



## Emerging identities of Portuguese Language teachers: a critical discursive analysis

### Identidades emergentes de professores/as de Língua Portuguesa: uma análise crítico-discursiva

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**ABSTRACT:** This article aims to investigate the discursive constitution of the identity of emerging identities of mother tongue teachers in São Luís – MA, through analyses of Supervised Internship Reports. The research is situated in the field of Critical Discourse Analysis proposed by Chouliaraki and Fairclough (1999), and Fairclough (2001, 2003, 2019), which understand the ways of being in the world from a perspective that blends linguistic and social elements. The research corpus consists of six (6) reports, each containing two (2) excerpts. For the critical-discursive analyses, Fairclough's (2003) identificational meaning and the analytical categories of modality and evaluation were emphasized, addressing forms of identification in styles. Therefore, this study is methodologically characterized as descriptive in its objectives, documentary in its technical procedures, and qualitative interpretivist in its approach. The results indicate that the identities of future teachers are deontically modalized as "needing to be dynamic and master the content," and epistemically "shaping up as a boring and decontextualized practice," which is crossed by degrees of subjectivation and polarization. Furthermore, evaluations display explicit identity markers "teaching is difficult" and implicit markers "it is not good to be traditional." Mental process verbs such as "to fear" imply a value judgment, indicating that being an "authoritarian" teacher is undesirable. Thus, modality and evaluation are inextricable phenomena in identity research and can contribute to understanding initial training and the future of teaching in Language Studies.

**Keywords:** Teacher identity. Critical Discourse Analysis. Modality. Evaluation.

**RESUMO:** Este artigo objetiva investigar a constituição discursiva de identidades emergentes de professores/as de língua materna, em São Luís – MA, por meio de análises de Relatórios de Estágio Supervisionado. A pesquisa se insere no campo da Análise de Discurso Crítica proposta por Chouliaraki e Fairclough (1999), Fairclough (2001, 2003, 2019), que compreendem as formas de ser no mundo em uma perspectiva que mescla elementos linguísticos e sociais. O corpus de investigação é composto por seis (6) relatórios, com dois (2) fragmentos de cada um deles. Para as análises crítico-discursivas, destacou-se o significado identificacional, de

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Fairclough (2003) e as categorias analíticas modalidade e avaliação, que tratam das formas de identificação em estilos. Diante disso, este estudo se caracteriza metodologicamente quanto aos objetivos como descritivo, quanto aos procedimentos técnicos como documental e quanto à abordagem como qualitativa-interpretativista. Os resultados indicam que as identidades de novos/as professores/as são modalizadas deonticamente "é preciso ser dinâmico e dominar o conteúdo", e epistemicamente "tem se configurado como uma prática enfadonha e descontextualizada", atravessadas, ainda, por graus de subjetivação e polarização. Além disso, as avaliações apresentam marcadores identitários explícitos "é difícil ensinar" e implícitos "não é bom ser tradicional". Os verbos de processo mental como "temer" indicam, em juízo de valor, que ser um professor "autoritário" é indesejável às identidades emergentes. Desse modo, modalidade e avaliação são fenômenos inextricáveis na investigação da identidade e podem colaborar para a compreensão sobre a formação inicial e o futuro da docência em Língua Portuguesa.

**Palavras-chave:** Identidade docente. Análise de Discurso Crítica. Modalidade. Avaliação.

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## 1 Introduction

This research aims to investigate how the emerging identities of Portuguese language teachers are discursively constituted<sup>1</sup> to this end, Critical Discourse Analysis (CDA) is defined as a theoretical-methodological foundation, in its dialectical-relational approach proposed by Chouliaraki and Fairclough (1999), Norman Fairclough (2001; 2003; 2019) and strengthened by researchers such as Magalhães (2005, 2017), Resende and Ramalho (2004; 2006; 2016), who defend the close relationship between language and society.

As a way of achieving the general objective, three specific objectives are highlighted: a to – analyze linguistic modalities related to the identity of new teachers; b – to examine linguistic assessments related to the identity of new teachers; and c –to

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<sup>1</sup> Esta pesquisa é fruto do projeto de iniciação científica intitulado "Linguagem e Discurso nas Práticas Identitárias: uma abordagem crítico discursiva", financiado pela Fundação de Amparo à Pesquisa e ao Desenvolvimento Científico e Tecnológico do Maranhão (Fapema) no ano de 2019, sendo ampliada em 2020 como trabalho de conclusão de curso, ambos aprovados pelas comissões científicas e indicados para publicação. Critical Discourse Analysis (CDA): is defined as a theoretical-methodological foundation, in its dialectical-relational approach proposed by Chouliaraki and Fairclough (1999).

verify how linguistic modalities and assessments are articulated in the construction of the identity of new teachers.

The corpus of this study is composed of six (6) Supervised Internship Reports (hereinafter (SIR), from two (2) fragments of each of them, totaling twelve (12) excerpts. The RES were produced in the High School Supervised Internship discipline, by students from the Literature, Portuguese Language and Respective Literatures Course, at the Universidade Estadual do Maranhão (Uema), Campus Paulo VI, in the state capital.

The data analysis was based on the combination of corpus and theory, so a preliminary analysis of the texts was carried out, which highlighted the importance of analytical categories modality and assessment. These are linked to the linguistic understanding of how much or how often speakers identify with what they say (Halliday, 1994) and, therefore, construct their identities (Hall, 2014).

The results indicate that the identities of new teachers are modalized in relation to the commitment to the obligation "you have to be dynamic and master the content" (deontic modality) and in relation to the commitment to the truth, in degrees of certainty and uncertainty, the teaching of the Portuguese Language "has been configured as a boring and decontextualized practice" (epistemic modality), which is crossed by a high degree of subjectivation (subjective modality "I think") and polarization (categorical modality "it's not easy").

In addition, evaluative statements present explicit identity markers "it's not easy" and evaluative presumptions implicit "it's not good to be traditional" markers. You metal process verbs such as "to fear" indicate, in a value judgment, that being an "authoritarian" teacher is undesirable. In this way, modality and assessment are inextricable phenomena in the investigation of identity and can contribute to understanding initial training and the future of teaching in Literature. To organize these discussions, the following text presents: the theoretical assumptions, the methodology, the results and discussions, the final considerations and references.

## 2 Critical Discourse Analysis: identity, modality and evaluation

In Critical Discourse Studies (CDS), various approaches claim the epithet “critical”. These present different perspectives on discourse, ideology, power, as well as multiple research interests. Wodak and Meyer (2003, p. 21, our translation) state that, as a network of academics, the ECD emerged “in the early 1990s, following a small symposium held in Amsterdam in January 1991”. At that moment, several researchers were able to discuss different theoretical approaches and methods of critical analysis.

Aware of this diversity, this research establishes its theoretical-methodological foundations in the so-called Social Theory of Discourse (STD), which, in turn, is based on the works of the British Norman Fairclough (2001; 2003; 2012; 2019), an author who defends the articulation between linguistic and social factors in critical-discursive analysis. This aspect of ECD aims strength in Brazil with Magalhães (2005, 2017), Resende and Ramalho (2004; 2006; 2016), Martins (2009), Batista Jr. *et al* (2018), among others, who, since the 1980, has been developing this field of studies and consolidating this important area of research in the country.

