



**HELLEN RAMOS SILVA**

**THE ROLE OF REFLECTIVE DIALOGUE JOURNAL DURING THE INTERNSHIP:  
AN INVESTIGATION ABOUT TEACHER'S PROFESSIONAL IDENTITY**

**CAMPINA GRANDE**  
**NOVEMBER, 2019**

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Academic Research supervised by Professor Ms.  
Telma Sueli Farias Ferreira as a requirement for  
the conclusion of the English Language Course at  
State University of Paraíba.

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THE CONTRIBUTION OF REFLECTIVE DIALOGUE JOURNAL DURING THE  
INTERNSHIP: A PRE-SERVICE TEACHER'S EXPERIENCE

Academic Research supervised by Professor Ms. Telma Sueli Farias  
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## **ABSTRACT**

Conceive Supervised Internship as a dichotomy between theory and practice departs the understanding of it as a field of knowledge in which it is considered as a place for learning and reflection. Thus, it becomes essential to understand its importance to the pre-service teacher education so it might be understood as a possibility for the construction of the professional teacher's identity through the intersection between the experience in the classroom and the theory studied (PIMENTA & LIMA, 2004). Based on this conception of the Internship, it was analyzed how the text genre Reflexive Dialogue Journal (RDJ) contributed to construct a student-teacher's (ST) identity. In this way, it sought to qualitatively analyze this text genre produced by one of the teachers in the pre-service teacher education of Internship. Thus, Pimenta (1995) to present the relation between theory and practice. Liberali's (1999) comments on reflective diaries and Pimenta's theory (1999) about teachers' identity will be part of the theoretical part. In addition, Abrahão (2002) concerning to initial training, Tardif (2002) referring to teachers' knowledge, Reichmann (2007) regarding to learning diaries, Dias (2011), Pinho and Pereira (2011) concepting on the use of reflective diaries, Majzub (2013) in self-evaluation will be presented as part of this work's theories as well. From the analysis, Bronckart (2009) contribution about modalizations made possible to analyze the object of study showing student-teacher's point of view through the reflections. Through the analysis, it was verified that among the four types of moralizers, the appreciative one had more occurrences showing that the ST evaluates teaching practice, sometimes, as positive or negative.

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KEYWORDS: Reflective Dialogue Journal. Teacher Education. Internship. English Language.

## RESUMO

Conceber o Estágio Supervisionado como uma dicotomia entre teoria e prática parte da compreensão do mesmo como um campo de conhecimento em que é considerado um local de aprendizado e reflexão. Assim, torna-se imprescindível compreender sua importância para a formação inicial de professores, para que possa ser entendido como um espaço possível para a construção da identidade profissional do professor, através da interseção entre a experiência em sala de aula e a teoria estudada (PIMENTA & LIMA, 2004). Com base nessa concepção do estágio, analisou-se como o gênero de texto Diário Dialogado Reflexivo contribuiu para construir a identidade de um aluno-professor. Dessa forma, procurou-se analisar qualitativamente esse gênero textual produzido por um dos professores em formação inicial no Estágio Supervisionado. Assim, o que Pimenta (1995) apresenta a relação entre teoria e prática, os comentários de Liberali (1999) sobre diários reflexivos e a teoria de Pimenta (1999) sobre a identidade dos professores farão parte da parte teórica. Além disso, Abrahão (2002), referente à formação inicial, Tardif (2002), sobre conhecimento dos professores, Reichmann (2007), sobre diários de aprendizagem, Dias (2011), Pinho e Pereira (2011), sobre o uso de diários reflexivos, Majzub (2013) em auto-avaliação também será apresentado como parte das teorias deste trabalho. A partir da análise, a contribuição de Bronckart (2009) sobre as modalizações possibilitou analisar o objeto de estudo através do ponto de vista do aluno-professor revelado nas reflexões. Por meio da análise, verificou-se que dentre os quatro tipos de moralizadores, o apreciativo teve mais ocorrências, mostrando que a professora em formação avalia a prática de ensino, às vezes, positiva ou negativa.

**PALAVRAS-CHAVE:** Diário Dialogado Reflexivo. Formação Docente. Estágio. Língua Inglesa.

## ILLUSTRATION LIST

<b>Table 1-</b> Modalizationsand Examples	<b>20</b>
<b>Table 2-</b> Moments ofthe RDJ	<b>22</b>



## GRAPHIC LIST

<b>Graphic 1:</b> Representation of the modalizations in the pre-service teacher's speech	31
<b>Graphic 2:</b> Representation of the modalization in the teacher educator's speech	35

## SUMMARY

<b>1. INTRODUCTION</b>	<b>9</b>
<b>2. THEORETICAL CONTRIBUTIONS</b>	<b>11</b>
2.1 Supervised Internship	11
2.2 Self-Assessment through Reflective Dialogue Journal	14
2.3. Modalization in SocioDiscursive Interactionism	16
Table 1 - Modalizations and Examples	18
<b>3. METHODOLOGY</b>	<b>19</b>
<b>4. DATA ANALYSIS</b>	<b>21</b>
4.1 Reflections in the RDJ about Theories	21
4.2 Reflection in the RDJ about Monitor	24
4.3 Reflections in the RDJ about Practice	26
Graphic 1- Representation of the Modalizations in the Pre-service Teacher's Speech	31
<b>5. CONCLUSION</b>	<b>34</b>
<b>REFERENCES</b>	<b>36</b>

## 1. INTRODUCTION

As far as the internship is concerned, it may be understood as a practical part of the education courses since it refers to the moment when the student might have the first experience with the profession. In this way, the teaching profession demands the mobilization of the theoretical knowledge acquired during the formation from the intersection with practice. Connecting this internship comprehension to Nóvoa's theory (1992, *apud* Pimenta 1999) it is presented the importance of undertaking a critical reflective practice during teacher training in a way that provides an autonomous professional. Therefore, this activity cannot be reduced to theoretical foundations or only exercise of the profession because it is a place of reflection which is essential for the construction of teaching knowledge.

Due to the reflective character of the Internship, the Reflective Dialogue Journal<sup>1</sup> (RDJ) may be used as one of the tools to learn and reflect through the self-evaluation process. Then, it is indispensable to establish the connection between the Dialogue Journal and the reflection process. Reichmann (2007) defines RDJ as learning diary since it is possible to promote a personal reflection related to learning development. Liberali (1999) points out that through the relation between teaching practice and reflective writing, such activity provides the discussion of the experiences as a trainee based on the bond established with the teacher trainer.

Combined with the RDJ, the self-evaluation<sup>2</sup> may be part of the writing process, since through it, students may feel encouraged to expose their feelings, teaching work, as well as can relate theory and practice. According to Majzub (2013 p. 196) self-evaluation "has been considered as an alternative assessment to gauge students' performances compared to the traditional model whereby the teacher has been the only evaluator". Then, considering this concept, it is possible to provide a feedback on student-teacher<sup>3</sup> own teaching. Considering this perspective of self-assessment, the Sociodiscursive Interactionism (SDI), which presents the idea that the action and the language have a capital importance in the development of the human being (BRONCKART, 2009), can be included in this work as through this theory it is possible to analyze the oral and written discursive genres. This way, one of the linguistic elements to do so is the modalizers which are four: logical, deontic, appreciative and pragmatic modalizations.

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<sup>1</sup> For this work, to talk about this discursive genre the author will use RDJ.

<sup>2</sup> During this work, it will use self assessment and self evaluation since it refers to Majzub (2013) theory.

<sup>3</sup> During this work, it will be also used "pre- service teacher".

