para que	o restante da classe	descobrisse	quem estava sendo descrito	
	ACTOR	PROCESS	GOAL	
ao	(o aluno)	adentrar	a sala	
	ACTOR	PROCESS	CIRCUMSTANCE	
(estagiário)	cheguei	a conclusão		
ACTOR	PROCESS	CIRCUMSTANCE		
(estagiário)	Comecei	minha aula		
ACTOR	PROCESS	GOAL		
(estagiário)	usei	expressões de linguagem não trabalhadas com os alunos em sala.		
ACTOR	PROCESS	GOAL		
Quanto às questões da disciplina	(estagiário)	consegui	me	impor
CIRCUMSTANCE	INITIATOR	PRO-	ACTOR	-CESS
(estagiário)	evitando	qualquer desordem notável		
ACTOR	PROCESS	GOAL		

Os alunos	resolveram	suas atividades		
ACTOR	PROCESS	GOAL		
(os alunos)	mostrando	dúvidas, conhecimento adquirido e principalmente interesse.		
ACTOR	PROCESS	GOAL		
Terminados os cartazes	(estagiário)	inicie	um novo conteúdo este relacionado a amizade	
CIRCUMSTANCE	ACTOR	PROCESS	GOAL	
quanto mais	eu (estagiário)	adquiro	confiança	
	ACTOR	PROCESS	GOAL	
ao	(estagiário)	familiarizar	-me	Com os alunos
	ACTOR	PROCESS	GOAL	CIRCUMSTANCE
alguns alunos	resolveram	atrapalhar o percurso da aula		
ACTOR	PROCESS	GOAL		
(estagiário)	deveria ter tomado	atitudes mais enérgicas	para com estes alunos	
ACTOR	PROCESS	GOAL	CIRCUMSTANCE	
(estagiário)	separando-	os	uns dos outros.	
ACTOR	PROCESS	GOAL	CIRCUMSTANCE	
Os mesmos (alunos)	mostraram	interesse e disciplina		
ACTOR	PROCESS	GOAL		
(o aluno)	estar prejudicando	o andamento da aula		
ACTOR	PROCESS	GOAL		
(estagiário)	tenho que	calibrar	minha fala	
ACTOR	PROCESS	GOAL		
pois	os meus alunos	estão apenas começando		
	ACTOR	PROCESS		
pois	os alunos	participaram	desta aula	
	ACTOR	PROCESS	CIRCUMSTANCE	
mais do que	(os alunos)	vinham fazendo		
	ACTOR	PROCESS		

Estes (alunos)	em uma das atividades desenvolvidas	criaram	descrições para seus colegas de sala de aula
ACTOR	CIRCUMSTANCE	PROCESS	GOAL

Após as descrições feitas	os alunos	as	leram
CIRCUMSTANCE	ACTOR	GOAL	PROCESS

Por um momento ou outro	(estagiário)	Utilizo	expressões que não condizem ao vocabulário dos alunos.
CIRCUMSTANCE	ACTOR	PROCESS	GOAL

(estagiário)	deveria refazer mais	a fala dos alunos
ACTOR	PROCESS	GOAL

(estagiário)	também premiá-	os (os alunos)
ACTOR	PROCESS	GOAL

(estagiário)	fiz	questão de deixar bem claro o conteúdo da prova, seu dia e como estudar para a mesma
ACTOR	PROCESS	GOAL

Porém	o mesmo (aluno)	prosseguiu	com suas brincadeiras de mal gosto
	ACTOR	PROCESS	CIRCUMSTANCE

Ao	(o aluno)	persistir	com as mesmas brincadeiras
	ACTOR	PROCESS	CIRCUMSTANCE

Posteriormente	(estagiário e professoras)	encaminhamos	o referido aluno	à direção da escola
	ACTOR	PROCESS	GOAL	CIRCUMSTANCE

Hoje	em particular	os alunos	fizeram	bom uso dos cartazes.
CIRCUMSTANCE		ACTOR	PROCESS	GOAL

Nos minutos finais da aula	(estagiário)	Fiz	com os alunos	uma revisão do conteúdo
CIRCUMSTANCE	ACTOR	PROCESS	CIRC.	GOAL

(estagiário e colega de estágio)	elaboramos	uma prova com cinco questões
ACTOR	PROCESS	GOAL

onde	o aluno	poderia escolher	quatro
	ACTOR	PROCESS	GOAL
e	(aluno)	fazê-	las (as cinco questões)
	ACTOR	PROCESS	GOAL
certificando-	me	de que tomei a atitude correta.	
PROCESS	ACTOR	CIRCUMSTANCE	