In the context of STD (Social Theory of Discourse) Fairclough (2003, p. 11) considers that his “discourse analysis approach (a version of 'critical discourse analysis') assumes that language is an irreducible part of social life”. Furthermore, according to Vieira and Resende (2016), Fairclough's CDA, in a broad sense, refers to a set of interdisciplinary scientific approaches to critical studies of language as a social practice. In this interdisciplinary constitution of the Social Theory of Discourse Frankfurt School stands out in philosophy<sup>2</sup>, dialogism and Bakhtin's conception of gender, Foucault's thoughts on discourse and Bhaskar's Critical Realism (CR)<sup>3</sup>. In the

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<sup>2</sup> “Name given to a group of philosophers and social scientists who used the study of dialectics as a method to understand capitalism, industrialization, terrorism, etc. (Adorno; Horkheimer, 1947; Horkheimer, 1972; Marcuse, 1968; Habermas, 1972)”, Barros (2018, p. 37, our translation).

<sup>3</sup> “Bhaskar’s (1986) perspective maintains that science must reveal something that serves to transform social reality”, (Vieira; Resende, 2016, p. 14, our translation).

linguistic field, Critical Linguistics<sup>4</sup> (CL) and Halliday's Systemic-Functional-Linguistics (SFL) (1994) stand out.

Functional Grammar is highlighted when Fairclough (2003) makes an extensive study and repositions the macro functions of language, thus delimiting three meanings of discourse: actional (discourse as a way of acting), representational (discourse as a way of representing) and identificational (discourse as a way of being). For this study, the identificational meaning of<sup>5</sup>, which is related to the concept of style. Styles constitute the discursive aspect of ways of being and are linked to the identity of social actors in texts, as well as the ways in which people identify themselves and are identified.

Each meaning has certain categories of analysis that can be used to observe the collected data. In this sense, linguistic categories were selected as tools for analyzing identificational meaning. Modality (with respect to what is true and what is necessary) and Assessment (with respect to what is desirable or undesirable, good or bad), which, together, can help to better understand how such identities are discursively designed in their practices.

## 2.1 Identities

Various researchers analyze the phenomenon of identities. For Castells (2018, p. 20, our translation), there are three main forms of collective identity: legitimizing identity, resistance identity and project identity". Legitimizing is introduced by dominant institutions to legitimize their domination. Resistance is generally built using materials inherited from history and involves underprivileged subjects in the structure of domination, thus being the focus of resistance. Project identity is

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<sup>4</sup> According to Magalhães, Martins and Resende (2017, p. 25, our translation), LC "adopts the perspective of Halliday (1987), linguists who align themselves with the relationship between text, power and ideology".

<sup>5</sup> Although only one meaning was highlighted, in a text both meanings occur concomitantly, thus, traces of actional and representational meanings can appear in the analyses.

constructed by social actors to redefine their position in society; therefore, it aims at social change.

In this sense, people can establish their identities and differences through the different ways they produce meanings from texts and can incorporate them into their own practices and struggles (Chouliaraki; Fairclough, 1999). In line with this, Silva (2014, p. 76, our translation) states that “in addition to being independent, identity and difference share an important characteristic: they are the result of acts of linguistic creation”, identity, therefore, is not given, it is created.

This statement aligns with Fairclough's thinking (2001; 2003) and justifies studies on identity based on discursive practices. In this sense, identities are points of temporary attachment to the subject positions that discursive practices construct for us “they are the positions that the subject is forced to assume” Hall (2014, p.112. our translation) Discourses, therefore, are constitutive of social identities. Being constitutive (discourses), they directly reflect on identities, subject positions, types of ‘self(s)’, on social relations between people and on the construction of systems of knowledge and belief.

For the analysis of identities, Fairclough (2003, p. 161) suggests the identificational meaning, as “who you are depends in part on how you speak, how you write”. In this sense, the author differentiates identity and identification. For him, the identification process involves the constitutive effects of discourse and must be seen as a dialectical process in which discourses are inculcated into identities and is not purely a process of.

The concept of agency (Archer, 2000) must also be highlighted, as it considers that each subject plays certain social roles and is determined by them. Thus, personal identity (personality/ “I”) is always constrained by collective identity (agent/ “us”). As already said, categories are eliminated modality and assessment because, with them, it is possible to verify the commitments that people make in their texts and speeches

that contribute to identification – commitments to the truth, to moral obligation, to necessity, to values (Fairclough, 2003). This will be better explained below.

## 2.2 Modality

When it comes to modality, “how much you commit is a significant part of who you are, so choices of modality in texts can be seen as part of the process of textualizing self-identities” (Fairclough, 2003, p. 166.). In this sense, linguistic modalizers are analyzed that make it possible to observe with what degrees of certainty, doubt, imprecision, possibility, necessity, permission or obligation, new teachers identify with certain discourses and, in this movement, construct their social identities.

Thus, modality is “the speaker’s judgment about the possibilities or obligations involved in what he says” (Halliday, 1994, p. 75). In structuring a model for Textually Oriented Discourse Analysis (TODA), Fairclough (2003) takes up Halliday’s (1994) modality theory and modifies it, stating that the issue of modality can be seen as the degree of people’s commitment when they make statements, questions, demands or offers. The author clarifies that statements and questions refer to the exchange of knowledge (Halliday’s exchange of information); and demands and offers refer to the exchange of activity (Halliday’s exchange of goods and services).

In knowledge exchanges, the epistemic modality (concerns commitment to the truth). In terms of activity changes, the modality and deontic (concerns the commitment to the obligation/necessity). It can also be highlighted the categorical modality, which alludes to the positive and negative poles (yes vs. no); the subjective modality, underlined when the subject is inserted in the statement (e.g.: I believe) and the objective modality, when the subject is not inserted into the statement directly (e.g.: it is believed).

## 2.3 Evaluation

Fairclough (2003) states that evaluation materializes in texts through four subcategories: 1. Evaluative Statements; 2. Statements with deontic modality; 3. Statements with verbs of affective mental processes and 4. Presumed values.

Evaluative statements are those that present value judgments, are statements about desirability and undesirability, about what is good or bad, as well as what is important, unimportant or useless. Adjectives are words that must be observed (“competent”, “traditional”, “innovative”), as they include evaluative elements. White (2001)<sup>6</sup> talks about the intensity scale (like/admire/idolize).

Statements with deontic modality refer to what is necessary, mandatory, permitted or prohibited based on current and expected moral and ethical values. An example of this can be found in the sentence: “we have to believe in change” in which the verb “to have” takes on the value of obligation.

The statements with affective mental process verbs highlight verbs such as hate, like, love, etc., which reflect the speaker's feelings or emotions in relation to a theme, object, or event. Thus, when it is said that “I hate my profession,” “I like my profession” or “I love my profession,” assessments are carried out and reflect on how much that social actor identifies or not with an identity trait of agency.

Finally, the assumed values or evaluative presumptions, are valid “for cases without relatively transparent markers of evaluation” (Fairclough, 2003, p. 173) for the implicit, when values are in the depth of the text, in the author-text-reader relationship and context.