Thus, during the Supervised Internship II<sup>4</sup> the author of this work had the opportunity to make use of RDJ<sup>5</sup>, and this activity promoted the interest of investigating the object of study, since through the writing process it was reported the impressions, learning, self-assessment, and expectations for the next classes. In this way, this research has the following objectives:

General:

- Investigate the role of RDJ to construct teacher's identity in pre-service teaching training.

Specifics:

- Identify how the type of modalizers in some fragments of RDJ were revealed through the speech;
- Relate the modalizer to the teacher's professional identity and analyze what these modalizer reveal about teacher identity;
- Analyze the RDJ for teacher education and development.

Therefore, to discuss the role of using the RDJ as a tool to reflect this research is divided into three sections: Theoretical Contributions to present authors' discussions on (i) Supervised Internship, (ii) Self-evaluation through Reflective Dialogue Journal, (iii) Modalization in Sociodiscursive Interacionism; Methodology, to discuss the context investigated and Data Analysis, that shows and discusses RDJ fragments.

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<sup>4</sup> The internship at UEPB is divided into three parts; the Internship I consists on observation classes in both high school and elementary school. In Internship II pre-service teachers must teach in elementary school, while in Internship III they must give lessons in high school.

<sup>5</sup> The use of the RDJ was a TE suggestion in order to reflect about all the theories studied, to discuss about other teacher's work during the monitoring time and to self evaluate teaching practice. Then, since it is a dialogue journal, the ST used to share the RDJ with the TE.

## 2. THEORETICAL CONTRIBUTIONS

In this section, the theoretical concepts relevant to the development of this research will be presented. In order to comment on the connection between theory and practice, Pimenta (1995) will be used. To establish a connection between the RDJ and self-assessment, Liberali's (1999) concept of reflective diaries and Pimenta's theory (1999) concerning to teacher's identity will be part of the theoretical contribution. In addition, Abrahão (2002) about pre-service teachers education, Tardif (2002) concerning to teachers' knowledge, Pimenta and Lima (2004) related to types of Internship, Reichmann (2007) concerning to learning diaries, Bronckart (2009) referring to modalizations, Dias (2011), Pinho and Pereira (2011) about the use of reflective diaries, Majzub (2013) in self-evaluation and Ferreira (2015) referring to the use of modalizations will be presented as part of this work's theories as well

### 2.1 Supervised Internship

The Internship seeks to offer the experience as to promote professional development since through it, it is possible to develop skills and attitudes related to the exercise of teaching profession. Much is said about the intersection of theory and practice that is needed to conceive Internship, however Pimenta (1995) reveals that, historically speaking, the practice of teaching in Brazil was centered on observation and reproduction of models considered as effective. Following the concept of Pimenta and Lima (2004), the authors discuss some definitions about Internship. One of these definitions presents teacher's practice as an imitation model in which, students-teachers, based on the classes observed, reproduce without taking into consideration student's social reality. By assuming and reproducing this conception of Internship, the pre-service teacher considers that education is an unchangeable system, as well as the students' learning process. About this perspective, Kennedy (1990, *apud* Abrahão 2002) reveals that during life in school, students acquire experiences which remain and consequently makes parts of their practices when he/she becomes a teacher. Therefore, the way teaching is configured may be related to how education has been conceived.

To move away from this conception of teaching, in the 70's the practice started to be understood as a set of techniques. As Pimenta and Lima (*op. cit.* p.39) comments, even it is

necessary technique to teach, develop this ability is not enough to deal with the complexity that teaching practice requires. Then, consider Internship as a technical instrumentalization, does not demand teachers' scientific knowledge but just the domain of instrumental didactics. This concept introduced by the authors refers to Internship as the practical part of the subject whereby it does not consider theory. Therefore, "the technical perspective of Internship creates a detachment from life and concrete work that occurs in schools." (*op.cit*)

According to Pimenta and Lima (2004), we must conceive Internship through the association between theory and practice to develop pre-service teacher's critical- reflexive thinking. Therefore, the Internship cannot assume the position of being considered as just practice, after all, it may afford studies, discussions and researches. Considering this perspective the authors introduced the praxis concept, in which points out the necessity to treat the Internship due to its investigative attitude that regarding to reflection and intervention on students life considering education and teaching as an agent of social transformation.

By dealing with praxis, the authors reveal the importance of practice in the classroom, but not just a simple practice, instead it is important that this practice can (re)signify the reality of teacher, and for this, it must be connected with theories, teacher must reflect critically about it and that this practice can change the reality in which it is being applied. In other words, it is important to highlight that when it comes to Internship, a lot is said about didactics, pedagogical practice and the ability to be proficient in the language, nevertheless as teaching training as Internship goes beyond to the necessary knowledge to become or act as an English Teacher. In fact, one aspect that may be included to teachers' training is the research, by the reason of it is a crucial opportunity for knowledge production, because leads students-teachers on an investigative process, From this perspective, research can be considered as an ally of the Internship. Conceiving teaching as science, Pimenta and Lima (*op. cit.* p. 15) comment that:

This broader and contextualized view of internship indicates, in addition to the technical instrumentalization of the teaching function, a thinking professional who lives in a certain space and in a certain historical time, able to glimpse the collective and social character of his profession.<sup>67</sup>

Therefore, the Internship cannot be reduced to the theoretical foundations or just the practical part of the profession because it is an essential place for the construction of teaching knowledge. Referring to this comprehension, Tardif (2002) proposes that when it comes to

<sup>6</sup> [...] Essa visão mais abrangente e contextualizada do estágio indica, para além da instrumentalização técnica da função docente, um profissional pensante, que vive num determinado espaço e num certo tempo histórico, capaz de vislumbrar o carácter coletivo e social de sua profissão.

<sup>7</sup> The author of this work is responsible for the quotes' translations.

*knowledge base*<sup>8</sup> there is a link between what was learnt at the university during the pre-service teacher education and what is necessary to be a teacher, but it is not possible to infer that only universities are enough to prepare students-teachers for this profession. The author stands for the importance of knowledge from universities with the knowledge that comes from the practice. However, becoming a teacher is related to him/her as a person, his/her identity life experience and to the bonds established with students and with other education professionals. That is why Tardif (*op. cit.* p. 61) comments “the teachers” professional knowledge, therefore, appears to be plural, composite, heterogeneous, as they bring to the fore, in the exercise of work, knowledge, and manifestations quite diverse and coming from varied sources.”<sup>9</sup>

Thus, the supervised internship enables the development of the exercise of teaching and is essential in the identity construction of the pre-service teacher. About the relationship between teaching and identity, Pimenta (1999, p. 19) says that it is from the social significance of the profession combined with theory and practice that professional identity is defined. Still, about the constitution of being a teacher, the author states that each teacher defines his/her own meaning to the profession as being an actor as an actor of his/her own story based on values and the meaning that being a teacher has in his/her lives. On the other hand, Tardif (*op. cit.*) establishes that a teacher's profession is identified and classified on: personal knowledge, knowledge from school education, knowledge from academic training, knowledge from textbooks and knowledge from the classroom experience. With this in mind, it is clear that when it comes to teacher training, this fact is closely related to life rather than time spent at university.

In conclusion, the knowledge acquired during the academic formation is essential for the construction of practice in the classroom, but it is necessary to keep in mind that this profession requires a continuous improvement. In order to do so, and do not follow a teaching pattern, Abrahão (2002) states that autobiographical writing may help teacher to avoid teaching models, as well think about and reflect on teaching process, since teaching practice there are moments of continuous learning, of exchanges of knowledge between their professional colleagues and their students, because we are human beings, people in continuous formation, building knowledge every day. Based on the importance of this type of writing, the following topic will discuss about reflective dialogue journal and its relation with

<sup>8</sup> An expression used to refer to teachers who are “efficient” in the profession, being recognized for his/her experience in the classroom.