MENTAL PROCESSES

Porém	os alunos	de um modo geral	acharam	a mesma (prova) mais difícil que a anterior
	SENSE		PROCESS	PHENOMENON

Neste dia	assim como na semana passada	(estagiário)	percebi	bastante pontos de aprendizado por parte dos alunos
CIRCUMS	-TANCE	SENSE	PROCESS	PHENOMENON

e	(estagiário)	não percebi	a malandragem dos alunos
	SENSE	PROCESS	PHENOMENON

como	(estagiário)	imaginava	que seria
CIRCUMSTANCE	SENSE	PROCESS	PHENOMENON

Após	(estagiário)	pensar	sobre o primeiro dia de estágio
	SENSE	PROCESS	PHENOMENON

porém	CREIO	eu (estagiário)	este ter sido o meu maior problema, o mais notável.
	PROCESS	SENSE	PHENOMENON

algumas vezes	(estagiário)	vejo	me	utilizando	expressões comuns ao nível avançado
	SENSE	PROCESS	PHENOMENON		

VERBAL PROCESSES

(estagiário)	lembrando	-os	que para estudar para a mesma deveria refazer as atividades trabalhadas em sala.
SAYER	PROCESS	RECEIVER	PROJECTED CLAUSE

(estagiário)	falando	de uma maneira que não condizia com a realidade dos alunos	
SAYER	PROCESS	CIRCUMSTANCE	

quando	os mesmos (os alunos)	dizem	algo correto
	SAYER	PROCESS	VERBIAGE

ou	(alunos)	explicam	algo	para os demais companheiros de classe
	SAYER	PROCESS	VERBIAGE	RECEIVER

Mesmo assim	(estagiário)	pedi	a um aluno	que explicasse a turma o conteúdo da prova
	SAYER	PROCESS	RECEIVER	PROJECTED CLAUSE

(estagiário)	pedi	para que sentasse na primeira carteira da sala	
SAYER	PROCESS	PROJECTED CLAUSE	

Os seus colegas de classe		concordaram	com minha atitude
SAYER		PROCESS	CIRCUMSTANCE

embora	(estagiário)	sugeri	que os mesmos deveriam fazer todas as atividades
	SAYER	PROCESS	PROJECTED CLAUSE

RELATIONAL PROCESSES

(estagiário)	tenho	certeza
CARRIER	PROCESS	ATTRIBUTE

(estagiário)	podendo assim ser	mais preciso	com diversos aspectos
CARRIER	PROCESS	ATTRIBUTE	CIRCUMSTANCE

Isto feito	(o aluno)	não tornou-se	mais indesejável	para com a turma
	CARRIER	PROCESS	ATTRIBUTE	CIRCUMSTANCE

(estagiário)	Continuo	com alguns problemas em relação a calibragem da fala.		
CARRIER	PROCESS	CIRCUMSTANCE		

Este mesmo aluno	estava	bastante agitado		
CARRIER	PROCESS	ATTRIBUTE		

para que	(estagiário)	pudesse tê-	lo	sob maior controle
	CARRIER	PROCESS	ATTRIBUTE	CIRCUMSTANCE

mais solto		eu	fico	
ATTRIBUTE		CARRIER	PROCESS	

se	(o aluno)	continuasse	com tal atitude	
	CARRIER	PROCESS	CIRCUMSTANCE	

CARLOS

MATERIAL PROCESSES

no meio de um ou dois exercícios	(estagiário)	deixei de designá	-los (alunos)	individualmente
CIRCUMSTANCE	ACTOR	PROCESS	GOAL	CIRCUMSTANCE

(estagiário)	levei	um guarda-chuva	para a sala de aula	
ACTOR	PROCESS	GOAL	CIRCUMSTANCE	

e	ao	(estagiário)	entrar	
		ACTOR	PROCESS	

(estagiário)	Deixei	-o (guarda-chuva)	escondido	debaixo da primeira carteira
ACTOR	PROCESS	GOAL	ATTRIBUTE	CIRCUMSTANCE

A surpresa dos alunos frente a minha pergunta	(estagiário)	mostrei	o guarda-chuva	para todos
CIRCUMSTANCE	ACTOR	PROCESS	GOAL	BENEFICIARY

