

On the Reflective Accounts of Supervised Teacher Training in Portuguese Language: the question of the utterance pattern

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Abstract:

In the light of Benveniste's theorizations on written utterance, we aim at discussing and analyzing how students in Portuguese language and literature from a federal institution produce their "reflective accounts" of supervised teacher training. We take into account that, at the time of writing, the student, as a speaker, must deal with the implicit and explicit coercions of the "reflective account" genre, which is part of the "final report" genre, and with the coercions of "discourse situation", based on the contingency of the classroom. In this way, through writing, the students (re)elaborate their experience of supervised teacher training, given the process of metaphorization, which is composed of three distinct periods that constitute the narrativity of the experience: the period of the fact lived, the period of writing and the period of reading. The analyses, based on discursive decoupage, show the scatter points of the student's writing, since, in reporting the allegedly successful experience in supervised teacher training, points of contradiction mark the student's utterance pattern of written statements, denoting clearly the student's process of identification with certain spaces of interpretation that the utterance pattern implies.

Keywords:

Written utterance. Supervised Teacher Training. Utterance pattern.

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INTRODUCTION

In this article, we deal with the analysis of three reflective accounts produced by a student of Portuguese language and literature from a federal institution. These accounts are part of the final report of the supervised teacher-training curriculum. Regarding the referred course, the curricular structure contemplates the accomplishment of four stages of supervised teacher training, completing a total workload of four hundred and twenty hours. In the first stage, the focus of supervised teacher training is to insert the students in the school institution, so that they characterize the school from a structural, functional and pedagogical point of view. In addition, the students observe the lesson of a Portuguese language teacher during a period of time. In the other stages, the objective of supervised teacher training is to insert the students in the classroom space, so that they observe and teach classes under the supervision of a teacher-training professor as well as the teacher of the focus group of the practicum. Each of these four stages comprises 75 hours for practical activities and 30 hours for theoretical classes.

At the end of each stage of supervised teacher training, the students prepare the final report in which they describe and substantiate the accomplishment of the practicum. Regarding the last three stages, they need to thematize the moments of observation, and by assuming control of the class, detail how the Portuguese language classes took place. In this stage of class management in which they assume the social position of a teacher, it is important that they consequently assume a position to speak from, and from that position they can account for the articulation between theory and practice. This circumstance constitutes the nodal point of the report, since the students are led to report their experience in the professional practices related to teaching in the political-symbolic school space, seeking to build an experience in which they experience the passage from theory to practice, and vice-versa. At other times (cf. AGUSTINI; LEITE, 2016), we develop the idea that this passage is based on utterance. It is necessary for the students to promote the utterance relay between theory and practice, based on the idea that there is a limit and that there are certain openings between theory and practice that are relative and circumstantial, that is, they are contingent to the classroom which offers a discursive relationship between teacher-student-learner.

In the final report, the students, already at the writing phase of the observation and teaching experiences, have to deal with the constraints required by the conditions of report

production. In other words, the lived moment is appropriated and transformed into thought, so that it can be expressed and mobilized at other times, including the period of writing. This is necessary for these “elaborated” meanings to embed in the memory networks.

From our understanding of Granger’s (1965) ideas, we derive considerations to evaluate the students’ relationship with the writing of the supervised teacher training final report, precisely because the author theorized about the structuring of experience in science. According to Granger (1965), science, as a practice of knowledge production, needs to trace as object what is likely to be targeted and known; it also needs to substantiate the proposition of this object by means of construction of relations, which define its structure. This structure, in Granger’s (1965) perspective, is neither complete nor absolute; on the contrary, it is piecemeal and relational. Thus, the significance is at the service of residual relations that remain from the attempt to promote a closure of the object, even if such closure is relative and circumstantial.

Regarding the students who need to turn experience in their written metaphorization in supervised teacher training, complexity is present in and through the coercive game to which they are exposed: 1. The coercions arising from the “final report” genre, considering the writing of the “reflective account”; and 2. the relative constraints on the discourse situation, considering the contingency of the classroom, experienced in observation and class management, and its socio-historical conditions and ideological implications. It is an experience that passes through the process of writing. This passage introduces a process of symbolization that has two aspects: (1) the planning of thought, through writing, which is detached from the “contextual richness”, characteristic of speech; (2) writing, which happens after the fact to which the corresponding discourse has taken place.