<sup>9</sup> Os saberes profissionais dos professores, parecem ser, portanto, plurais, compostos, heterogêneos, pois trazem à tona, no próprio exercício do trabalho, conhecimentos e manifestações do saber-fazer e do saber-ser bastante diversificados e provenientes de fontes variadas [...]

the teacher's self-assessment.

## 2.2 Self-Assessment through Reflective Dialogue Journal

When it comes to teaching field there are many strategies to develop teacher's critical reflection, such as micro-teaching, research-action, video recordings or meetings (REICHMANN, 2007). Due to the perspective of teachers' education, considering reflective teaching, the use of RDJ may be an important tool to construct pre-service teachers' knowledge since provides reflection through the practice developed by the student-teacher. Besides reflecting about pedagogical practice's issues and classes' development, the use of RDJ is indispensable to rethink on how the theories studied have been valuable through the process of acquiring teaching knowledge or how it may help pre-service-teachers to deal with further problems related to classroom.

About this idea of reflecting on teachers' practices, Abrahão (2002) comments that when the student-teacher considers the knowledge obtained through the reflection of real problems and combines this with theories, it promotes as the comprehension as aims to find immediate solutions to the challenges which pervade teachers' action. Following Schön's conception about reflection-in-action, Liberali (1999) points out that the process of thinking about what has been done demonstrates the need to change teacher's action. In this way, taking into consideration the use of RDJ, it is necessary to make a critical stand, since by writing, students-teachers may recognize positives and negatives aspects on their actions, enabling as the process of learning as (re)constructing their teaching practice.

As it was said before, it is relevant to highlight that the use of RDJ as way to discuss and reflect about the theory as well as its interrelation with student-teachers' background knowledge so that it may be perceived another purpose to the theories studied. However, despite it was said a lot about the connection between theory and practice and its contribution to the construction of student-teachers it is also indispensable to inform the plasticity of this discursive genre. Since its characteristics of being multifunctional, the RDJ may act as a place to write pre-service teachers' experiences in classroom, not in a descriptive manner, but considering his/her impressions, feelings, memories as during the Internship the student-teacher must deal with internal and external conflicts, thus constructing an interior dialogue (REICHMANN, 2007). About this perspective, Dias (2011) may be mentioned when she highlights the relevance to use RDJ as it goes beyond practices and actions made by the student-teacher but reveals what to think and what to do when it comes to teaching.



At the same time that RDJ is a tool for personal development it may be considered a social one, since it is a way to interact with teacher trainer as well as other internship students providing somehow learning experiences related to the construction of being a teacher. The process of writing on a RDJ requires the organization of pre-service teachers' thoughts correlating it with the conflicts of his/her own practice. This may happen because it is important to live this process by his/her own before sharing himself/herself impressions with an academic supervisor and receiving a feedback.

Therefore, according to Richards (1991 *apud* Liberali, 1999) the use of RDJ for later reflection may be presented in two different ways: individual and collaborative. The individual journals might keep teaching-learning experiences, aspects related to the actions and descriptions of events. While the collaborative are written by teachers and shared with others, in a way that everyone may reflect about the teaching and writing experiences of the day. Dias (*op.cit.*) points out that is from the social evaluation that teachers constructs himself/herself.

Consequently, from the production of the RDJ, the student-teacher may exercise constantly self-evaluation and self-criticism about his/her actions and work in progress. Concerning to this, Majzub (2013, p. 196) comments that "self-assessment has been considered as an alternative to gauge students' performances compared to the traditional model whereby the teacher has been the only evaluator." Richards (1991 *apud* Liberali *op cit.*,) discusses that its use provides meaningful experiences as it offers the opportunity to express student-teachers' issues constituting himself/herselfself-development.

The contribution of these RDJ allied to the construction of self-assessment guide student-teachers to professional development process since it is possible to reflect on what needs to be changed, as well as, to see teacher's evolution during the process of teachers' education. Following this perspective, the pre-service teachers are who assigns significance to the experience of reflection. In addition to this, it is possible to link self-assessment and the use of RDJ in Supervised Internship contexts, since journal might provide this type of teacher's practice, as it was said before. Majzub (*op. cit.* p. 197) comments that:

Training in self-assessment focuses student attention on particular aspects of their performance by redefining the standards students use to determine whether they were successful and by structuring teacher feedback [sic] to reinforce positive reactions to the accurate recognition of successful performance.

Through the use of RDJ, it may be perceived the possibility of fostering personal

writing as well as, the pre-service teachers' development from the knowledge construction during teaching practice. By saying this, Connelly and Clandinin (1999 *apud* Reichmann 2007, p. 110) set that "constituting singular histories related to teachers' learning and constructing together a mosaic of „landscapes and professional knowledge.”<sup>10</sup> Therefore, it is possible to say that the reflection collaborates towards the students' learning, as well as on their pedagogical practice. During the writing process it is possible to (re)construct pre-service teachers' knowledge and actions.

According to Pimenta (1999, p. 18), in the last years in the undergraduate courses there is a commitment in resignifying the formative process from the reconsideration of the necessary knowledge to teaching. This means that the teacher's work is not technical, but is related to humanization that leads the pre-service teacher to consider teaching as a set of social practices. Thus, what is expected from the student-teacher is the mobilization of theories as the didactics acquired in order to understand the process of teaching as a social reality in order to build teachers' identity. It is understood that the construction of identity permeates also the teacher as a citizen insert in a social context since "the teachers' profession emerges in a given historical context and moment in response to needs that are posed by societies.”<sup>11</sup> (*op. cit.*).

Then, it is understood that professional's identity takes place through a constant process of (des)construction, therefore the construction of professional identity corresponds to an inter and intrapersonal process. Tardif (2002, p. 66) comments "to achieve pedagogical purposes, the teacher also takes into consideration judgments from school, pedagogical and professional traditions that himself/herself assimilated or internalized.”<sup>12</sup> By considering social aspects which influenced directly teachers practice, Bronckart (2009) points out that each individual reveals himself/herself through language, that is why in the next section, it is going to be discussed the socio-discursive interactionism as it provides a researcher about modalizations which helps the interpretation of the discourses, and in this context, this research will make use of this category of analysis.

### 2.3. Modalization in Socio Discursive Interactionism

<sup>10</sup> [...] Constituindo histórias singulares de aprendizagem docente e construindo conjuntamente um mosaico de paisagens de saberes profissionais.

<sup>11</sup> A profissão de professor, como as demais, emerge em dado contexto e momentos históricos, como resposta a necessidades que estão postas pelas sociedades[...]

<sup>12</sup> Para atingir fins pedagógicos, o professor também se baseia em juízos provenientes de tradições escolares, pedagógicas e profissionais que ele mesmo assimilou e interiorizou.

The Social Interactionism is characterized by a set of philosophical currents which considers “that the specific properties of human conduct are the result of a historical process of socialization.” (BRONCKART 2009, p. 21). Thus, the interactionism, then, considers the human historicity as an important aspect for the understanding of human conduct since it is part of identity. Despite the Socio Discursive Interactionism (SDI) derives from Social Interactionism, it differs due the importance the SDI attributes to language for human development, considering acting capacities and individuals identity. Therefore, as Bronckart (*op cit.*) reveals, language is, above all, a social factor since it provides communication, therefore, it is part of the “constitution of a social being”<sup>13</sup> (PINHO and PEREIRA 2011, p.254).