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<sup>6</sup> Peter White (2001, np. our translation) states that Assessment Theory has a long development path and “Some of the main references on Assessment include (in chronological order): Iedema *et al.* 1994; Martin 1995a; Martin 1995b; Christie; Martin 1997; Martin 1997; Coffin 1997; Eggins; Slade, 1997; (especially chapter 4) White, 1998; Martin, 2000; Coffin, 2000; White, 2000; Körner, 2001; Rothery; Stenglin in press, and a special edition of the newspaper *Text* which will appear in 2002”. Knowing these almost thirty years of theory development, this research is restricted to the focus conducted by Critical Discourse Analysis (Fairclough, 2003).



### 3 Methodology

Considering that this research aims to investigate how the identities of new Portuguese language teachers are discursively constituted, it can be characterized as descriptive in terms of objectives. Descriptive because “it is a type of research whose purpose is to expose and characterize a phenomenon or a certain population. During the study, the researcher uses a standardized data collection instrument [...]” (Brasileiro, 2021, p. 76, our translation), in addition, the aim is to describe the events and establish relationships between variables.

Regarding the constitution of the corpus, initially, the teacher of the Supervised Internship Portuguese Language, High School subject was contacted, with a view to requesting access to the internship reports. At that moment, the researchers were informed that the reports, as they were many and printed, did not remain with the teachers. After the end of the discipline, such reports are deposited in archives, in the sector library, with free access to the public.

Given this information, the person responsible for the local library was contacted. He/she informed me that to be removed and used as long-term reference material, it would be necessary to request the coordination of the UEMA Language Course, via an official letter, communicating the terms of the loan. Therefore, reports produced during the first half of 2019 were requested. After the request, the library sector made 27 reports available.

The time at which reports were collected means that this study is characterized as documentary, as it systematically collects written records. Flick (2013) states that research can use existing documents, for example, documents resulting from an institutional process, which constitutes documentary research. Brasileiro (2021) states that documentary research is carried out based on documents that can contribute to carrying out an investigation. Prodanov and Freitas (2013, p. 56, our translation) furthermore, clarify that documents can be divided as first and second hand and that

these “are those that, in some way, have already been analyzed, such as: research reports [ ...]”.

Subsequently, the reports were systematized and underwent a pilot analysis for quantitative delimitation, understanding the temporal feasibility of carrying out the research. In this sense, from a total of twenty-seven (27), six (6) reports were selected, considering the following criteria: (1) being Supervised Internship Reports, Portuguese Literature, High School<sup>7</sup> and (2) present themes related to the student/teacher daily life. To select two (2) discursive fragments/excerpts from each report, totaling twelve (12) fragments, two basic criteria were taken into consideration: (1) they present recurrences of speeches about being a future teacher of Portuguese Language and (2) have occurrence of modality and evaluation.

In this sense, the six (6) reports were identified with the letter “R” in capital letters, followed by the report number “R1”. Then, a dash “-” was added and, as the fragments of each report were inserted, they were numbered from (1) to twelve (12) followed by a period and the selected excerpt, e.g.: R1 – 1. “Mas, achei interessante a atenção do professor em relação a esses alunos com dificuldades”<sup>8</sup>.

It was chosen to leave the fragments of the reports in their original language (Brazilian Portuguese) and footnote the English translations. Slash (/) was used for shorter translations, for example: “eu acredito/I believe”. This is because the grammar of the two languages is different, and it would not be possible to equate words and meanings in the construction of teacher identity. Grammatical tenses, verb conjugations and paraphrastic analyses are not equivalent in the grammars of the two languages, and it is important to emphasize that language is culture and that, therefore, it would not be correct just to transpose from Portuguese into English.

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<sup>7</sup> A significant difference was noticed between the identities of primary and secondary education. Therefore, in order not to make reductionist generalizations, it was decided to delimit it to one of the teaching levels.

<sup>8</sup> But I found the teacher’s attention to these students with difficulties interesting.

Finally, the speeches were analyzed from the perspective of the CDA proposed by Fairclough (2003), considering the identificational meaning and the categories of textual/discursive analysis modality and assessment. This last procedure, analysis, makes this study characterized as qualitative, which, for Flick (2009, p. 20, our translation) “is of particular relevance to the study of social relations due to the pluralization of spheres of life”, and interpretivist, which, for Denzin and Lincoln (2006), are research guided by a set of beliefs and feelings in relation to the world and the way it should be understood and studied. Subsequently, the results.

## **4 Results and discussions**

According to Prodanov and Freitas (2013, p. 157, our translation) “the internship report is a document that contains a report of experiences, actions developed, results achieved, comparative analysis of theory with practice, suggestions for improvement and other information required by the course”. Given these documents, this section analyzes several evaluative and modalized statements about what it means to be a teacher at the beginning of your career, which identities are projected. The analysis follows.

### **4.1 Reports one and two – (R1/R2)**

Reports one (1) and two (2) were produced by subjects socially positioned as male<sup>9</sup>. Considering the generic structure of the report, a document that is extremely regulated, especially by law nº 1,788, of September 25, 2008, which establishes the information that must be reported, the sections stand out reviews about other teachers and report of experiences as teachers, as they reveal positions and frequent modalities. In this sense, the analysis fragments of R1 and R2 are:

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<sup>9</sup> Certainly, the experience of different genders has a different impact on the formation of teaching identity. There are profound social differences between the roles played by men and women and deserve to be analyzed in future research with a greater theoretical basis. For this moment, in this short space, we just highlight which genre produces which discourses.

R1 – 1. “[...] achei interessante a atenção do professor em relação a esses alunos com dificuldades, para os quais ele usa estratégias para ajudá-los”; R1 – 2. “Ao realizar o estágio de observação e regência, percebi na prática educativa o dia a dia do professor que às vezes nos revelam momentos bons e até mágicos ou situações totalmente inversas, mas, que nos ensina a pensar melhor e refletir profundamente a nossa missão como educador [...]”. Portanto, o estágio de observação foi importante para o meu aprendizado, pois pude perceber que ensinar Língua Portuguesa não é fácil, é preciso ter habilidade dinâmica e domínio de conteúdo”. R2 – 3. “Durante a observação vimos que a professora regente utiliza muito o livro, mas não tendo dependência dele, já que utiliza mais as atividades dele”. R2 – 4. “Ela também gosta de passar a maioria das atividades em sala de aula, já que ela sabia que muitos não faziam em casa e com essa tática ela conseguia desenvolver um melhor aprendizado”. 10

In the first part of fragment one (1) of R1, we observe the presence of the verb with full meaning “achar/ to find” conjugated in the first-person singular of the preterite perfect tense of the indicative mood, with the hidden subject “*eu achei/ I found*”, inserting itself in the axis of knowledge, opinion and belief, thus highlighting the **modality epistemic**. From this perspective, the speaker could have expressed himself in other ways, such as “Eu achei interessantíssima a atenção do professor[...]” or “Achei fundamental a atenção do professor [...]”<sup>11</sup>.