(alunos)	tentando descobrir	o dono do guarda-chuva
ACTOR	PROCESS	GOAL

(estagiário)	Apresentei-	me e o segundo estagiário
ACTOR	PROCESS	GOAL

dois grupos que		competiram
ACTOR		PROCESS

Para	(alunos)	completar	o jogo da velha
	ACTOR	PROCESS	GOAL

para	(estagiário)	Ihes (alunos)	dar	a sensação de que eles estavam elaborando
	ACTOR	BENEFICIARY	PROCESS	GOAL

em vez disso	(estagiário)	anotei	fragmentadas	estas contribuições
	ACTOR	PROCESS	CIRCUMSTANCE	GOAL

e	depois	(estagiário)	somente escrevi	no quadro	a definição inteira
		ACTOR	PROCESS	CIRCUMSTANCE	GOAL

ainda não tendo	eu	aproveitado	várias oportunidades de incentivar a expressão e o investimento em inglês.		
PRO-	ACTOR	-CESS	GOAL		

Por um lado	(estagiário)	consegui não deixar	os alunos	levantarem	...de suas cadeiras
	INITIATOR	PROCESS	ACTOR	PROCESS	CIRCUMSTANCE

Por um lado	(estagiário)	consegui aumentar		a força da voz
	ACTOR	PROCESS		GOAL

Por um lado	(estagiário)	consegui tratar	vários tópicos do conteúdo da aula com sucesso		
	ACTOR	PROCESS	GOAL		

e	no entanto	(estagiário)	escrevi	no quadro	esta resposta
		ACTOR	PROCESS	CIRCUMSTANCE	GOAL

os alunos		tendo participado	
ACTOR		PROCESS	
Eles (alunos)	deram	os pares de animais	em inglês
ACTOR	PROCESS	GOAL	CIRCUMSTANCE
(alunos)	não passeavam mais		pela sala
ACTOR	PROCESS		CIRCUMSTANCE
(estagiário)	andei mais		pela sala
ACTOR	PROCESS		CIRCUMSTANCE
(estagiário)	fazendo com que	todos os alunos	participassem
INITIATOR	PROCESS	ACTOR	PROCESS
aqueles que sentando no fundo		aproveitam para fazer	bagunça
ACTOR		PROCESS	GOAL
(estagiário)	sem diferenciá-	las (expressões e frases)	das outras
ACTOR	PROCESS	GOAL	CIRCUMSTANCE
(estagiário)	esquissando	uma atitude precipitada	
ACTOR	PROCESS	GOAL	
(estagiário)	organizar	um pouco mais	o quadro
ACTOR	PROCESS	CIRCUMSTANCE	GOAL
(os alunos)	não levaram	a sério	um estagiário principiante a frente a toda uma tradição de fala em português
ACTOR	PROCESS		GOAL

MENTAL PROCESSES

e	o efeito da encenação	levaram	os alunos	a entenderem	o significado do dito título	de um modo engraçado
	INDUCER	PROCESS	SENER	PROCESS	PHENOMENON	CIRC.
sem que		os alunos		percebessem		
		SENER		PROCESS		

(Estagiário)	creio	não ser exagerado supor que menos espaçamento entre aulas (uma semana) talvez tivesse criado maior dinamismo “inter-aulas”.	
SENSER	PROCESS	PHENOMENON	

(Estagiário)	senti	uma certa resistência	em relação ao fato de falar em inglês na sala de aula
SENSER	PROCESS	PHENOMENON	CIRCUMSTANCE
(estagiário)	senti	uma melhora significativa	nestas duas aulas
SENSER	PROCESS	PHENOMENON	CIRCUMSTANCE

(estagiário)	não reconhecendo		o dito provérbio
SENSER	PROCESS		PHENOMENON

(estagiário)	acho		que isso não foi grave
SENSER	PROCESS		PHENOMENON

na medida em que	todos (alunos)	sabiam	que se tratava de uma brincadeira
	SENSER	PROCESS	PHENOMENON

a necessidade de	(alunos)	tentar entender	quem é o produtor do texto, quais são suas intenções e que havia várias ideologias ali presentes e que por isso é preciso raciocinar.
	SENSER	PROCESS	PHENOMENON

(estagiário)	penso	ter sido mais presente pelo olhar e pela voz por exemplo	
SENSER	PROCESS	PHENOMENON	

mas de modo geral	(estagiário)	senti	como sendo muito positiva a experiência destas duas aulas.
	SENSER	PROCESS	PHENOMENON

(estagiário)	queria	mais uma vez	ressaltar o fato do espaçamento entre as aulas ser prejudicial
SENSER	PROCESS		PHENOMENON

o que		eu (estagiário)	já esperava
PHENOMENON		SENSER	PROCESS

(isso)	fazendo com que	todos os alunos	ouvissem	
INDUCER	PROCESS	SENSER	PROCESS	
(isso)	fazendo com que	todos os alunos	sentissem	-se integrantes da turma
INDUCER	PROCESS	SENSER	PROCESS	PHENOMENON