Following this perspective, SDI theory postulates that there is no other way to get in touch with human action but through discursive aspects. To analyze human action through discourse, SDI proposes a model of text analysis in which reveals the textual architecture, which is composed by organizational level, textual infrastructure, and the textualization mechanisms. The concept presented by SDI to teaching work is important, since the teacher’s action is an activity historically established and it is only possible to be performed through language. Allying SDI relevance to teaching, Ferreira (2015, p. 28) mentions that is “by an analysis of texts that the interpretation of acting in teaching work can be effective.”<sup>14</sup>

Referring to the textual architecture, the infrastructure level is the deepest one and it is formed by the overall plan for the organization of the thematic content set. Therefore, this level refers to text sections, that is, its structure. On the other hand, the second level refers to linguistic units and linguistic structures that compound the text. Thus, they are articulated by textualization mechanisms responsible for the text coherence which contributes to textual progression through textual organizers as nominal and verbal cohesion (DIAS, 2011).

The last level, the superficial, is the enunciative one and it is composed by some elements that contribute to establish pragmatic coherence. Besides this, the enunciative mechanisms or voices guide the interpretation of the thematic content. The analysis of the modalizations refers to linguistic units that express evaluations or judgments regarding the thematic content. Based on Bronckart (2009), such evaluations can be performed according to four modalizations: logical, deontic, appreciative and pragmatic.

- **Logical Modalizations** consist of an evaluation of some elements of thematic content, supported by criteria defined through the objective world. It presents the elements of

<sup>13</sup> [...] constituição do ser social.

<sup>14</sup> [...] é por meio da análise desta linguagem (textos orais e/ou escritos) que se pode efetivar a interpretação do agir do homem em situação de trabalho.

its content from the point of view of truth conditions, facts, possible, possible, necessary, etc.

- **Deontic Modalizations** refer to an evaluation of some elements of thematic content, based on the values and constitutive rules of the social world. This modalization is marked by social obligation or standards which is related to what is expected to do. Are marked by verbs or expressions of duty, obligation, etc.
- **Appreciative Modalizations** come from the subjective world of the enunciator. They are marked by verbs such as like, appreciate, adverbs like unfortunately, fortunately, or something the person believes and classification as good or bad. Therefore, this type of modalization is used to express judgments of those who are evaluating her/his own process.
- **Pragmatic Modalizations** take place in the subjective world and it is related to aspects as intentions, reasons or capacities for action, etc.

In the table below it is shown the modalizations of each category previously mentioned, using examples of the corpus that was analyzed.

**Table 1 - Modalizations and Examples**

Modalizations	Criterion	Example
<b>Logical</b>	Objective	ST: <i><b>Perhaps</b> if the class had been planned, it would be better to ask to the students to monitor other classmates.</i>
<b>Deontic</b>	Social	ST: [...] I realized that the conflicts created in the classroom, <b>need immediate</b> reflection and solution.
<b>Appreciative</b>	Subjective	ST: I confess that my expectations about my first class, as a teacher, <b>were positive</b> .
<b>Pragmatic</b>	Sociosubjective	ST: I realize then, how much <b>I have to</b> [...] try to fit the prescriptions.

**Source - Adapted from Ferreira (2015 p. 35)**

As this research aims to analyze the role of RDJ to teaching, the modalizations will be a category of analysis, since through it, it is possible to visualize the comprehension and how the student-teacher evaluates her own work.

### 3. METHODOLOGY

In this section, it will be presented the nature of the research and the detailed description of the context investigated.

The present work is linked to the field of teacher education. According to the objectives of the research the study is classified as a case study. As Yin (2001) comments the focus is on contemporary phenomena embedded in some real-life context. From the point of view of methodology our work is based on the qualitative approach. According to Moreira e Caleffe (2006) this type of research explores the characteristics of individuals that cannot be easily described numerically.

The classification of this research is due to the fact that the object of study is the RDJ. Therefore, the data were collected through the RDJ produced by a student during the pre-service teacher education. In addition to the use of RDJ, the feedbacks from the interaction between the student- teacher and professor was part of the construction of the RDJ.

Therefore, this research sought to analyze the RDJ produced by a student-teacher in Supervised Internship II<sup>15</sup> course in the semester of 2018.1 at State University of Paraíba. The RDJ was requested at the beginning of the course, in order to evaluate and share the impressions and reflections of the students about the theories studied and their own practice in the classroom. The participants who constituted the research were the professor of Supervised Internship II and the student-teacher. For a better comprehension of the analysis, it will be used, during this work, the following terms to identify the pre-service teacher and the professor: student-teacher (ST) and teacher educator (TE).

In order to analyze the object of this study, three moments of the RDJ were selected as it is shown in the table below:

**Table 2- Moments of the RDJ**

<b>Moment</b>	<b>Dates</b>
<b>Reflections about Theories</b>	10 <sup>th</sup> and 22 <sup>nd</sup> of August, 2018.
<b>Reflections about Monitory</b>	8 <sup>th</sup> and 15 <sup>th</sup> of August, 2018.
<b>Reflections about Practice</b>	2 <sup>th</sup> , 19 <sup>th</sup> , 26 <sup>th</sup> of September 3 <sup>rd</sup> , 17 <sup>th</sup> and 31 <sup>st</sup> of October 7 <sup>th</sup> of November, 2018

It is important to know that during this Internship the theories study lasted almost all the semester, while the monitory happened in two days (as there was not enough time) and the teaching process lasted about 2 (two) months.

The data were collected through a selection of parts of the reflections of the student-teacher. About the procedures of the research, first it was necessary to read, identify the

occurrence of modalizations and select the fragments. As previously mentioned, the concepts regarding to modalizations will be used as a category of analysis to the corpus shown below.

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<sup>15</sup> The Internship II consists on connecting practice to the theory studied in order to adopt a critical and reflective posture in front of teaching practices, as well as change the reality that the learning language is insert on.

The choice of this category of analysis was given through the possibility to identify linguistic marks, in order to check the evaluations that the student-teacher establishes about her reflections.

#### 4. DATA ANALYSIS

This work aims to investigate the RDJ produced by a student-teacher during Internship II as well as the professor's feedback.<sup>16</sup> Since it is a RDJ, it is notorious constant self-evaluations, so it will be analyzed its importance, as well as the contributions to the construction of the student-teacher's identity. Therefore, from now on, it will be considered three parts of the RDJ: theory which refers to reflections addressed only to theoretical texts; monitoring that is related to experiences during the monitoring time, and teaching which is about the integration between theory and practice in the classroom.

Through the production of the RDJ the professional assumes both the role of observer and observed (REICHMANN, 2007). Therefore, it is important to mention the relationship established between the student-teacher in the formative process and the teacher educator since feedback is part of student-teacher development. Therefore, it will also be analyzed what are the implications of the interaction between student-teacher from the comments made by the professor through the theory of Bronckart (2009). During the analysis this work will use ST to specify the student-teacher's reflections and TE for the teacher educator's feedback.

Based on this idea, this analysis is divided into three parts: 4.1 which will analyze the first part of the RDJ related to the theory reflections; 4.2 about the monitoring experience based on theories and 4.3 related to the teaching experience of the ST. It is important to mention that the words in bold in the fragments are related to the modalizations.

##### 4.1 Reflections in the RDJ about Theories

In this subsection, there will be the analysis of the student-teacher's reflections about the theoretical discussions which happened before and after the monitoring experience. These reflections happened on 10<sup>th</sup> and 22<sup>nd</sup> of August, 2018.

On 10th August, the reflections were about two theoretical texts: the first is about researcher professor by André (2012) and the second one refers to Didactic Model of Text Genre (DMTG) written by Cristovão (2007).

In the first fragment below, the ST reveals her comprehension about the text emphasizing the importance of the research during the teaching process. Quoting Andre (2012), she talks about the relevance of considering the reflective teaching process and

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<sup>16</sup>It is possible to find both feedback from the teacher and from a classmate in the RDJ, but due to the extension of this work, the *corpus* to be analyzed will not bring classmate's feedback.

emphasizes the importance of the theories for the teaching process and that this process is inserted in a continuous line of practices.