It is therefore emphasized an evaluative statement of pedagogical strategies, which highlights the adjective “interessante/interesting” as the desirable one. This interpretation is only possible through an analysis of the entire text and its pragmatic

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<sup>10</sup> R1 – 1. “[...] I found the teacher's attention to these students with difficulties interesting, for whom he uses strategies to help them”; R1 – 2. “When I carried out the observation and conducting internship, I noticed in the educational practice the teacher's daily life that sometimes reveals good and even magical moments or totally inverse situations, but which teaches us to think better and deeply reflect on our mission as an educator [...]. Therefore, the observation internship was important for my learning, as I could realize that teaching Portuguese is not easy, it is necessary to have dynamic skills and mastery of content”. R2 – 3. “During the observation we saw that the regent teacher uses the book a lot, but not depending on it, since she uses his activities more”. R2 – 4. “She also likes to spend most of the activities in the classroom, since she knew that many did not do it at home and with this tactic, she was able to develop better learning”.

<sup>11</sup> “I found the professor's attention extremely interesting [...]” or “I found the professor's attention essential [...]”.

elements. Thus, the subsequent sentences indicate a sequence of positive evaluations; in paraphrase, the enunciator could have said "*desinteressante/uninteresting*" or "*inadequado/inappropriate*" instead of "*interessante/interesting*".

By **evaluative presumption**, still analyzing the same fragment (R1 – 1), it is possible to infer that the teacher's assistance to students with difficulties is a positive professional ethical value. It is possible to know, in this way, what the positive values of good Portuguese language teachers are, and by presumption, what the negative values would be (not helping), which indicates that identity depends on difference (Woodward, 2014).

Furthermore, modality is an important identity indicator as it highlights what is relevant to be based on the discursive constitution of these identities. In this sense, the pronoun "eu/I" highlights what Fairclough (2003) determines as **modality subjective**, for making it clear that the affinity with the proposition expressed is the speaker's own ("*Eu achei interessante/ I found it interesting*") in a categorical statement, with a high degree of (self)responsibility, which highlights the concern of new teachers with the topic.

The hidden subject marked by the pronoun "eu/I" signals a higher layer of the enunciator's commitment to what is said, which demonstrates a dialectical relationship between the pedagogical practices used by different teachers in a network of practices that intersect, either accepting or rejecting each other. The enunciator validates the pedagogical strategy of the more experienced teacher and identifies with it, which reveals the construction of this identity as a kind of "social sponge", which absorbs content not only from the study of theories, but also observing the practices of other professionals.

The construction of statement two (2) is dubious. It reflects a series of contradictions when analyzing the pros and cons of teaching Portuguese. The adverbial phrase of time – "*às vezes/sometimes*" explains an absolute non-recurrence of good or happy moments, it could be said "*regularmente/ Regularly*", "*com frequência/*

Frequently”, “*sempre/* always” etc. The phrase refers to the frequency with which good moments happen, which shows the gradual positive and negative evaluations of the activity under analysis. Next, the adversative conjunction “*mas/but*” exposes the variation of positive and negative elements (“ou situações totalmente inversas/ or totally opposite situations”), which is part of their work activity, and can thus help trainees learn to teach, which reveals the prevalence of pro-teaching arguments.

Extract two (2) concludes with the following statement: “Portanto, o estágio de observação foi importante para o meu aprendizado, pois pude perceber que ensinar Língua Portuguesa não é fácil, é preciso ter habilidade dinâmica e domínio de conteúdo”<sup>12</sup>. After highlighting the importance of the internship, using the verb “*poder/could*” in the preterite perfect indicative (“*pude/could*”), followed by a verb “*perceber/to perceive*” in the infinitive, the enunciator highlights an evaluation of Portuguese language teaching, since what the subject realized during the internship is that “ensinar Língua Portuguesa não é fácil”<sup>13</sup>.

In relation to the above, there is an **evaluative statement**, a value judgment and, from this, it is understood that being a Portuguese Language teacher is a complex activity/identity. Likewise, there is an occurrence of **deontic modality (obligation)** and the modality categorical as the negative pole in “*não é fácil*”<sup>14</sup>, in reference to the professional practice of Teaching Portuguese. In paraphrase, it could be said that “*não está fácil*”<sup>15</sup>.

The hidden subject “Eu/I” (in “*pude perceber/ I could see it*”) reveals the intensity of the commitment to what is said, as the enunciator inserts himself in the statement, in the evaluation of the truth, and takes responsibility for it, which characterizes the

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<sup>12</sup> “Therefore, the observation stage was important for my learning, as I was able to realize that teaching Portuguese is not easy, you need to have dynamic skills and mastery of content”.

<sup>13</sup> “teaching Portuguese language is not easy”.

<sup>14</sup> “it’s not easy”.

<sup>15</sup> In Portuguese, “*não é fácil*” and “*não está fácil*” is related to time and the more permanent or temporary nature of the difficulty. “*não é fácil*”: intrinsic, general or permanent difficulty. “*não está fácil*”: momentary, circumstantial or transitory difficulty. The verb “*ser*” in Portuguese corresponds to the verb “to be” in English and his sentences in Portuguese would be translated as “it’s not easy”.

engendering of **epistemic modalities and subjective**. The verb “precisar” (to need) in the imperative that makes up the verb phrase “*é preciso/its need*” refers to an act that is required of the agent. It is an obligation, a duty, that is, it is on the scale of what is permissible or not, which characterizes the **deontic modality**.

In the first part of fragment three (3), the speaker evaluates the pedagogical strategy used by the supervising teacher (“Durante a observação vimos que a professora regente utiliza muito o livro, mas não tendo dependência dele, já que utiliza mais as atividades dele”<sup>16</sup>). There is the presence of **evaluative presumption** considering that the use of few teaching instruments is something negative, as it impoverishes the playful/dynamic side of the class.

In addition, it is possible to notice, at the same time, the presence of an **evaluative statement** for making clear, on an intensity scale, the evaluation of the strategy used by the supervising teacher, which is evident with the presence of the adverb of intensity “*muito/very*” in: “*vimos que a professora regente utiliza muito o livro*”<sup>17</sup>.

In making these evaluations, the speaker highlights, in an evaluation of the other, which pedagogical strategies these teachers who are emerging for teaching Portuguese Language (not) identify with. Then, still in fragment three (3) of report two (2), the speaker softens the previous statement by declaring that the supervising teacher at the rural school does not need/needs/depends on the textbook to develop the entire class. **When informing that the conductor “*não tem dependência/precisão/necessidade*”<sup>18</sup> for a single teaching resource**, the informant uses the **deontic modality** and **categorical** with negative polarity.

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<sup>16</sup>“During the observation we saw that the regent teacher uses the book a lot, but is not dependent on it, as she uses more activities from it”.

<sup>17</sup> “We saw that the teacher uses the book a lot”.

<sup>18</sup> “has no dependence/precision/need”.

Then (“já que utiliza mais as atividades dele”),<sup>19</sup> the category evaluation by **evaluative presumption**, as it is assumed that the fact that the teacher is not dependent on the book and uses it in only one part of the class can be evaluated as a positive strategy, positioning themselves in favor of one strategy and against the other. Therefore, the use of multiple pedagogical resources is valued, and the use of few resources is rejected. In this way, according to Woodward (2014, p. 56, our translation), “the subjects are, therefore, subject to the discourse and must, themselves, assume it as individuals who, in this way, position themselves. The positions we take and identify with constitute our identities.”