From this perspective, this process of metaphorization is marked by three periods: (1) the period of the fact; (2) writing period and (3) reading period. At the period of the fact, the students experience the moment when they take the teacher’s role teacher and they need to relate theory to practice, in order to prompt the occurrence of the Portuguese Language class. This appropriation is relational and circumstantial. At the period of writing, the students need to symbolize the fact experienced and its circumstances through writing. This symbolization is also in function of the students’ attempt to make themselves understood by their reader-interlocutor: the teacher training supervising professor. In order to do so, they must, in this process, make “high-level abstractions” (BENVENISTE, 2014, p. 128) and plan their discourse, according to the semiological functioning of writing and the teacher’s image they make, their experience and the evaluation conditions in which the report is involved. As this is an evaluation, there is an implicit coercion that the account should contain the happy narrativity¹ (1) of a successful experience. However, it is common to

¹ Orlandi (2016, p. 13) “defines narrativity as the way in which a memory is stated in identity processes, based on modes of the subject individuation, affirming / linking their belonging to certain spaces of interpretation, according to specific discursive practices.”

observe contradictory written texts, because this experience is not always experienced as successful, and the students, identified with a certain space of interpretation that states that they must report a successful experience in order to be approved, are impelled to fantasize this experience, that is, to seek in the discursive memory the traits that could mean success.

At the period of reading, which is already a projection built at the period of writing, the students, inserted in certain processes of identification, are led to anticipate what they can and should report to the teacher and, so determined, they compose their writing. Their writing is then enabled by this coercive game. In this way, before the demand of elaboration of the final report, the writing of the reflective account allows the invention in this coercive space, so that this writing individualizes the student, singularizing each one of them.

It is necessary to consider, then, that the coercive conditions in which the reflective account of the supervised teacher training final report is produced determine the metaphorization of the teaching experience lived in the process of its writing and narrativity. The report is an integral part of the teacher training activities, and the professor evaluates it and assigns a grade to it. These coercions lead the students to relate their teaching experience as successful based on what the discursive memory networks bring about as conditions of interpretation. Thus, the account gains a form under which the evaluating teacher must pay attention not to be pinned down to what is said and to perceive the points in which the students are constrained by the misunderstanding. Thus, it is possible to assess the tension of the classroom and the way the students deal with the process of metaphorizing their experience with what 'destabilizes' them.

The supervisor of the teacher training in Portuguese language must be interested in, among other aspects, the way in which the students describe, problematize and fundament the way the Portuguese language class occurs in basic education; in addition, it is highly demanded that students observe and problematize the teaching methodology of teachers and their own methodology in relation to issues of text genres, since the National Curriculum Parameters (PCN – *Parâmetros Curriculares Nacionais*) of Portuguese Language orient the need for teaching to be based on different text genres, with the prerogative that, in doing so, it would be bringing education closer to social reality.

From these considerations, we adopt the perspective that there are utterance conditions for the students to elaborate their report. The students' writing needs, for example, to produce consequences for the theoretical foundations discussed in the classroom space of the university, based on the theoretical workload of the practicum, or even on the knowledge built along the course. These discussions make up the memory that can be narrativized in the reflective account, given that it is in and through these discussions that the students build the teacher's image and what the teacher 'defends' as pertinent or not to the classroom. This constructed image will determine the writing process. As a result of the aforementioned, the utterance pattern that we deal with in this article concerns the way in which the students' writing is organized discursively, from the process of identifying the students with the knowledge therein.

It is necessary to emphasize that, *ad verbatim*, even for the questions of supervised teacher training's "final report" genre, the students need to attend to the format and thematic composition of the genre. However, discursively, the students are led by the very process of symbolization to organize their writing in one way and not another, in order to meet the conditions of interpretation that the students assume in order to comprise the teacher's expectations. Although the students recognize the constraints (im)posed by the conditions of this account, the linguistic operations that shape it remains in the order of the unconscious. Thus, the student assumes to produce a coherent account. However, as we will show in the analysis, there is an oppositional game that gives prominence to the tension experienced in relation to the contingency of the classroom.