**Fragment 1:**

*ST: [...] the research emerges as an **essential** element in teacher training, as well as in teaching practice. [...] The **attractive** part in the concept of a reflective professional is the fact that the teacher is an active agent [...] The author highlights the importance of training teachers in order to **have** an investigative attitude about their practice since the act of research from teaching practice can result in the search of formulas that solve everyday school problems.[...] Regarding the reflective professional **it is necessary** to think about practice since the training is not a finished process but a daily exercise of constructions and reconstructions.*

According to ST's ideas, it is possible to identify that, through the use of appreciative modalizers (*essential, attractive*), she evaluates the researcher as a crucial element for teacher training and considers the importance of theories for the teaching practice. Her speech may be allied with what Pimenta and Lima (2004, p. 49) comments on the importance of research during the Internship when the author reveals that "the role of theory is to offer teachers perspectives of analysis in order to understand the historical, social, cultural, organizational and self-contexts as professional in which their teaching activity takes place<sup>17</sup>."

In this fragment, it is also verified the use of deontic modalizers through the verb *have*. This way, the ST points out that it is a teacher duty to adopt an investigative posture due to his/her practice. Besides this, it is noticeable she comprehends the valuable aspects the theory brings to the teaching process. Judging this studies as necessary it is revealed, by the deontic modalizer *it is necessary*, that being a reflective teacher is established as a social desire for teachers development.

As TE's feedback for these reflections, it can be seen that the professor evaluates as important ST's ideas, based on fragment 2 below:

**Fragment 2:**

*TE: I strongly believe in this perspective, and especially in the case of teachers in initial formation, who since the university **can** already awaken the research side.*

Through the verb *can*, a pragmatic modalization, the TE reveals the possibility that Internship may offers to student-teachers consider it as a place to research. So, the modalizer refers to student-teachers capacity of considering the importance to develop teaching practice. TE's comment is similar to what Pimenta and Lima (2004) proposes when discussing about research that can be done within the Internship field. The authors say that there is a possibility for pre-service teachers to develop research skills to reveal other explanations for the teaching reality.

<sup>17</sup> [...] o papel da teoria é oferecer aos professores perspectivas de análise para compreender os contextos históricos, sociais, culturais, organizacionais e de si mesmos como profissionais, nos quais se dá sua atividade docente [...]



Still on 10<sup>th</sup> August, the pre-service teacher reflected on the second text which was related to the DMTG discussed by Cristovão (2007). In the fragment 3, the ST shows the obligation that a teacher must have to know about the DMTG since teachers should assume that it is impossible to teach if you do not have the knowledge to do so. Therefore, it is linguistically markable the expressions (*it is necessary, must*) which shows a deontic modalization.

**Fragment 3:**

*ST: However, to make use of text genres, **it is necessary** for teachers to understand its functioning, as this way the teacher will recognize the possible challenges and difficulties that students might have when working with them. Moreover, teachers **must** pay attention to their socio-discursive character and not using them as a pretext for teaching grammar.*

Based on the fragment 3, it is important to mention that TE noticed the ST had not reflected enough, that is, her text focused on paraphrases about Cristovão's ideas. So, for this reason, ST's text has only 2 (two) modalizers, and this fact is justified by Bronckart's ideas (1999 p.330 *apud* Ferreira 2015 p.33) when he comments "the modalizations" purpose is to translate, from any enunciative voice, the various comments or evaluations made about some elements of the thematic content".<sup>18</sup>

According to this reality, TE's feedback presented 2 (two) questions (See Appendix 1) to guide ST to improve her reflection, and the fragment 3 is ST's answer.

**Fragment 4:**

*ST: The production of the didactic model of text gender is **essential** for the teacher, since **it is necessary** to appropriate the textual genre before teaching it. Thus the teacher will have the knowledge of details of the TG and can pass on to students. In addition, the TG produced by the teacher can serve as a basis for students.*

Through this fragment it is possible to identify that ST makes use of an appreciative modalizer (*essential*), evaluating the production of DMTG as important. Besides this, she also points out teachers' obligations to know deeply about text genres, making use of the deontic modalization (*necessary*). Then, through this type of modalization it is clear the way the teacher conceives his/her work either as a duty or a social norm. (BRONCKART, 2009)

On 22<sup>th</sup> August the reflection refers to one of the activities that were developed in the Internship which is the production of the didactic sequence and the flyer<sup>19</sup>. It was asked to reflect on how the study of the text genre, by the discussion about DMTG, contributed to the

<sup>18</sup> As modalizações têm como finalidade geral traduzir, a partir de qualquer voz enunciativa, os diversos comentários ou avaliações formulados a respeito de alguns elementos do conteúdo temático.

<sup>19</sup> As during 2 months of this Internship the ST had to teach in a public school making use of a didactic sequence which aimed at guiding students to produce the flyer as a text genre. Although, before going to school, ST had to produce the flyer to know better this genre and to learn how to guide the learning process.

production of the flyer, since the TE works in the perspective that there is no way to teach what is not known. About this, the ST reports the importance of making the flyer.

**Fragment 5:**

*ST: About the production of the didactic model of genre I could see the importance for the development of the TG flyer. The research not only served to address definitions, but also to understand issues about historicity, linguistic aspects, infrastructure, layout, etc. Such points were crucial to the construction of the flyer.[...] Having the experience of producing the flyer was positive because I could see that just as I had, students will have difficulties. Just as elaborating the genre was not easy, constructing the didactic sequence has not been either, since it is necessary to connect a class with another[...]*

In this reflection the ST reports her point of view due to the responsibility she has as teacher. Therefore, through the use of the expression *I could see* it is revealed the pragmatic modalizer. By using the appreciative modalization (crucial, positive) she verbalizes that the process of studying about text genre is fundamental in the process of teaching.

At the end of this reflection she mentions the difficulties in the course of the construction of being a teacher, which also includes the production of the didactic material. According to ST's speech, it is presented two modalizations: appreciative (not easy); deontics (it is necessary). Through what she said, it may be considered what Pimenta (1999) establishes about teaching practices when the author comments that teachers' knowledge is built due to the practice in a continuous process of (re)thinking his/her practices.

## **4.2 Reflection in the RDJ about Monitory**

In this subsection there will be the analysis of the ST's reflections about the monitory which happened before the teaching experience. In order to do so, it will be included some parts of the RDJ that happened on 08<sup>th</sup> and 15<sup>th</sup> of August, 2018.

The reflection on 08<sup>th</sup> of August refers to the first day of the monitory, that is the time when the ST went to school not only to observe the English teacher's practice but also to know the students better to propose the production of the didactic sequence. In comparison to the two earlier writings about the theoretical texts, this reflection is larger, presenting a total of two pages - front and back - by presenting many descriptions. In the course of writing, the ST discussed the schedule in which English classes begin, school infrastructure, student's behavior and the approach used by the teacher in the classroom. During her reflection she comments on which grammatical content was taught and discusses her first impressions of the observed class by linking to one of the theories studied by her.

In the first important part of the reflection the ST gives her point of view due to teacher's class.