VERBAL PROCESSES

(os alunos)	respondendo	perguntas do grupo oposto		
SAYER	PROCESS	VERBIAGE		

e	(estagiário)	expliquei	com certa nervosidade mas com relativa clareza	como correria o nosso estágio, avaliação, fala em inglês na sala de aula etc
	SAYER	PROCESS	CIRCUMSTANCE	PROJECTED CLAUSE

Pois	para	(estagiário)	introduzir	o título do texto da unidade 07: <i>Whose umbrella is this?</i>
		SAYER	PROCESS	VERBIAGE

e	(estagiário)	perguntei	<i>whose umbrella is this?</i>	
	SAYER	PROCESS	PROJECTED CLAUSE	

por exemplo	vários alunos	responderam	“uma lição, um ensinamento”	
	SAYER	PROCESS	VERBIAGE	

e	(estagiário)	poderia ter falado	na língua-alvo	com mais insistência
	SAYER	PROCESS	CIRCUMSTANCE	CIRCUMSTANCE

(estagiário)	devo dizer	que esta intervenção ajudou bastante no fim desta aula e nas aulas seguintes		
SAYER	PROCESS	PROJECTED CLAUSE		

um aluno	formulou	como brincadeira		
SAYER	PROCESS	CIRCUMSTANCE		

para	(estagiário)	perguntar	a turma	
	SAYER	PROCESS	RECEIVER	

ou	(estagiário)	não insistindo	em algumas ocasiões	para que o aluno que designei respondesse de fato
	SAYER	PROCESS	CIRCUMSTANCE	PROJECTED CLAUSE

ou	(os alunos)	não pediam	para ir ao banheiro	como anteriormente
	SAYER	PROCESS	PROJECTED CLAUSE	CIRCUMSTANCE

(os alunos)	formularam	sentenças	segundo o modelo the cat eats the food
SAYER	PROCESS	VERBIAGE	CIRCUMSTANCE

tanto as respostas às questões da atividade C e na sua respectiva correção, as dúvidas e perguntas formuladas, quanto as minhas observações no momento do assessoramento	permitem	(estagiário)	afirmar	este sucesso
INDUCER	PROCESS	SAYER	PROCESS	VERBIAGE

RELATIONAL PROCESSES

(estagiário)	fazendo	(os alunos)	ficassem	mais envolvidos na atividade
ATTRIBUTOR	PROCESS	CARRIER	PROCESS	ATTRIBUTE

DANIEL

MATERIAL PROCESSES

pois	(a auto avaliação)	possibilita	ao professor-estagiário	corrigir	falhas	no decorrer de sua ministração
	INITIATOR	PROCESS	ACTOR	PROCESS	GOAL	

Alguns minutos antes de	(estagiário)	iniciar	a aula
	ACTOR	PROCESS	GOAL

mas	assim que	(estagiário)	comecei a desenvolver	a aula
		ACTOR	PROCESS	GOAL

Todos (alunos)			participaram	
ACTOR			PROCESS	

e	(alunos)	realizaram	as atividades propostas	
	ACTOR	PROCESS	GOAL	

Apesar de	alguns alunos	terem perturbado	a aula	com conversas paralelas
	ACTOR	PROCESS	GOAL	CIRCUMSTANCE

Ao	(estagiário)	colocar	o plano de aula	em prática
	ACTOR	PROCESS	GOAL	CIRCUMSTANCE

Eu (estagiário)	as (correções)	fiz	no quadro	
ACTOR	GOAL	PROCESS	CIRCUMSTANCE	

(estagiário)	tendo que fazê	-los	em uma outra oportunidade	
ACTOR	PROCESS	GOAL	CIRCUMSTANCE	

(estagiário)	Procurei assessorar	todos os alunos que apresentaram dificuldades na realização das atividades		
ACTOR	PROCESS	GOAL		

(estagiário)	dirigindo	-me	para toda turma	quando necessário
ACTOR	PROCESS	GOAL	CIRCUMSTANCE	CIRCUMSTANCE

(estagiário)	utilizando	para isto	uma linguagem apropriada	
ACTOR	PROCESS	CIRCUMSTANCE	GOAL	