In this article, we deal with coercions related to the "reflective account" genre, which, as we have said, is supervised teacher training's "final report" genre. The accounts analyzed appear as a section of the final reports, based on the academic course of a student in Portuguese language and literature. Thus, the constraints of the genre and the specific discourse situation in which it is implied that we are dealing with refer to the students' need to thematize and problematize the experience lived in the accomplishment of the stages of observation and class management. The writing of the reflective account, as pointed out by some theorists affiliated to applied linguistics, such as Signorini (2006), assumes the function of giving voice to future teachers and of allowing reflection on their own practice. The evaluative view of the supervised training teacher on the student in question is based on these assumptions of applied linguistics and this position, assumed by the teacher, determines the narrativity of the account, as we shall see. Thus, the writing complexity of the account assumes other socio-historical and ideological contours.

One of these coercions concerns the need for the students to promote, in the classroom space, the articulation between theory and practice, and, at the period of writing, to utter about the (re) articulation produced due to the position assumed by the supervised teacher training professor. This articulation is relative and circumstantial to the processes of identification of the participants in the utterance, although it is socio-historically and ideologically determined. And the passage from one to another depends on the limits and openings that the relation between theory and practice promotes in the utterance relay. The students need to thematize and problematize this passage, mobilizing consistent and reasoned arguments according to what is supposed to be the position of the supervised teacher training professor.

WRITTEN UTTERANCE AND UTTERANCE PATTERN

In Benveniste's perspective (2014), writing is always the writing of a subject and, therefore, writing projects the subject that re-produces it, so that the subject is the very effect that his/her writing produces on the other. According to the focus of this article, this means that we are facing a complex process in which the conditions of interpretation and

the processes of identification of the participants are involved: the student and the teacher. Therefore, from our point of view, it is inalienable to consider the socio-historical and ideological conditions that determine the written production of the account and how they affect the high-level abstractions of the writing process. Therefore, all writing is complex and “supposes a series of abstractions” (BENVENISTE, 2014, p. 130). In Benveniste’s own words:

A first great abstraction lies in the fact that language becomes a distinct reality. [...] Abstraction consists, then, in detaching itself from the “contextual” wealth which, for the speaker, is essential. [...] The speaker must speak of things outside the circumstances that make us speak, since, for him/her, they are living realities. [...] This is a language that is neither spoken to colleagues nor their parents, a language in which we do not know who speaks or who listens.

The language of writing, denominated *written language* by Benveniste (2014, p. 128), is not the language of the spoken utterance; the written language, therefore, has its own condition and reality. It advocates a subject who (re)produces it; the speaker takes hold of the written language and handles it, so as to make it suitable to say, in the socio-historical and ideological conditions of his/her writing (d)the narrativity that concerns the discourse situation. Therefore, writing is not only the language in the written form, because it carries and composes the writing of a subject.

The writing, thus understood, (pre)supposes the establishment of an utterance configuration, so that the *discursive relation* can be effective. Writing is addressed to a virtual co-speaker who is projected on by the action of writing in the process that constitutes it. This mo(ve)ment is possible because the memory is inscribed in writing. In writing, there is, thus, established a me-you-him/her-not here-not now. This not here and not now allows a return to the writing so that it is possible to carry out an elaborate work on it. The writing is for an elsewhere to the mo(ve)ment of its (re)production. This implies a different need for textual elaboration of the referential coordinates of person(s), time and space.

The utterance configuration demands, in turn, an utterance pattern. This utterance pattern guides the way in which the transposition of the language into writing can and should happen. The “sticking” of the theoretical and practical aspects to the lived experience aspects are in function of the narrativity that the utterance configuration summons. It is the utterance configuration that marks the linguistic operations in operation in the establishment of the discursive relation. In this sense, although the utterance pattern is tributary to the textual genre, it is determined by the discourse situation.

In the case of the reflective account present in final reports of supervised teacher training of undergraduate courses, the theory must be mobilized in the evaluation of the lived practice not only as part of the discursive memory summoned, but also, supposedly, attested by the position of the supervised teacher training professor. This condition appears in the writing of the account as imperative for its successful evaluation. In other words, the

writing mo(ve)ment of the account itself “forces” the students to write their account on what they suppose the supervised teacher training professor would consider successful for the reported situation.

This “sticking”, however, in the writing planning mo(ve)ment, presents cracks, which show the tension and contradiction experienced by the students in the process of writing the account. These cracks are discursive marks on the determination of the utterance pattern that is in operation. They show the “conflict” of experience with the constraints of its process of metaphorization. This does not imply that the students would be lying in their account; rather, it means that they are impelled to try to find a successful solution even for what they experience as problematic or as a failure.