Subsequently, in excerpt four (4), the presence of the affective mental process verb “gostar/to like” in the no present of indicative (“gosta/like”) is notable, which characterizes the category **assessment by verb of affective mental process** (“Ela também gosta de passar a maioria das atividades em sala de aula, já que ela sabia que muitos não faziam em casa e com essa tática ela conseguia desenvolver um melhor aprendizado”)<sup>20</sup>. It is important to highlight that this evaluation is from someone else, which signals a high identification not only of the intern with the pedagogical strategy, but also with the attitude of the supervising teacher.

Soon after, the enunciator identifies with the strategy and considers it positive for “desenvolver um melhor aprendizado”<sup>21</sup> (**Evaluative statement**). By using the adverb “muitos/many” in reference to students who do not do the proposed activities at home, the speaker intensifies the justification for the activities to be done in class. The discourse is problematic, as it does not question practice and indulges in it, without seeking possible methodologies, supported by learning theories, that motivate students to study beyond the school walls.

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<sup>19</sup> “since he uses his activities more”.

<sup>20</sup> “She also liked to carry out most of the activities in the classroom since she knew that many students wouldn’t do them at home, and with this strategy, she was able to foster better learning”.

<sup>21</sup> “Develop better learning”.



This indicates that identity is made up of shared values between emerging teachers and more experienced professionals, but that these values must often be questioned, which can be carried out in a dialectical movement between criticism, explanation and action (Fairclough, 2019). In any case, identity is marked by differences and similarities, which implies the continuity of questionable pedagogical practices.

Such a stance can inculcate or justify a condescending idea that it is better to accept this condition that students must study only during classes. It is possible to reflect on the (a)critical stance of these new teachers, who assume certain discourses that seem crystallized. It is also possible to notice the intersection between modality and evaluation, which is natural, considering that both categories move towards the analysis of identification gestures through evaluation.

#### **4.2 Reports three and four – (R3/R4)**

Reports three (3) and four (4) were produced by subjects socially positioned as female. For these reports, it is important to highlight the context of protests against the cut of resources for education carried out by the then minister of education Abraham Weintraub. The political scenario may have influenced the intense production of speeches for change in education. At this juncture, we sought to understand the occurrences of the category's modality and evaluation in extracts five (5), six (6), seven (7) and eight (8) of reports three (3) and four (4).

R3 – 5. “como professores, temos que acreditar na mudança, que saber que é possível [...]”; R3 – 6. “O ensino de língua tem se configurado como uma prática enfadonha, descontextualizada [...]”; R4 – 7. “Todas as atividades foram atribuídas pontos para somar com a nota final, a fim de incentivar a participação dos alunos e avaliar seus desempenhos [...]. Especialmente no período de regência, pude enxergar sem qualquer idealização a realidade das escolas brasileiras [...]”; R4 – 8. “Saio dessa experiência com a certeza que a inovação e renovação dos professores é de fundamental importância para a formação de nossos alunos como cidadãos, discentes e futuros profissionais [...]. E mais que tudo, com a esperança que nós como

profissionais de Letras podemos mudar a realidade de qualquer criança em qualquer lugar do mundo, se nos empenharmos e nos dedicarmos a esta profissão”<sup>22</sup>.

In fragment five (5) of report three (3), the speaker, in manifest intertextuality – direct quotation – states that “as teachers, “como professores, temos que acreditar na mudança, que saber que é possível [...]”<sup>23</sup>. By proclaiming that, “*temos que acreditar/* we must believe”, the speaker makes a statement that highlights an obligation on conduct, which is to believe in change, characterizing the **deontic modality**.

Then, when announcing again with the verb “ter/to have” in the present of indicative tense (“temos”), the speaker reaffirms the **deontic modality** about a set of beliefs that must be carried by these professionals. By highlighting that (“nós/we”) have a certain conduct, an identity of collective professional representation is constructed, with values that must necessarily be shared, aiming at the very maintenance or existence of the profession. This analysis proves that personal identity is always constrained by collective identity, by social role, as argued by Archer (2000), in the concept of agency.

Still in the same paragraph mentioned above, in reference to what was said, the speaker states that, if the belief does not come true, “*não estaríamos ensinando/*we wouldn't be teaching”, which highlights the *modality categorical* for being in a negative pole, as highlighted by Halliday in polarity studies (yes/no). Again, when making a statement with the first-person plural (“nós” = *eu + eles/as*)<sup>24</sup>, the speaker projects a

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<sup>22</sup> R3 - 5. "As teachers, we have to believe in change, we have to know that it's possible [...]"; R3 - 6. "Language teaching has become a boring, decontextualized practice [...]"; R4 - 7. "All the activities were given points to add to the final grade, in order to encourage student participation and assess their performance [...]. Especially during my time as a teacher, I was able to see the reality of Brazilian schools without any idealisation [...]"; R4 - 8. "I come away from this experience with the certainty that innovation and teacher renewal are of fundamental importance for the education of our students as citizens, learners and future professionals [...]. And above all, with the hope that we, as language professionals, can change the reality of any child anywhere in the world, if we put our minds to it and dedicate ourselves to this profession".

<sup>23</sup> “we must believe in change; we must know that it is possible [...]”

<sup>24</sup> “we = I + they”.

collective identity, inserting herself into it, with a high degree of identification and engagement with what is uttered. In this sense, modality is the expression of the subjectivity of an enunciator who assumes to a greater or lesser extent what he enunciates, following norms determined by the community.

In fragment six (6) (“O ensino de língua tem se configurado como uma prática enfadonha, descontextualizada [...]”)<sup>25</sup>, an assessment is made about the truth, a belief, an opinion, a knowledge that the speaker judges as true. By highlighting his position on a situation, he identifies himself with a certain position, expressing the **epistemic modality**, with a high degree of certainty. In this sense, there is a predominance of **epistemic modality**, which may be related to the supervised internship report genre, in the same way, your reflections must be based on authoritative arguments.

By issuing this position, the speaker not only demonstrates that she has a clear position regarding the principles she defends for teaching Portuguese Language, but also positions herself as knowledgeable about this context and, therefore, as a qualified professional to carry out such an assessment. This is an identity “in relation”, which can only be constituted when linked to a world, the world of education, thus directing its discourse towards it (world of education) and its agents (teachers). The modality is the identification of the author/writer with the discursive representations that he materializes, and how much you identify with what he says is a significant part of who you are. In this sense, the manifestation of modalities can be seen as a relevant part in the “texturing” of (self) identities (Fairclough, 2003).

Subsequently, in the first part of excerpt seven (7), it is stated that: “Todas as atividades foram atribuídas pontos para somar com a nota final, a fim de incentivar a participação dos alunos e avaliar seus desempenhos<sup>26</sup>”. By highlighting: “todas as atividades/all activities” were added together and not “algumas/some” or

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<sup>25</sup> (“Language teaching has been configured as a boring, decontextualized practice [...]”).

<sup>26</sup> “All activities were awarded points to add to the final grade, in order to encourage student participation and evaluate their performance”.

“nenhuma/none”, the intern-teacher reveals what incentive is given to students to carry out the exercises, which may reveal a pedagogical strategy based on a structure in that students seek points “passar de ano”,<sup>27</sup> resulting in the fact that, if these points were not awarded, their motivation would decrease or cease.