(estagiário)	acrescentei	sem consentimento da professora orientadora	algumas regras de conduta de sala de aula	
ACTOR	PROCESS	CIRCUMSTANCE	GOAL	

mas	por motivo de falta de tempo	(estagiário)	não	o (debater com a professora orientadora)	fiz
	CIRCUMSTANCE	ACTOR	PRO-	GOAL	-CESS

ou mesmo	(estagiário)	ter olhado	com ele	no dicionário	
	ACTOR	PROCESS	CIRCUMSTANCE	CIRCUMSTANCE	

Alguns alunos	começam a se destacar	durante as aulas
ACTOR	PROCESS	CIRCUMSTANCE

estes mesmos alunos	começam a facilitar e ajudar	os demais colegas	em sala
ACTOR	PROCESS	GOAL	CIRCUMSTANCE

(estagiário)	troco	a estratégia da chamada
ACTOR	PROCESS	GOAL

(estagiário)	agora	trato	cada aluno	pelo seu número correspondente
ACTOR		PROCESS	GOAL	CIRCUMSTANCE

Alguns alunos	ainda não associaram	seus números
ACTOR	PROCESS	GOAL

mas	(estagiário)	prefiro negociar	com gestos e exemplos	o enunciado
	ACTOR	PROCESS	CIRCUMSTANCE	GOAL

(estagiário)	tento olhar	os alunos nos olhos	para demonstrar segurança naquilo que estava explicando
ACTOR	PROCESS	GOAL	CIRCUMSTANCE

(Estagiário)	procuro olhar	para turma	um “olhar panorâmico”
ACTOR	PROCESS	CIRCUMSTANCE	GOAL

(estagiário)	procuro andar	pela sala
ACTOR	PROCESS	CIRCUMSTANCE

e	(estagiário)	assessoro	os alunos
	ACTOR	PROCESS	GOAL

a	(os alunos)	fazer	atividades de “listening
	ACTOR	PROCESS	GOAL

A turma	começa a interagir	mais	nas correções.
ACTOR	PROCESS		CIRCUMSTANCE

A classe	coopera	com esta estratégia
ACTOR	PROCESS	CIRCUMSTANCE

muitas vezes	(estagiário)	tenho que	me	posicionar	em relação a um assunto
	ACTOR	PRO-	GOAL	-CESS	CIRCUMSTANCE

E neste posicionamento	(estagiário)	transponho	toda uma carga ideológica, uma visão de mundo
CIRCUMSTANCE	ACTOR	PROCESS	GOAL

(estagiário)	tento utilizar	mais gestos	durante minhas explicações
ACTOR	PROCESS	GOAL	CIRCUMSTANCE

além do que	(estagiário)	começo a dar	vez	aos alunos que entenderam minha explicação
	ACTOR	PROCESS	GOAL	BENEFICIARY

pois	a turma	demonstrou	muito interesse em debatê-lo
	ACTOR	PROCESS	GOAL

(estagiário)	devido	então	acelerar	o ritmo daqueles atrasados
ACTOR	PRO-		-CESS	GOAL

(estagiário)	trabalhei	com novos cartazes	por exemplo: What time is it?
ACTOR	PROCESS	CIRCUMSTANCE	GOAL

porém	(estagiário)	optei por não aprofundar	muito neste tema
	ACTOR	PROCESS	CIRCUMSTANCE

Apesar de	alguns alunos	tentarem fazer	gracinhas	com este tema
	ACTOR	PROCESS	GOAL	CIRCUMSTANCE

(estagiário)	tentei mostrar	o lado triste e real do mesmo
ACTOR	PROCESS	GOAL

Alguns alunos	tentam imitar	minha maneira de falar, minhas frases mais costumeiras
ACTOR	PROCESS	GOAL

(estagiário)	Motivo-	os (alunos)	constantemente	a realizar	as atividades propostas
INITIATOR	PRO-	ACTOR		-CESS	GOAL

(estagiário)	procuo não antecipar	nenhuma questão da prova
ACTOR	PROCESS	GOAL

(estagiário)	apenas oriento-	os (alunos)
ACTOR	PROCESS	GOAL

e	(estagiário)	incentivo	-os (alunos)	para que estudem
	INITIATOR	PROCESS	ACTOR	PROCESS
(estagiários)		elaboramos	uma prova com cinco questões	
ACTOR		PROCESS	GOAL	
onde	o aluno	poderia escolher	quatro (questões)	
	ACTOR	PROCESS	GOAL	
e	(alunos)	fazê-	las (as questões)	
	ACTOR	PROCESS	GOAL	
(estagiário)	deixo	claro	que a escolha da musica está fundamentada no tema	
ACTOR	PROCESS	ATTRIBUTE	GOAL	
(estagiário)	atento em utilizar	mais mímicas gestos e exemplos		
ACTOR	PROCESS	GOAL		
e	que	(alunos)	deverão escolher	apenas quatro (questões)
		ACTOR	PROCESS	GOAL