**Fragment 6:**

*ST: In fact, the purpose of the activity was to translate. And I would like to point out that I am not against the use of translation. But **I think** it would be more **interesting** not to translate single sentences that have no connection to each other. Relying on a textual genre in a way that creates a context would be more productive. **Maybe** ask students to find phrases with possessive adjectives within the genre. (content studied) [...] The expectations are quite **positive**. I noticed that the students make use of the English language in the classroom, being noticeable that at least they have some affection with the language, that somehow motivated me.*

Then, she brings a suggestion about how reality of teaching could be changed based on the class she attended to. In this section, it is noticeable that, although the student does not thoroughly develop an activity that could be developed in that context of teaching, she tries to connect the knowledge about contextualized grammar learned in the course of the Internship Course. Through the use of the appreciative (I think, interesting) and the logical modalizer (maybe) she says that it could be possible to develop the activity in a different way.

Finally, the author of the RDJ reveals that the expectations are *positive*, through the use of appreciative modalizer, before the practical classes period revealing that as Liberali (1999, p. 25) established “journals are very descriptive about students, including references to teachers' feelings, their actions.”

In her feedback, fragment 7, the TE shows her enthusiasm of knowing that the pre-service teacher is motivated to teach through the appreciative modalization *glad*.

**Fragment 7:**

*TE: Finally, I'm **glad** to hear that you have positive expectations for working with one of the classes. I also hope the same, and that we can develop a good project for these classes.*

In the fragment 8, which was written on 15th of August, the ST reveals it should be her second visit to the school as a monitor, although due to the absence of the teacher that was informed before the class, the ST and another pre-service teacher chose to remain with the students in the classroom, aiming to know them better. Since one of the students' complaint was that the classes were not proactive, even without a course plan, some group dynamics were applied. Then, according to this new reality, the ST developed two roles, such as observer and a teacher.

**Fragment 8:**

*ST: **Maybe** if the lesson had been planned, **it would be better** to have the students monitoring the other classmates so that they were autonomous and protagonists of the dynamics, since despite the efforts, we **could not control** if the students were performing the activity correctly.*

By her speech, it is evident, with the logical modalizer, the ST reflects the possibility (*maybe, it would be better*) of developing the activity more properly, that is, in a different way to involve more the students. Based on this, she understands the importance of planning lessons, even on that particular case was not possible to do it. From her statement (*we could not control*) the ST reveals her concern on students' learning process by the use of a deontic modalizer, as for Tardif (2002) the knowledge for teaching is not only about content, but covers various issues and problems that are related to the teacher's work.

### 4.3 Reflections in the RDJ about Practice

In this subsection, there will be the analysis of the ST's reflections about the teaching practice. In order to do so, it will be included some parts of the RDJ that happened on 12<sup>th</sup>, 19<sup>th</sup>, 26<sup>th</sup> of September and 3<sup>rd</sup>, 17<sup>th</sup> and 31<sup>st</sup> of October and 7<sup>th</sup> of November, 2018.

On 12<sup>th</sup> of September the ST talks about the expectations versus reality of her work. She comments that due to her inexperience to set up the data projector, class time has become shorter and she also reveals that through the video recorded by the TE<sup>20</sup> she realized her voice was not audible to the students who sat at the end of the classroom.

#### **Fragment 9:**

*ST: I confess that my expectations about the first class **were positive**. However, according to what was proposed in the didactic sequence and what I did in practice, I realized that there was **more failure** than success. **I believe** one of the factors that hindered the development of the class was the time. Due to the organization of the data projector, the minutes to the presentation of the project were lost. From the video records the TE sent via WhatsApp, **I could noticed** that there was a lot of noise and that **maybe** it was inaudible to the guys in the back desks.*

ST shows her dissatisfaction about the class, when she mentions her expectations **were positive**, however, *there was **more failure** than success* (appreciative modalization). Although Pimenta and Lima (2004) comments the professional cannot cope with the situations that arise in their daily work, as the practical knowledge exceed the theoretical knowledge acquired. By the way, the ST comments through an appreciative modalization (*I believe*) her impressions about the development of the class. Besides this the ST mentions that this video record strengthens the critical reflections of the pre-service from the moment she assumes the role of observer through the use of pragmatic modalizer (*I could notice*) and logical (*maybe*). This

<sup>20</sup> To develop the observing practice of the student-teacher, the professor used to register her actions recording videos and taking pictures.

fact refers to the analogy that Reichmann (2007) stated with the painting “*Las meninas*” by Velázquez (1656) for being both protagonist of the class and the spectator.

Peyton and Reed (1990 *apud* Pinho and Pereira 2011 p. 260) observes that as a feedback, the TE suggests the “dialogued diary” is a communication opportunity that contributes to the development of reflections about students own learning process, as well as helps to share difficulties and concerns. This is possible to visualize on the comments made by the TE in the next fragment.

**Fragment 10:**

*TE: [...] because of time and energy of the class **you have to be** more agile in the development of activities.*

TE suggests ST should pay more attention to the time for developing the activities when she writes **you have to be more agile**. Besides this, the deontic modalization expresses an obligation for this attitude, possibly based on the idea the ST has a deadline to accomplish the prescription of the DS.

On 19th of September, the ST reflects about how she focused on the negative points she had evaluated during her first class in order to improve the second one.

**Fragment 11:**

*ST: One fact that contributed **positively** to my class was that the first module had been elaborated by me.<sup>21</sup> Therefore, **it was easier** to see how the class would take place, so that planning coincided with practice. [...] Yet I conceive Internship as a place for learning. Through it I have acquired **new perspectives** for the development of my work.*

Through her speech, it is noticeable that by using appreciative modalizers (*positively, easier*) she reports her teaching work as good, comparing with her first class reflected in fragment 9. Later on, the student-teacher integrates her practice based on Machado's theory revealing that just as the author states that the teacher's work permeates the physical, cognitive and emotional dimensions, she identifies herself with this saying, as the Internship is full of challenges. At the same time, she rescues a positive point of view about Internship. Again, she makes use of appreciative modalization (*new perspectives*) about the experience she was acquiring during the Internship, which shows that the ST attributes importance to it. The way the pre-service teacher conceive the reflections, leads her to notice aspects that she must improve.

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<sup>21</sup> About the production of the Didactic Sequence by the students-teachers, each person was responsible for the construction of about 2 (two) modules. So, in fragment 11, ST mentions the facility she found to apply it.

To develop better the vocabulary which would be used for the production of the text genre, as part of the assessment of the DS, in the presentation of the project, students were told they would make use of a lexical notebook<sup>22</sup> (See Appendix 2). This way, even being written on this part of the DS, in Module 1 there was no procedure to guide the ST to explain this activity for the students. So, during its application the ST noticed how difficult it was to accomplish it. This difficulty is noticed in fragment 12 below:

**Fragment 12:**

*ST: Thinking about the teacher actions, **I realize** that the conflicts created in the classroom need immediate solutions. For example, the Lexical Notebook has created an **unpleasant climate** due to the misunderstanding of what was requested. Thus, **I realize** that my explanations needed to be more clear. **I have to** repeat more step-by-step.*

Through teaching, she **realize** how a classroom procedure may create an **unpleasant climate** which she expresses by using appreciative modalizers. The use of the pragmatic modalizer (*I have to*) shows the responsibility of the ST for the understanding and learning process of the students. As Pimenta (1995) highlights the teacher's activity is teaching-learning, that is, it takes the practical knowledge that guarantees learning.

On 26th of September the ST starts to talk about prescribed work and accomplished work. Doing so, she integrates the theory of Nouroudine (2002) and reveals that she identified herself with the theory when the author deals with language and work by saying there is individual reflections that she makes all the time, although she is satisfied with the possibility to share her thoughts with the professor.