Hence, “strange” relationships emerge such as: the student stays outside the classroom and this is good to apply a specific method. How could this situation have helped in the application of such a method? This explanation is not explicit in the account and, from our point of view, it would hardly be so because this explanation would show the unsuccessfulness of the lived experience. Unable to say it, the “weird” relationship becomes the solution to achieve successful valuation. It is on these metaphorizations of experience that our analysis turns to show the determination of the utterance pattern over the writing process of the report.

ON THE NATURE OF THE UTTERANCE PATTERN IN WRITTEN UTTERANCES: THE REFLECTIVE ACCOUNT OF THE TEACHER TRAINING REPORT

In this section, we analyze the three reflective accounts that a student made at the end of each stage of observation and class management during a supervised teacher training in Portuguese language and literature at a federal institution. Based on these three accounts, we will show how the student’s written statements in question are organized discursively, considering the coercion of the “reflective account” genre and the coercion of the discourse situation. We are taking this discursive organization under the condition of the utterance pattern, as we have already pointed out, since writing confines a complex process of metaphorization of lived experience. It is a metaphorization that is not at writer’s pleasure; it is in function of the narrativity of what is possible *vis-à-vis* the conditions of interpretation and the processes of identification of the subject. Thus, it is the result of the dialectic of the relationship between (1) the period of fact, (2) the period of writing, and (3) the period of reading.

The three reflective accounts will be analyzed in order to show how the unit of experience is constituted and the unit of the structuring of experience in the practicum of the student in question. From the reflective accounts, we selected discursive decoupages to construct the analysis and, later, to relate them to one another. Each reflective account is analyzed at a time since at each stage of the practicum the coercion of the genre and the discourse situation are specific. It is necessary to emphasize that the amount of discursive decoupages, by analyzed period, is in function of the extension of the reflective account.

In order to point out the unit of experience, considering the reflective accounts, we have privileged the way in which the student (1) expresses and (2) preaches her experience in the stage of observation and class management in supervised teacher training. In addition, we highlight how she (3) values her performance in the class management of Portuguese language classes *per se*. Points (1), (2) and (3) are related to the constraints of the genre in question. The evaluative view of the teacher, in their intersubjective character, bears, in the teacher-student relation, the symbols of these coercions. In this way, we are assuming that the student writes to the addressee out of the need to say or to silence the lived facts, seeking to (re) construct certain meanings.

To indicate the unit of the structuring of experience, we contemplate how the student's written utterance creates dispersion on what they enunciate. This dispersion can be thought of, for example, in terms of the contradiction that the written utterance accomplishes, since the student's writing condition is to deal with the coercions of the genre and the discourse situation. These coercions have different effects, for the way in which memory is inscribed in the experience of metaphorization calls for a specific narrativity. Another way for dispersion to work is by silencing or deleting aspects demanded by coercions, and yet not gaining any expressed textuality. The play between unit and dispersion shows the complexity of the experience metaphorization process so that it must be elaborated, expressed and mobilized at other times.

Let us consider the three analysis periods.

FIRST PERIOD

Let us consider, then, the first discursive decoupage (RD1 – *recorte discursivo*) of our analysis work:

(RD1) My first experience with management in a classroom (*sic*) was in elementary school in a municipal school in the outskirts of the city, in which children are very needy./ From my practice, I could observe the different rhythms of learning of each child, where the great majority can follow the explanations, actively participating in the classes, however, it is noticed that some children can not assimilate the information and monitor the performance of the class so that they retract and raise their affective filter./ Among the children identified as “problematic”, there were some who still did not know all the letters of the alphabet, cannot put the letters together to form syllables and, consequently, cannot form sentences, do not know the colors, the numbers, have no idea of what is near or far inside or outside, above or below etc.²

(Reflective Account on supervised teacher training in Portuguese Language II)

² The use of bars serves to mark the text paragraph division of the student's reflective account.

Considering the written utterance in RD1, it is noticeable that the narrator stresses that the realization of the class management of supervised teacher training II gave her the first experience in the classroom proper. She notes, already in the first paragraph of her account, that the school where she has served as an intern is at the periphery and that the target public of the school is needy. The relation of uses of adjective and adverbs “very poor” in the description model calls for several conditions of interpretation that suggest, at first, that her first experience was affected by the difficulties that discourses about education and teaching circulate in our society. Thus, this mo(ve)ment can produce early defense effects, although, in the writing account, this specification does not receive a reasoning in terms of argumentation. So it is possible to question: is the report based solely on her observation? Does the narrator use information obtained from a conversation with school professionals? These are issues that remain open, as the narrator does not mobilize arguments to support her specification.