MENTAL PROCESSES

(estagiário)	acredito	que a auto-avaliação é um procedimento muito útil no processo do estágio			
SENSER	PROCESS	PHENOMENON			
(auto-avaliação)	possibilita	(estagiário)	perceber	falhas	no decorrer de sua ministração
INDUCER	PRO-	SENSER	-CESS	PHENOMENON	CIRC.
(estagiário)	percebi		que não o segui fielmente		
SENSER	PROCESS		PHENOMENON		
(estagiário)	já começo a sentir	mais confiança		em sala	
SENSER	PROCESS	PHENOMENON		CIRCUMSTANCE	

(estagiário)	espero	que os alunos comecem a refletir sobre suas respostas	
SENSER	PROCESS	PHENOMENON	
(estagiário)	percebo	a importância de refazer a fala dos alunos	
SENSER	PROCESS	PHENOMENON	
(estagiário)	espero	que isso dê um bom resultado	
SENSER	PROCESS	PHENOMENON	
(estagiário)	percebo	que, em alguns momentos, poderia estar explicando em português	
SENSER	PROCESS	PHENOMENON	
Preocupo	-me (estagiário)	com minha postura em sala, com a entonação de voz e com o ritmo de minha fala	
PROCESS	SENSER	PHENOMENON	
(estagiário)	sinto	que preciso da atenção dos alunos para desenvolver minha linha de raciocínio	
SENSER	PROCESS	PHENOMENON	
(estagiário)	acredito	que irei me acostumar com tais conversas paralelas	
SENSER	PROCESS	PHENOMENON	
para	(estagiário)	saber	se os alunos estão prestando atenção, o que estão fazendo
	SENSER	PROCESS	PHENOMENON
(aluno)	assimilou	a pergunta	
SENSER	PROCESS	PHENOMENON	
(estagiário)	percebo	alguns alunos conversando durante as atividades	
SENSER	PROCESS	PHENOMENON	
(estagiário)	constato	que estão trocando informações sobre a atividade	
SENSER	PROCESS	PHENOMENON	
(estagiário)	percebi	que os alunos não estão acostumados a fazer atividades de “listening”	
SENSER	PROCESS	PHENOMENON	

Mas	mesmo assim	(estagiário)	acho	que se saíram bem	
		SENSE	PROCESS	PHENOMENON	

porém	(estagiário)	sei	que a indisciplina também pode se tornar presente		
	SENSE	PROCESS	PHENOMENON		

Quando	(estagiário)	percebo	que a indisciplina também pode se tornar presente		
	SENSE	PROCESS	PHENOMENON		

(estagiário)	acredito	ser uma maneira de mostrar a eles que estou preocupado com suas atitudes em sala e que cada um é importante para mim.			
SENSE	PROCESS	PHENOMENON			

(estagiário)	percebo	que os alunos se interessam			
SENSE	PROCESS	PHENOMENON			

(estagiário)	percebo	que me alonguei demais com a explanação dos cartazes			
SENSE	PROCESS	PHENOMENON			

pois	alguns alunos	esquecem	seus números		
	SENSE	PROCESS	PHENOMENON		

(estagiário)	não esquecendo	de agradecer todo e qualquer tipo de ajuda que recebo deles			
SENSE	PROCESS	PHENOMENON			

(estagiário)	acredito	que esta é uma turma boa e muito participativa			
SENSE	PROCESS	PHENOMENON			

o que	me (estagiário)	leva	a pensar	duas vezes	ao elaborar atividades deste tipo futuramente
INDUCER	SENSE	PROCESS	PROCESS		PHENOMENON

Durante uma atividade em dupla	(estagiário)	percebi	que a turma ficou muito agitada		
CIRCUMSTANCE	SENSE	PROCESS	PHENOMENON		

(estagiário)	acho	que fomos felizes na escolha deste tema
SENSE	PROCESS	PHENOMENON

(estagiário)	constatei	que, enquanto os alunos copiam algo do quadro, é necessário caminhar pela sala e ver se os alunos estão copiando
SENSE	PROCESS	PHENOMENON

(estagiário)	acho	que tal tema me proporcionou a oportunidade de mostrar aos alunos o lado social e familiar das pessoas
SENSE	PROCESS	PHENOMENON