This indicates that teaching identities are crossed by student identities and institutional structures. This fact leads us to question: what would be the behavior of these students if grades were not awarded for these activities? Would they still be carried out? If not, for what reason? Why learn Portuguese? Which contents should be privileged? How to motivate these students to learn? How to motivate teachers to teach? There are many questions, which serve to think about this dialogical identity and influenced by other identities, which, to a greater or lesser extent, were discussed in this research, which not only provides answers, but also raises questions.

In the second part of extract seven (7) from R4 (“Especialmente no período de regência, pude enxergar sem qualquer idealização a realidade das escolas brasileiras [...]”)<sup>28</sup>, the speaker highlights the internship period, especially what takes place the role of regent, as a revealer of realities. This statement is made through the texturing of the verb “poder/could” in the preterite perfect indicative. According to Bechara (2015, p. 234, our translation), the indicative mood is “in reference to facts that are credible or believed to be so”, in other words, it expresses facts, certainties. In this sense, the importance of initial training increases as a tool for experiencing the realities inherent to the profession is highlighted.

Understanding the **modality epistemic** as an exchange of knowledge and beliefs, of evaluations about truth, with explicit markers, generally in the preterite (“*pude/ could*”), this statement stands out as being epistemically modalized. Then, in the same extract mentioned in the previous paragraph, with the addition of the

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<sup>27</sup> “to pass the year”. It means that the student has passed the subjects and goes to the next, more advanced grade.

<sup>28</sup> (“Especially during my time as a teacher, I was able to see the reality of Brazilian schools without any idealisation [...]).

adversative conjunction, it was argued that: “[...] entretanto, da mesma forma, pude sentir o sabor gratificante de ser professor”<sup>29</sup>. Again, the verb “poder/could” in the preterite perfect indicative mood indicates the possibility of the epistemic modality standing out, but the verbal locution “pude sentir/ I could feel” highlights a statement with a verb of an affective mental process, in addition to a metaphor (“*pude sentir o sabor/ I could feel the flavor*”) with the hidden subject “eu/I”, which indicates a high degree of commitment/identification with the discursive representation given in reference to the positive sides of carrying out such professional activity.

In the last fragment, eight (8), of the report under analysis, the speaker makes the following statement: “Saio dessa experiência com a certeza de que a inovação e renovação dos professores é de fundamental importância para a formação de nossos alunos como cidadãos, discentes e futuros profissionais [...]”<sup>30</sup>. The word “*Certeza/certainty*”, which refers to the level of veracity in the statement that it is necessary to innovate and renew professional activity in Literature, brings the idea that verbalization corresponds to an evaluative statement with regard to leveling the intensity of identification with the sentence that is also expressed by the subjective modality with the personal pronoun “*eu/I*” hidden in: “(*eu*) saio dessa experiência.../ “(I) leave this experience...”, which indicates a project identity, according to Castells (2018).

Likewise, it is attributed as **modality epistemic**, as it alludes to an exchange of knowledge, an opinion and belief, being on the axis of knowledge, which indicates the maximum degree of identification with the speech given. This means that the enunciator, as a member of this community, holds a certain authority that gives her the opportunity to evaluate the profession and evaluate herself as a new professional, this being an essentially critical-reflexive activity.

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<sup>29</sup> “[...] however, in the same way, I could feel the rewarding taste of being a teacher”.

<sup>30</sup> “I leave this experience with the certainty that the innovation and renewal of teachers is of fundamental importance for the formation of our students as citizens, students and future professionals [...]”.

Next, by highlighting that a certain conduct is of “fundamental/fundamental” importance, the modality deontic, which reveals a degree of obligation. It is necessary, therefore, that students are trained to fully exercise citizenship, passing this (social) training through the Literature professional.

Then, still in extract eight (8), the informant continues stating that: “E mais que tudo, com a esperança que nós como profissionais de Letras podemos mudar a realidade de qualquer criança em qualquer lugar do mundo, se nos empenharmos e nos dedicarmos a esta profissão”<sup>31</sup>. The first highlighted expression (“*e mais que tudo/and more than anything*”) indicates that, in addition to forming citizens, the group of subjects socially positioned as teachers can change reality. The verb “*poder/could*” in the present indicative, “*podemos/could*”, followed by the verb “*mudar/change*”, reveals an active stance regarding the possible transformations to be carried out in the processes of teaching and learning the mother tongue. This can be considered an evaluative statement as it deals with what is desirable.

Furthermore, the expression “com a esperança que nós como profissionais de Letras podemos mudar a realidade”<sup>32</sup> could be paraphrased as ““com a certeza de que nós como profissionais de Letras iremos mudar a realidade”<sup>33</sup>. Thus, this assessment of the truth (epistemic modality) varies in degrees of uncertainty and certainty, that is, it is a possibility that will only happen “se nos empenharmos e nos dedicarmos a esta profissão”.<sup>34</sup>

These analyzes can reveal the identification of the social actors investigated with the types of discourse with which they identify. Considering that ADC understands that identities are partially discursive representations, it appears that the identities of new LP teachers are partially represented in the reports. Such identities

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<sup>31</sup> And more than anything, with the hope that we as Literature professionals can change the reality of any child anywhere in the world, if we commit ourselves and dedicate ourselves to this profession.

<sup>32</sup> “With the hope that we as Literature professionals can change reality”.

<sup>33</sup> with the certainty that we as Literature professionals will change reality”.

<sup>34</sup> “If we commit ourselves and dedicate ourselves to this profession”.

evoke a sense of change, but at the same time, they do not structure these “feelings of change” in language or teaching theorists. It is important to know that changes also happen through discourse, so it is necessary to focus on political, logical and fair debate (Fairclough; Fairclough, 2012), as well as on the study of argumentation and rhetoric to justify actions pedagogical approaches for real change.

### 4.3 Reports five and six – (R5-R6)

These reports were produced by subjects socially positioned as female. Aiming to understand the identifications with types of speech given by Portuguese language teachers in initial training, fragments nine (9), ten (10), eleven (11) and twelve (12) were analyzed, as they present recurrences of the category's **modality** and **assessment**, which can indicate the ideas and values positive and negative by these professionals on a scale of intensity.

R5 – 9. “Sendo um retrato vivo da prática docente, nesse processo de participação ele encontra possibilidade de ressignificar sua identidade profissional, visando os resultados para si e para a sociedade [...]. “É importante ressaltar essa etapa de transição de acadêmico para profissional da educação, de constituição de identidade do educador como relevante aprendizado[...]”. R5 – 10. “Conclui-se também, que para concretização dessa proposta como futuros docentes é necessário o comprometimento, a formação continuada, [...]. O desejo de mudança e a ação efetiva em classe, como visto no campo de estágio e, uma equipe disposta a fazer a diferença, de desenvolver cidadãos éticos, críticos e responsáveis”. R6 – 11. “Durante as observações percebemos um distanciamento entre o professor e os alunos, avaliamos que fosse pela postura autoritária do professor [...]. As aulas tinham pouco aproveitamento, os alunos não participavam pois temiam ao professor e ficavam em silêncio, porém nos aparelhos celulares, de cabeça baixa, geralmente com o fone de ouvido, havia muito desânimo e falta de interesse”. R6 – 12. “Percebemos constante ausência do professor, levando em consideração que todas as aulas da sexta feira ele não estava presente [...]. É necessário compreender que a educação é responsável pela transformação e desenvolvimento social, por isso a necessidade e importância de o futuro professor ter consciência de que a profissão exige

determinação, comprometimento e responsabilidade”<sup>35</sup>.