**Fragment 13:**

*ST: [...] **I have to** try to fit myself in the prescriptions even there is no match to my teaching practice. **Unfortunately**, most of the time there is no exchange between these speeches with other professionals of [this] field. However, in my case, due to the presence of the TT as well as the orientations and strategies, these reflections become **more productive**. By the way, sometimes I reflect on the process of learning to be a teacher and how **interesting** this path is.*

By using the pragmatic modalization **I have to** the ST shows her intention to learn. Bartlett (1990 *apud* Abrahão 2002) comments that when it comes to reflective teaching as a way of building teaching practice, the process is arduous because it involves changes in the thinking and acting of a teacher, as well as having to adopt a critical stance regarding their

<sup>22</sup> During the monitoring time, student-teachers knew their pupils did not have dictionaries. Based on this reality, the professor suggested them to make use of a lexical notebook to help students with the learning process of new words.

own beliefs about teaching. Through the appreciative modalizers (*unfortunately, more productive, interesting*) she reveals how important it is to experience this moment of internship, so that there is an exchange of knowledge. Related to this, Pimenta (1999 p. 29) may be mentioned when she comments that “teacher’s work implies to value critical-reflective on the practices that are performed and his/her shared experiences.”<sup>23</sup>

On 3rd of October the reflection was not about the teaching practice inside the classroom but it concerned to the pedagogical planning moment which happened in the middle of the application of the DS.

**Fragment 14:**

*ST: I could see from the experience of the pedagogical planning that the bond between teachers and parents / guardians arises to ease the anguish on both sides. Moreover, it is noticeable that the speeches involved go beyond classroom actions and into personal life. It is remarkable that the teacher expects parents to contribute to their children's education, while parents expect the same from their teacher. [...] For this and other reasons it is so hard to define the teacher's work, because such activity is not established solely from the relationship between teaching and learning.*

By the fragment 14, it is clear that during ST’s speech, she makes use of a pragmatic modalizer (*I could see*) as a way to show her capacity to understand the importance of the pedagogical planning as a way to join teachers’ and parents’ efforts to help students’ learning process. This moment is indispensable to her as student-teacher since *it is noticeable* teacher’s work handles with situations that goes beyond classroom boundaries, as the interpersonal relation is established with who is in or out of school. (MACHADO, 2007 *apud* DIAS, 2011). In other words, it assumes as being *remarkable* the link between parents and teachers, marked by logical modalizers. Because the teacher's work goes through several situations, it is also noted in ST’s speech a certain difficulty in defining the teacher's work, revealed by the appreciative modalizer *it is so hard*.

On 17th of October, the ST reveals her position in relation to what were prescribed to her in the DS when she *realizes* (appreciative modalization) the concerns on her own practice, showing the aspect of responsibility due to what she *could not accomplish* by the use of pragmatic modalization. From the assessment of the objective world, the ST expresses, by using a logical modalizer, that *perhaps* her concern over prescriptions has impaired her classroom practice. See in the fragment below:

**Fragment 15:**

<sup>23</sup> [...] seu trabalho crítico-reflexivo sobre as práticas que realiza e sobre suas experiências compartilhadas.

ST: In fact **I realize** that most of the time, in my moments of minimal dialogic I focus on what **I could not accomplish** rather than having a more positive view on what was achieved. [...] **Perhaps** I am so concerned about the effectiveness of my practice referring to what I have been prescribed that I have focused on the distance between my performance as a teacher and what has been defined for me.

During the feedback of this reflection, the TE mentions, by using an appreciative modalizer (*It is believed*) student-teacher's work due to the prescriptions. Through the logical modalizer, she reveals that although the negative aspects the ST presented when talking about her practice, **certainly**, there will be **positive points/actions** (appreciative modalizer). The TE's speech highlights two opposing comments regarding the teacher's work. First defining it **as arduous** but at the same time as **delicious** which may be verified by the occurrence of two appreciative modalizers.

**Fragment 16:**

TE: **It is believed** that when planning, the teacher aims to achieve an end that is conducive to learning and during their practice, **certainly**, despite the obstacles [...], there will be **positive points/actions**. And this also needs to be highlighted. Finally, as the teaching work **is an arduous path** but **delicious** to be walked we also have to recognize our victories[...]

On 31st of October, the ST talks about *unexpected events* that happened during Internship, which delayed her classes. And due to this fact, by an appreciative modalizer, she express that **unfortunately** she was not able to execute a module produced by her in the DS. The ST reveals a concern about **how to give feedback**, which was expressed by a pragmatic modalization that shows student-teachers' worries when facing her actions capacities and intentions. (BRONCKART, 1999 *apud* FERREIRA, 2015)

**Fragment 17:**

ST: *Due to the unexpected events that occurred during this Internship today was my penultimate class, when in fact it should be the last. Unfortunately, given the circumstances one of the modules produced by me was not executed. [...] Besides thinking about the correct development of what was requested, another concern was how to give feedback*

In the sequence, on 7th November, the ST presents her last reflection showing, through a logical modalizer, that **probably** she was able to guide students to finish the production of the textual genre flyer because the number of students of this class was only about 20. This way, the ST's representation of her practices shows that she interprets her action with a greater degree of certainty as it is seen in the fragment.



**Fragment 18:**

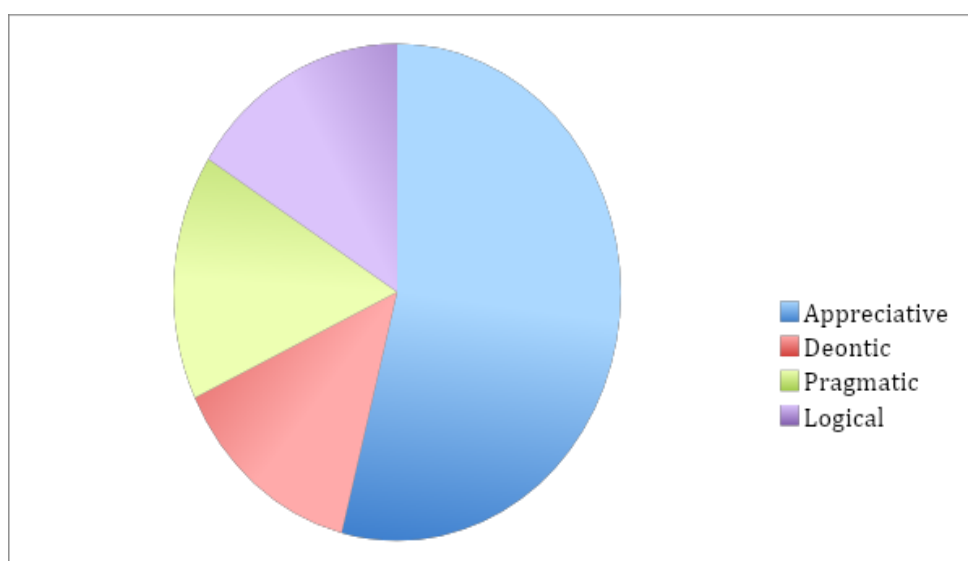
ST: As for the class itself, there was time to complete the flyers **probably** because of the size of the class. Also, **I found** this last production **more peaceful**. [...] Anyway, even with the common sense comments about public school, my first experience with public school students **was not negative**.

ST's speech is also marked by the appreciative modalizer **I found** expressing her point of view over teaching work. Writing her impressions about the class, she defines the production as **more peaceful** by evaluating positively the development of this GT through the appreciative modalizer. As Mazjub (2013 p. 196) comments that through self- assessment it is possible to identify current problems in order to "keep working towards the solutions". In addition, there is also a comment on what it is said, in a pejorative way, about public schools and despite of the *common sense comments* her experience **was not negative**.