Então	(estagiário)	achei	conveniente ensiná-los a fazer tal pergunta em inglês
	SENSE	PROCESS	PHENOMENON

(estagiário)	constatei	que alguns alunos começam a assessorar seus colegas
SENSE	PROCESS	PHENOMENON

(estagiário)	percebo	que ao caminhar pela sala alguns alunos se assustam com minha presença
SENSE	PROCESS	PHENOMENON

(estagiário)	imagino	que esta seja minha turma ate o resto do ano
SENSE	PROCESS	PHENOMENON

(estagiário)	começo a ouvir	elogios	dos alunos	a respeito das minhas aulas
SENSE	PROCESS	PHENOMENON	CIRC.	CIRCUMSTANCE

(estagiário)	vejo	isto (o aluno imitando o estagiário)	com bons olhos
SENSE	PROCESS	PHENOMENON	CIRCUMSTANCE

(estagiário)	percebi	que alguns alunos não haviam entendido
SENSE	PROCESS	PHENOMENON

Os alunos	gostaram	da música
SENSE	PROCESS	PHENOMENON

Preocupo	-me (estagiário)	em não deixar a aula se tornar monótona
PROCESS	SENSE	PHENOMENON

mas	(estagiário)	acredito	que não foi um problema em nenhum momento
	SENSER	PROCESS	PHENOMENON
porém	(estagiário)	acredito	que nossa prova foi elaborada com o intuito
	SENSER	PROCESS	PHENOMENON
(estagiários)	verificamos	que a turma não apresentou nenhum problema específico durante este período de 11 aulas	
SENSER	PROCESS	PHENOMENON	

VERBAL PROCESSES

(estagiário)	Lembrei	-os (alunos)	que na próxima aula será prova	
SAYER	PROCESS	RECEIVER	PROJECTED CLAUSE	
Os alunos	já começam a questionar			
SAYER	PROCESS			
(estagiário)	procuro falar	ao máximo	em inglês	na sala
SAYER	PROCESS		CIRC.	CIRCUMSTANCE
(estagiário)	tendo receio	às vezes	de falar	em português
SAYER	PRO-		-CESS	CIRCUMSTANCE
Todos os alunos	respondem	a chamada	em inglês	
SAYER	PROCESS	VERBIAGE	CIRCUMSTANCE	
e	os próprios colegas	os (alunos)	lembram	
	SAYER	RECEIVER	PROCESS	
apesar de	uma das alunas	por motivos desconhecidos	se recusar a falar	em inglês
	SAYER	CIRCUMSTANCE	PROCESS	CIRCUMSTANCE
Um aluno	me (estagiário)	questionou	sobre como falar a palavra “tatú”	
SAYER	RECEIVER	PROCESS	PROJECTED CLAUSE	
(estagiário)	deixo	que os mesmos	comecem a argumentar	sobre o mesmo
INDUCER	PROCESS	SAYER	PROCESS	TARGET

(estagiário)	não explico	rapidamente	o enunciado
SAYER	PROCESS		VERBIAGE

O aluno	responde	elefante
SAYER	PROCESS	VERBIAGE

(estagiário)	peço	atenção da classe
SAYER	PROCESS	VERBIAGE

e	(estagiário)	explico	novamente
	SAYER	PROCESS	

Enquanto	(estagiário)	explico
	SAYER	PROCESS

uma maneira de	(estagiário)	comunicar	a eles	que estou preocupado com suas atitudes em sala
	SAYER	PROCESS	RECEIVER	PROJECTED CLAUSE

e que	(estagiário)	começo a pedir	que os alunos a (a expressão “I didn’t understand”) usem cada vez que tiverem qualquer tipo de dúvida ...
	SAYER	PROCESS	PROJECTED CLAUSE

Alguns alunos	pedem	para que eu coloque as traduções nos cartazes
SAYER	PROCESS	PROJECTED CLAUSE

então	(estagiário)	explico	que não é este o objetivo dos cartazes
	SAYER	PROCESS	PROJECTED CLAUSE

(estagiário)	fazendo com que	estes	expliquem	para turma
INDUCER	PROCESS	SAYER	PROCESS	RECEIVER

Um aluno	começava a	me (estagiário)	perguntar	todas as aulas	Professor que horas são?
SAYER	PRO-	RECEIVER	-CESS	CIRC.	PROJECTED CLAUSE

(estagiário)	deixei	os próximos alunos	respondessem	as horas	para ele
INDUCER	PROCESS	SAYER	PROCESS	VERBIAGE	RECEIVER