In the first part of extract nine (9) of the R5, there is a description of the internship through a metaphor (“retrato vivo<sup>36</sup>/ living portrait”), to place it as a moment of relationship between theory (portrait) and practice (alive), being able to find in this process the “possibilidade/ possibilities” of giving new meaning to the labor identity. This reveals the concern of these students, from their initial training, about what type of professional they want to be.

The enunciator makes a value judgment on **evaluative statement** and thus characterizes the epistemic modality, given that it highlights the probability of being a state of things, being on the axis of knowledge, of an assessment of the truth, which could be manifested in other ways, such as: “encontra a necessidade de ressignificar/ finds the need to resignify” “encontra a certeza de ressignificação/ finds the certainty of resignification”, “não encontra a possibilidade de ressignificar/ Does not find the possibility of resignifying”. This way of lexicalizing, to the detriment of other possibilities, highlights the internship as a very important moment in the (re)construction of these subjects' professional identity.

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<sup>35</sup> R5 – 9. "Being a living portrait of teaching practice, in this process of participation he finds the possibility of resignifying his professional identity, aiming at the results for himself and for society [...]. " It is important to highlight this stage of transition from academic to education professional, of constitution of the educator's identity as relevant learning [...]" R5 – 10. "It is also concluded that for the realization of this proposal as future teachers, it is necessary to be committed, to continue training, [...]. The desire for change and effective action in class, as seen in the internship field, and a team willing to make a difference, to develop ethical, critical and responsible citizens". R6 – 11. "During the observations, we noticed a distance between the teacher and the students, we evaluated that it was due to the authoritarian posture of the teacher [...]. The classes had little use, the students did not participate because they feared the teacher and were silent, but on the cell phones, with their heads down, usually with the headphones, there was a lot of discouragement and lack of interest". R6 – 12. "We noticed the teacher's constant absence, taking into account that all classes on Friday he was not present [...]. It is necessary to understand that education is responsible for social transformation and development, hence the need for and importance of the future teacher being aware that the profession requires determination, commitment and responsibility".

<sup>36</sup> The metaphor "retrato vivo/living portrait" combines two seemingly contrasting concepts: "retrato/portrait" (something static, usually a fixed visual representation) and "vivo/living" (something dynamic, full of life). This expression is used to describe something or someone that is a very faithful personification or representation of another thing or person, but in a lively and active way.



In the second part of fragment nine (9), which says: “É importante ressaltar essa etapa de transição de acadêmico para profissional da educação, de constituição de identidade do educador como relevante aprendizado [...]”<sup>37</sup>, again, the theme of identity is evoked, in a value judgment, in declaration evaluative, while making a high certainty indicator (**modality epistemic**). The structure “*É importante*/is important” suggests that the speaker is not presenting a subjective opinion, but rather a statement with a high degree of conviction, an absolute certainty about the relevance of this transition stage and the construction of professional identity.

Therefore, this study is relevant as it sheds light on the profile of professionals being trained in Maranhão and how they project their identities. However, there is a gap in the documentary study of the non-relationship between speeches and other moments of practices, which can only be observed with the help of ethnographic research, as verified by De Paula S. (2023) in the analysis of teaching identities of teachers from Ludovicenses with the help of ethnography, ADC and New Literacy Studies.

In this sense, the fact that justifies the geographic delimitation of these studies falls on the following: São Luís obtained the worst grade for teaching Portuguese Language in High School, among all the northeastern capitals and one of the worst in a national scenario, according to the Índice de Desenvolvimento da Educação Básica (Ideb)<sup>38</sup> of 2021. This result legitimizes the possibility of pointing out multiple perspectives on the possible reasons for this negative evaluation.

In extract ten (10), which is contained in the final considerations of report five (5), it is stated that: “Conclui-se também, que para concretização dessa proposta como futuros docentes é necessário o comprometimento, a formação continuada, [...]”<sup>39</sup>. The

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<sup>37</sup> “It is important to highlight this stage of transition from academic to education professional, of constitution of the educator's identity as relevant learning [...]”.

<sup>38</sup> Basic Education Development Index.

<sup>39</sup> “It is also concluded that to implement this proposal as future teachers, commitment, continued training, [...]”.

speaker expresses the **deontic modality**, referring to obligation, by highlighting that the “*é necessário/obrigatório/ is necessary/obligatory*” the factors “*comprometimento e formação continuada/ commitment and continued training*”. By making this assessment with the value of certainty, the enunciator highlights, again, which values these (future) professionals identify with, and, on the other hand, with which they do not, highlighting the relevance of analyzing the categories modality and evaluation.

Then, in the same fragment, it is said that “[...]o desejo de mudança e a ação efetiva em classe, como visto no campo de estágio, e uma equipe disposta a fazer a diferença, de desenvolver cidadãos éticos, críticos e responsáveis”<sup>40</sup>. When making this report, highlighting, once again, this identity as one of change (Silva, 2014), the speaker highlights possible ways of making these much-desired changes. Likewise, some of them have already been presented during the internship, such as the presence of a team willing to make a difference.

Likewise, the supervised internship report, as a written result of this experience, brings in its speeches traces of these identity manifestations that are in constant transformation. It also indicates that studying identity is studying a phenomenon that is not static, and that the analyzes of these mutations are relevant for revealing possible derangements with the best professional development instruments.

Language is alive and transforms because human beings are alive too – and vice versa. It is understood, based on Hall (2006), that identities are not fixed essences, but are subject to transformation. Thus, we sought to analyze the identity representations about being a student in extracts eleven (11) and twelve (12).

Fragment eleven (11) of R6 says that: “Durante as observações percebemos um distanciamento entre o professor e os alunos, avaliamos que fosse pela postura autoritária do professor [...]”<sup>41</sup>. When reporting on the observation period during the

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<sup>40</sup> “[...] the desire for change and effective action in class, as seen in the internship field, and a team willing to make a difference, to develop ethical, critical and responsible.”

<sup>41</sup> During the observations we noticed a distance between the teacher and the students, we assessed that it was due to the teacher’s authoritarian stance [...]”.

internship, the speaker, in an evaluative statement, highlights the teacher's negative stance, placing him as authoritarian. It is possible to glimpse, through evaluative presumption, that there is a criticism of the "erroneous" stance of the observed teacher – which implies what should not be done by new teachers. Identity aspect (authoritarianism) that the new teacher does not identify with, since: "identity and difference cannot be understood, therefore, outside the systems of meaning in which they acquire meaning. They are not beings of nature, but of culture and the symbolic systems they make up" (Silva, 2014, p. 78, our translation). We can therefore assume that the emerging identities of mother tongue teachers want to be more dialogical.

Corroborating what was stated above, the announcer concludes by stating that: "As aulas tinham pouco aproveitamento, os alunos não participavam pois temiam ao professor e ficavam em silencio, porém nos aparelhos celulares, de cabeça baixa, geralmente com o fone de ouvido, havia muito desânimo e falta de interesse"<sup>42</sup> It is possible to observe the overlapping of occurrences of modalities and evaluations, which reveals the high level of identification with what is said, thus shaping a (socio)discursive identity, considering that you are, in part, the positions that you assume.