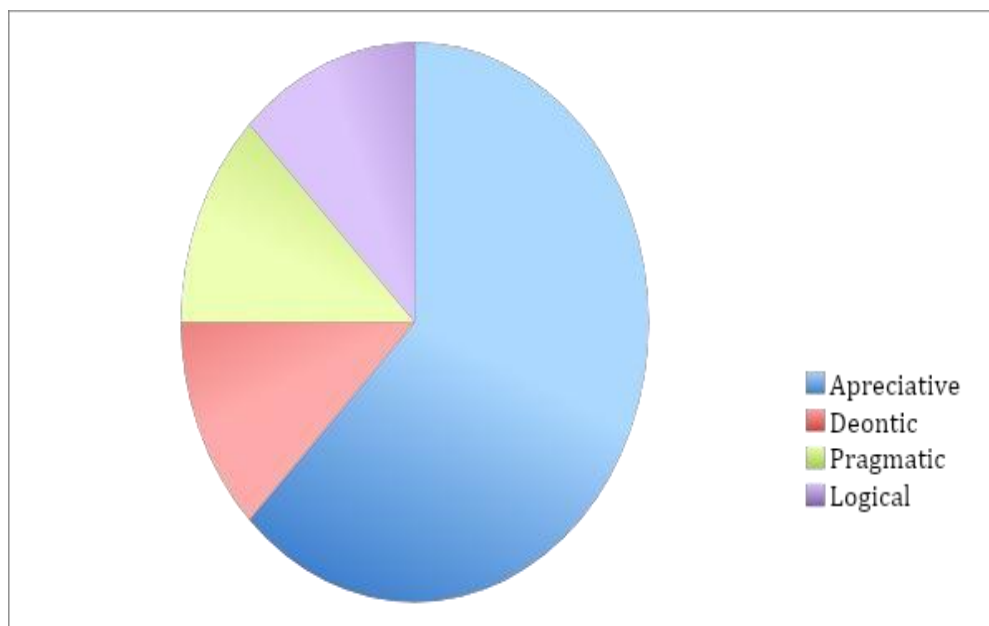
#### 4.4. The Occurrence of the Modalizations

In this part the results about modalizations obtained on the analysis of the RDJ will be presented. For this, there are two graphics. The first one shows all occurrences of modalizations that were found in ST's speech. While the second graphic presents the modalizations in the TE's speech.

**Graphic 1- Representation of the Modalizations in the Pre-service Teacher's Speech**



**Graphic 2- Representation of the Modalization in the Teacher Educator Speech**



When verifying the occurrence of the modalizations in ST's speech during the Reflections about Theory, it resulted in a total of 14. Among the most recurrent modalizations, it may be highlighted the appreciative one which had a total of 6 occurrences and the deontic appeared 6 times, the pragmatic 2 and the logic had no occurrence. In addition, TE's feedback presented one pragmaticmodalizer.

About the occurrence of the modalizations in ST's fragments in the Reflections about Monitory, it was a total of 7. The most recurrent modalizations was appreciative and logic presented by a total of 3 occurrences each, while the deontic appeared 1 time, the pragmatic did not presented any occurrence. In TE's speech, it was verified the use of one appreciative modalizer.

After the analysis of the Reflections about Practice, by verifying the occurrence of the modalizations in ST's speech, the result was a total of 29. Among the most recurrent modalizations, the appreciative had a total of 18 occurrences, while the pragmatic appeared 6, the logic 5 and the deontic did not presented any occurrence. While TE's speech presented 6 modalizers; 4 appreciative, 1 deontic and 1 logical.

From the analysis of RDJ fragments, it was possible to verify that when reflecting, most of the time the ST used the appreciative modalizations. Thus, it is noticeable that when evaluating her teaching work, theories or practice of another teacher (during the monitoring period) she comments on positive or negative aspects by mentioning the factors that somehow impaired these experiences as a pre-service teacher. The criteria defined by the sociosubjective world is also presented in the ST's reflections through pragmatic modalizers, in which she utters her statements attributing responsibility for heractions.

On the other hand, from the comments made by the teacher trainer, through feedback, it was possible to observe the emergence of appreciative modalizations revealing her participation as a mediator in the process. In addition, the other modalizations, deontic and logic, were also part of TE's speech, but their appearances were not so emphasized. About the pragmatic, there was no occurrence, and this has its significance as it will be detailed in the conclusion.

## 5. CONCLUSION

This research aimed to analyze the Reflective Dialogue Journal, used as a reflective tool during the Supervised Internship, in order to point out its contribution to the construction of student-teacher's identity.

This work had the participation of the pre-service teacher, which took place through reflections and the teacher educator through feedback. Then, it was investigated both the student-teacher's reflections about the theories studied, the monitoring period and teaching work as well as the comments of the teacher educator. Thus, the SDI provided epistemological support so that it was possible to analyze the statements based on the category of modalizations defined by Bronckart(2009).

After the analysis, it was observed that, when reflecting about the theories, in the student-teacher's speech, there was the remarkable presence of appreciative modalizers, showing the importance she attributed to the theories. The deontic modalizations were also part of the reflections, showing that the ST interprets theories as part of social values. The pragmatic appeared in smaller numbers and show that the student-teacher did not express the relationship between the theories and her responsibility. When considering the occurrence of these two modalizations, it can be inferred that the pre-service-teacher reveals the importance and necessity of the theories.

Regarding to the analysis of the monitoring time logical and appreciative modalizations appeared in an equivalent way. The logical modalizations was present in the student-teacher's speech revealing that sometimes she had uncertain, unlikely, probable judgments about what she reflected. While the deontic had one occurrence, showing that when commenting on the monitoring period the ST did not reveal any relationship with social values, nor identify this process as an obligation.

Regarding the analysis of practice, there was a predominance of appreciative modalizers, showing that the ST evaluates her practice either as positive or as negative. Then, the pragmatic modalization also stood out, but less comparing to the appreciative ones. This fact shows the presence of judgments that the student-teacher attributed on her reflective processes. The presence of logical modalizations indicates that the student-teacher interprets her work with a greater degree, as well as a lower degree of certainty. Finally, deontic modalizations appeared in smaller numbers, which shows that the pre-service teacher consider some importance to social values.

On the other hand, by analyzing teacher trainer's speech, when commenting about the theory, through her speech, she only revealed the pragmatic modalizer, showing the

responsibility and intentions that the ST should have in teaching work. During her feedback about the monitory, the TE presented the appreciative modalizer once. And to comment about ST's practice there was a recurrent presence of appreciative modalizers. The presence of these modalizers show the TE's appreciation on the ST's reflections. About the use of the other modalizations (logical and deontic), these appeared in an equivalent way. The deontic modalizer reveals the value judgment about the ST's reflections, while through logical, the TE revealed her judgment regarding to the comments.

Regarding to the main objective of this research it was achieved. By analyzing student-teachers reflections it is possible to visualize the contribution of the RDJ to teacher's identity since through her speech, she revealed aspects related to intentions, obligations defined by social values and responsibilities related to what she experienced. In this teaching practice process, it is necessary to mention student-teacher's interaction with the teacher trainer, as through TE's feedback the ST (re)constructed her work.

Confronted with this, it is important for Supervised Internship teachers to consider adopting the RDJ as a tool to provide reflection. Due to the effectiveness of this tool to re(think) about teaching practices and its contributions to professional identity, the author of this work shows her intention to maintain and make use of RDJ in her professional life.

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## APPENDIX

## Appendix 1: Teacher Educator' feedback

Observações:  
Acreditamos que por meio da leitura deste texto você passa a compreender melhor a importância de se produzir o MDG do gênero a ser trabalhado. Neste viés lhe questiono:  
1) Que nível de importância você atribui à atividade de produção do MDG pelo professor?  
2) Qual a relação entre o conhecimento adquirido pelo professor ao produzir o MDG e a atividade de elaboração do gênero pela turma?  
Telma Ferreira 10/08/18



## Appendix 2: Lexical Notebook