Following her account, the narrator, by means of the expression “from my practice”, marks the perspective that it was her practice that allowed her to observe the difference in the rhythms of learning that each pupil has. If we consider the meaningful effects of this expression, especially the grammatical phrase “from”, which serves to determine the beginning of ordering an idea, we can emphasize that the narrator absolutizes the instance of practice. In this perspective, there is the silencing of theories that advocate the principle that learning is unequal and heterogeneous in a class of students, for example. Another possible effect is that, through practice, you can see this difference. Despite the meaningful effects that this statement can cause on the addressee, the narrator contradicts in the sequence, because, first, she states that each child has a rhythm of his/her own and then affirms that “the great majority can follow the explanations, participating actively in classes, however, it is noted that some children do not.” In this decoupage, it is evident that a significant number of students are at the same pace, while only a few are not. This assertion evokes the standardization of the phases of life, a discourse strongly suggested by various psychological perspectives on human development.

The narrator goes on to specify the idea that there are pupils who are responsible for accompanying the classes, which results in their participation, and that there are pupils who do not take care of learning and who, therefore, do not participate in the lesson. The narrator thus attributes the non-participation in the class to a question intrinsic to the pupil and not to the class or to herself, since they do not account for “assimilating the information and monitoring the performance of the class”. On the basis of this last specification, the narrator draws the conclusion that the latter pupils “retract and raise their affective filter”. It calls our attention to the way in which she points out the supposed state of introspection of the pupils. By means of the term “affective filter”, which perspective is marked? The perspective that the pupils change, emotionally, and become selective? The perspective that the pupils change, psychologically, and do not interact with the other pupils? In addition, participation in the class is measured by affectivity and no longer by the learner’s learning

ability, which denotes a slip of the senses in the narrator's description-interpretation-argumentation.

If, previously, when speaking about the profile of the pupil who accompanies the classes, the narrator pointed out the idea that they actually participate, now, she goes on to show the profile of the other pupils, namely, of those who do not participate. In the mention of the former situation, the adverb occurs "actively", which produces the effect of emphasis on the way students participated. As regards to the latter situation, the verbs "retract" and "raise" occur, which are integrated to other terms, expressing the consequence of the pupils' non-participation described in the second profile. The allusion to these two student profiles, having as an approach criterion aspects of affectivity, is according to the perspective of many studies enrolled in the field of applied linguistics. The purpose is to explain the relationship between "cognition" and "affectivity" in classroom learning situations, demonstrating how affection influences learning. And the narrator is in line with this perspective.

In the flow of writing, the case of children who present a more special demand in relation to the others is thematized. It should be pointed out that the group in which the students accomplished their supervised teacher training is composed of pupils with special needs. At the time, in 2008, the state of Tocantins was implementing the "resource room" to attend, with specific pedagogical apparatus, the pupils with this profile. The narrator stresses that those children do not have certain skills as presumed for fifth graders. These are skills such as: ability to identify the letters that make up the alphabet of the Portuguese language; integrate the letters together so as to form words and, in turn, integrate the words to form sentences; identify colors and numbers, based on some point of reference, so as to identify the "near", "far", "outside", "above" and "below"/ "over/ under".

Pupils' bipartition produces a contrast, and this contrast suggests that problematic children should not be in the same room as children who are actively involved. The enumeration of basic knowledge which lacks to those children still reinforces this interpretation, although it does not explicitly assume it; it remains as an effect of the description made. Thus, the narrator refrains from taking a position on what she says in her utterance.

We draw attention to the occurrence of the expression "identified as 'problematic'" in reference to children with a greater demand in the learning process. The verb "to point" in the nominal form of the participle produces the effect of meaning that the consideration and labeling "problematic children" is not a construction of the narrator. There is a pre-assumption agent. The occurrence of quotation marks in "problematic" seems to accentuate a point of dispersion in her written utterance. Would these quotation marks put some social semantics in suspension between "children with special needs" and "problematic children"? With the quotation marks, would one keep a certain distance from the negative meanings that the word "problematic" connotes?