Observing the verb "ter/to have" in the imperfect past tense of the indicative mode ("tinha/had") linked to the adverb of intensity "pouco/little" in reference to the level of enjoyment of the classes, the enunciator makes a value judgment, an evaluative statement, a report on the work activity of your professional colleague. Then, there is a new value judgment when it is highlighted that students do not participate in classes, and the use of the affective mental process verb "temer/ to fear" in the pretérito imperfeito do modo indicativo ("temiam")<sup>43</sup>, reveals the negative assessment

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<sup>42</sup> "The classes had little use, the students did not participate because they were afraid of the teacher and remained silent, but on cell phones, with their heads down, usually with headphones on, there was a lot of discouragement and lack of interest".

<sup>43</sup> the affective mental process verb 'to fear' in the preterite imperfect of the indicative mood -'they feared'.

regarding the classes, which are, in short, authoritarian and not very dialogical, centered on the teacher. In this way, it can be stated that the new Portuguese language teachers are hegemonically opposing the discourses of the traditional school.

Still in fragment eleven (11) it is said that: “Ao chegar na instituição os alunos se mostraram bastante receptivos, entretanto observamos que havia pouca participação nas aulas”<sup>44</sup>. This statement refers to a series of criticisms regarding the authoritarian stance of one Portuguese language teacher. Using adverbs of intensity, the speaker highlights in her arguments that, although very receptive, the students hardly participated in classes, which configures the consequences of a *modus operandi* of another Literature professional, who is represented in a negative way. An identity is constructed through difference, and this is observed in the antithesis: us, teachers emerging from modern schools, versus them, traditional teachers.

Then, in extract twelve (12), it is stated that: “Percebemos constante ausência do professor, levando em consideração que todas as aulas da sexta feira ele não estava presente”<sup>45</sup>. The speaker denounces, through the adverb of frequency, that the technical supervisor was absent from “*todas/all*” Friday classes. Historically, Fridays are related to the beginning of the weekend, that is, the rest of the working days. This may indicate that this professional used the presence of the interns who would teach the classes, to avoid working, a fact that undermines the objectives of the internship, which refer to the preparation of these new professionals for the best possible practice.

It is also observed what is expressed in the extract from report six (6): “É necessário compreender que a educação é responsável pela transformação e desenvolvimento social, por isso a necessidade e importância do futuro professor ter consciência de que a profissão exige determinação, comprometimento e

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<sup>44</sup> “Upon arriving at the institution, the students were quite receptive, however we observed that there was little participation in classes”.

<sup>45</sup> We noticed the teacher's constant absence, considering that he was not present in all classes on Friday.

responsabilidade”<sup>46</sup>. The predominance of occurrence of the deontic modality is notable, which becomes more evident in the final considerations, as it was observed that this modality appears more frequently in this segment of the report, which is intended for the interns' positions on their experiences.

In this sense, by highlighting that “é necessário/preciso”<sup>47</sup> to understand the social functions of education as a vector of transformation, the speaker highlights what is indispensable and mandatory, what cannot fail to happen. Connecting this with the analysis of previous meanings, related to ideological positions, it is understood that new teachers are at the highest level of identification, positioned umbilically with social, democratic and post-dictatorial ideologies. As a result of this argument, it is stated that “há necessidade/ There is a need” to raise awareness that the profession “exige/ requires” qualities such as determination, commitment and responsibility.

## 5 Final considerations

This research aimed to investigate how the identities of new Portuguese Language teachers are discursively constituted, through critical-discursive analyzes of Supervised Internship Reports, located in High School, produced by students of the Literature, Portuguese Language and Respective Literatures, Uema, Campus Paulo VI, in the state capital. This study was based on Fairclough's Critical Discourse Analysis (2003), which understands identificational meaning as possibilities for analyzing identities based on the analysis of categories such as modality and evaluation.

In the analysis of modalities, the predominance of modality epistemic, which is on the axis of knowledge, especially because the speeches are contained in the discursive genre supervised internship report. In this modality, there is a commitment

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<sup>46</sup> It is necessary to understand that education is responsible for social transformation and development, therefore the need for and importance of the future teacher to be aware that the profession requires determination, commitment and responsibility”.

<sup>47</sup> “it is necessary”.

by the author to the truth, in degrees of certainty and uncertainty, thus, there are statements such as that the teaching of the Portuguese language “tem se configurado como uma prática enfadonha e descontextualizada/ has been configured as a boring and decontextualized practice” (epistemic modality) – is a certainty.

Furthermore, the identities of new teachers were modulated in relation to the commitment to the obligation: “é preciso ser dinâmico e dominar o conteúdo/ It is necessary to be dynamic and master the content” (deontic modality), and which is crossed by a high degree of subjectivation (subjective modality “eu acho/I think”) and polarization (categorical modality “não é fácil/ it’s not easy”). Evaluations of the practices of supervising basic education teachers revealed an identity that is characterized by the marking of difference, us vs. them, new teachers vs. former teachers, in a relationship of direct criticism of traditional teaching methodologies that are marked by a lack of dynamism and little interaction with students.

The subjective modality indicates a high degree of commitment to what is said, since teachers at the beginning of their careers have established a position on the importance of teaching strategies and changes in teaching, which characterizes a project identity, in accordance with what Castells points out. (2014). Throughout the fragments, it was realized that this identity, in this internship context, takes on the role of a “social sponge”, in which values, ideologies, practices and methods are rejected and/or absorbed.

Assessments, in this sense, are highlighted by revealing what is the reason for analysis by these subjects. Evaluative presumptions and affective mental process verbs (“gostar/like”, “temer/fear”) can be highlighted. When evaluating a certain conduct of another teacher – or their own conduct –, in some way, new teachers delimit their own social identities, considering that identities are related to the positions that subjects take in their social practices.

Evaluative statements, more specifically, present explicit identity markers (“é difícil ensinar/ it’s difficult to teach”), and evaluative presumptions implicit markers

("não é bom ser tradicional/ it's not good to be traditional"). More specifically, the mental process verb "temer/to fear" indicates, in a value judgment, that being an "autoritário/ authoritarian" teacher is undesirable; this is confirmed by articulating what other teachers say.

A relevant point of this analysis also lies in the articulation between the two categories worked on, making it not possible to separate the analyses, considering that they occur almost simultaneously. The speeches analyzed here sometimes modalized evaluations, engendering such concepts in the analyses. With this, it was possible to understand which discourses these professionals identify with most frequently and, therefore, how such identities are constituted.

The results are relevant, as they open a possibility of "diagnosis" of the present time, about who the new Portuguese language teachers are and how they express this "new" way of being in language. Initial training can be rethought to indicate more clearly which identities should be projected for future teachers. Furthermore, studies of this nature help to understand how the Supervised Internship is a formative moment of heightened reflection, not just a protocol, favoring "social change".

Intern-student-teaching agents, therefore, assume social roles or "characters" – in Fairclough's (2003) terms – and construct idiosyncratic and collectively inextricable identities, marked by a subjective modalized aesthetic, with assessments of what is desirable and undesirable. for the future of mother tongue teaching in São Luís do Maranhão, which is important to verify considering that the city came in last place, among the northeastern capitals, in terms of the quality of Portuguese language teaching and learning, according to the results of the latest Basic Education Development Index (Ideb, 2021).

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