(estagiário)	exijo	sempre	a disciplina em sala
SAYER	PROCESS		VERBIAGE

(estagiário)	permito	os alunos	conversem	em sala
INDUCER	PROCESS	SAYER	PROCESS	CIRCUMSTANCE

ao	(estagiário)	explicar	a atividade 9A
	SAYER	PROCESS	VERBIAGE

(estagiário)	então expliquei
SAYER	PROCESS

e	(alunos)	pediram	para que façamos mais atividades como estas
	SAYER	PROCESS	PROJECTED CLAUSE

e	(estagiário)	digo	a todos	que escutar música é uma ótima oportunidade de aprender inglês
	SAYER	PROCESS	RECEIVER	

Nos minutos finais	(estagiário)	explico	a todos (alunos)	como devem estudar para a prova
CIRCUMSTANCE	SAYER	PROCESS	RECEIVER	PROJECTED CLAUSE

(estagiário)	digo	que DEVEM refazer todas as atividades vistas por nos em sala
SAYER	PROCESS	PROJECTED CLAUSE

(estagiário)	peço	para que todos vejam as atividades e tirem quaisquer dúvidas
SAYER	PROCESS	PROJECTED CLAUSE

(estagiário)	falo	um pouco da prova
SAYER	PROCESS	VERBIAGE

RELATIONAL PROCESSES

Os alunos	de uma forma geral	pareceram	bem interessados com a aula
CARRIER		PROCESS	ATTRIBUTE

(estagiário)	estive	atento à dicção, ritmo e tom de voz
CARRIER	PROCESS	ATTRIBUTE

(estagiário)	tenho	consciência	de que um bom plano de aula facilita a vida do professor
CARRIER	PROCESS	ATTRIBUTE	

mas	(estagiário)	tenho	em mente	que isto será um processo gradativo e eficiente
	CARRIER	PROCESS	CIRCUMSTANCE	ATTRIBUTE

Eu (estagiário)	estava	um pouco ansioso
CARRIER	PROCESS	ATTRIBUTE

(estagiário)	DEVO ser	um exemplo aos alunos
CARRIER	PROCESS	ATTRIBUTE

(estagiário)	não tenho	em minha frente	apenas 28 alunos
CARRIER	PROCESS	CIRCUMSTANCE	ATTRIBUTE

Pois	os alunos	têm	ritmos diferentes
	CARRIER	PROCESS	ATTRIBUTE

E	alguns (alunos)	são	preguiçosos
	CARRIER	PROCESS	ATTRIBUTE

pois	os alunos	tinham	muito a contribuir
	CARRIER	PROCESS	ATTRIBUTE

Já	(estagiário)	tenho	segurança	no que estou fazendo
	CARRIER	PROCESS	GOAL	CIRCUMSTANCE

(estagiário)	estou	bem
CARRIER	PROCESS	ATTRIBUTE

Os alunos	estavam	um pouco eufóricos
CARRIER	PROCESS	ATTRIBUTE

(estagiário)	tenho	ciência de que os alunos não estão acostumados em fazer uma prova deste tipo
CARRIER	PROCESS	ATTRIBUTE

O aluno	seja	capaz de ler um texto e obter informações deste não através do mapeamento de informações, mas de inferência, conhecimento de mundo, temas discutidos em sala, etc
CARRIER	PROCESS	ATTRIBUTE
(estagiário)	continuei	com o tema violência
CARRIER	PROCESS	CIRCUMSTANCE

This book presents results from a doctoral study whose aim was to investigate prospective teachers' perceptions, values and beliefs regarding the process of teaching-learning a foreign language and the kind of knowledge that most influences their teaching. The data have been examined in light of critical discourse analysis (Fairclough, 1992) and systemic-functional linguistics (Halliday, 1994). The findings obtained in the analysis indicate that the teacher learners picture themselves as more powerful and dominant social participants whose roles are more active and central than that of their students'. When approaching foreign language teaching principles, the prospective teachers tend to modalize their discourse, signaling intertextuality (Bakhtin, 1981) between their texts and their supervisor's and/or uncertainties regarding the theoretical knowledge they state to have. However difficult it may be to draw a clear-cut distinction between theoretical and experiential knowledge, the interpretations raised corroborate the literature in teacher education (Bailey et al, 1996; Freeman, 1996a; Freeman, 1996b; Freeman & Johnson, 1998; Flowerdew, 1998) by suggesting that novice teachers tend to be influenced by experiential knowledge to a higher extent, also reiterating the contention that discourse is shaped and shapes social action (Fairclough, 1989; Kress, 1989).