In the issue of “school inclusion”, especially with the problematizing perspective of many studies in the field of education and in the area of applied linguistics, the mention and consideration of “special needs” as a “problem” is misleading. In the narrator’s account, these issues are aspects that mark the success of the experience, since they increase the complexity and the difficulty of the situation lived and, regardless of that, the experience was successful; she claims to have fulfilled the purpose of the practicum. Let’s examine the next discursive decoupage:

(RD2) After a dialogue with the managing teacher of the resource room, we learn about the main difficulties of those students, and starting from the principle that everyone is gifted with intelligence, we are willing to collaborate with that work, giving our contribution as trainee students. The pupils who are monitored in the resource room are all enrolled in the regular network of education, fulfilling the Ministry of Education’s proposal of social inclusion, inserting the pupils among others by valuing and stimulating the exchange of experiences./It is important to report that the care given to these students is carried out at times opposite to the regular classroom, occasion when, according to the guidelines of the staff of educators, the main deficiencies of the students are raised, and they will be tackled as carefully as possible./ Once aware of the deficiencies of those students, one of our main concerns was to elaborate materials always trying to adapt them to the needs of the students, who demonstrated to be quite interested in the innovations. In order not to make classes so exhaustive, we also combine a moment of recreation with play, games, dynamics, as we consider this moment important for interaction and socialization among students./ Our methodology of work, in my view, was very productive, because we achieved a harmonious relationship, where the pupils soon became interested in the exercises and schedules we proposed./ Despite the short time we experienced this dimension of teaching, it was possible to realize the importance of this work, and become aware of the struggle for the entrepreneurship training and recognition of it so that we can heal the inequalities, providing a better service to people with disabilities./ From the literature I consulted on social inclusion and special education, I consider important what Mazzola cited, 2005. p. 102: “it is stated that the new proposal is inscribed as a dimension of the new Brazilian social policy, based on the perspective of joint participation of the government and society to achieve the primary goal of special education: universalization, through the democratization of teaching./ “To conclude, I emphasize that it is our role as educators to pursue inclusion policies, and to make special education in the resource classroom really “special” in order to segment, organize, and act in the direction of provision of the resources necessary for the good performance of this modality of education, in the set of actions aimed at its universalization.

(Reflective account on supervised teacher training in Portuguese language II)

In this part of the student's account, it is observable that she follows the "preaching" to a very widespread discourse in our society. This discourse states that the teacher lacks adequate didactic resources to teach, but when this shortage is overcome, the teaching would happen efficiently. In this way, a relationship of conditionality is established, which deletes any other relation that can be significant therein. Thus, by stating that she produced adequate material for the teaching of pronouns for pupils with special educational needs, she implies the success of her practice, even without describing it. How did she use these resources she claims to have produced? In this discourse situation, what does "harmonious relationship" mean? If this was achieved, then, why was it not achieved before? It is a narrativity marked by gaps in its texture; it is, therefore, a gap metaphorization. Thus, reporting means the success of the experience to the detriment of the "problems" encountered. It is the decoupage that narrativity produces due to the coercion the student has undergone.

Another discourse quite present in the student's account relates to the playfulness that the teacher must use in order to captivate the pupils and, by so doing, be able to capture their attention to the lesson. Thus, it is stated that "in order not to make classes so exhausting, we also combine a moment of recreation with play, games and dynamics". The lateral aspect of play reveals that the lesson does not become recreational; it is part of the class time that is used for other activities that can be considered fun for the pupils. Thus, the class continues to be viewed as 'exhausting', allowing us to question for whom the classes would be 'exhausting': trainee or pupils? Or both? We could also think about the effects of meaning that this opposition game can produce class is not recreation, it is not play, it is not a game and it is not dynamic. Class is work, it is seriousness, it is concern and it is monotony. In this oppositional game, the class is meant negatively. How could this be a symptom? What could this say about the student, since the subjects are what they express when they utter something? In other words, what the subjects mean when they make their own utterances project their identity to the addressee.

On the basis of the aforementioned, we can say that the class itself remains silent; it is not described, and the account fails to show what might have happened in it. We wonder: why is the class kept at a distance in the account? What effects on meaning can this deletion produce? At the end of the account, the student alerts teachers to the need to "pursue inclusion policies and make special classroom resource education truly "special." This statement shows that special education does not work; it still does not rely on inclusion policies, and special education is not special. In this perspective, her discourse configures itself as a denouncement. What inclusion would this be when it does not provide the teacher with adequate material, specific public policies and is therefore not special? Although she does not dare denounce, through the politics of silence, we can infer that there are discourses affirming that the inclusion is, in fact, an exclusion. Thus, it is possible to glimpse here the following statement: putting together is not including.

Although there is this effect of a denouncement, in the writing of the report, there is also the effect that special education worked well in the student's practice. This is projected

by two specific statements: (1) “the pupils soon became interested in the exercises and schedules we proposed.” And (2) “despite the short time we experienced this dimension of teaching, it was possible to perceive the importance of this job.” Argument (1) is warranted by the discourse that preaches that the problem of teaching would be solved with good and varied materials. As for argument (2), it shows the ability of the student to make teaching happen, since she even produced the materials used. Thus, by engaging in this discourse, she is able to inscribe her supervised teacher training as a successful experience, fulfilling the order (im)posed by the utterance pattern.

Let us consider, then, the second period of Analysis.

SECOND PERIOD

Let us see how the narrativity of this other stage of supervised teacher training happens and how its decoupages are determined by the utterance pattern implied in the process of writing the reflective account of the final report of supervised teacher training. Let us take the discursive decoupage below:

(RD3) I completed the second stage of supervised teacher training in Portuguese Language at a Municipal School in the outskirts of the city. This school faces a great problem, because it receives several pupils from the rural area, who were not properly taught how to read and in most cases do not even know how to write./ When inserted in elementary school these children in urban schools cannot keep up with their colleagues' class performance and they feel embarrassed for not being able to read and write, a situation that unleashes a great block to their learning development./ At the beginning of my observations, I noticed the difficulties the teacher faced in order to arouse the attention of the pupils, who spend most of the time scattered and involved in games, and even in fights in the classroom./ It does not differ from many other schools that we already know, i.e., the physical space is small and with little ventilation, a large number of students per class and the lack of didactic and pedagogical material, which makes it more difficult to apply the lessons./ The teacher was calm and had a certain control of the classroom, but still very much attached to the traditional method of teaching, centered in the textbook and without many innovations. I soon thought how difficult it would be to master and attract the attention of those students to attend and participate in our classes./ Before starting the observations of the classes we went to visit the school twice. Meeting the Portuguese teachers and also the director and coordinator of the school, and in an informal conversation, we learned about some problems that were happening in the neighborhood and were directly affecting some children and adolescents in the referred school./ The problem was the following: some young drug addicts would be influencing some of the school pupils and this was negative

to such children's attendance and learning./ Concerned with the problem, my colleague and I chose to work on the contents that the teacher would teach, matching 'pronouns' to the use of the topic 'drugs', with the purpose of drawing pupils' attention to the risks and harms that drugs trigger in a person's life.

(Reflective Account on supervised teacher training in Portuguese Language III)

While in the first account regarding the first practicum carried out by the student pupils with special educational needs were pointed out as a problem; in the second account, regarding the second practicum carried out by the student, pupils coming from the rural area are viewed as a problem. Both are presented as pupils who can not keep up with classes. In the sequence, the students' indiscipline discourse is preached: "I noticed the difficulties faced by the teacher to awaken the attention of the students, who spent most of the time dispersed and involved in games, and even in fights in the classroom." Thematic skips mark this part of the account: "the physical space is small and poorly ventilated, a large number of students per class and the lack of didactic and pedagogical material, which makes it more difficult to apply the lessons". Although she enumerates the problems faced by the school, the last item, "lack of didactic and pedagogical material", is presented as the greatest of all problems. Thus, the second account maintains the emphasis of the first, subscribing predominantly the discourse that claims that the lack of resources is the most important factor in the unfeasibility of teaching. It is as if the mere fact of having didactic and pedagogical material would solve the teaching problem. The utilitarian and instrumentalist discourse of neoliberalism impacts the student's writing, since, in her view, it is enough for the teacher to have good didactic and pedagogical materials for the teaching to occur. In this sense, the teacher would only be a pupils' trainer and a consumer of materials.

Another discourse that is present in the account and which subsidizes it is the doctrinal discourse. In "we chose to work on the programmatic content that the teacher would administer, 'pronouns' using 'drugs' as a topic, in order to draw pupils' attention to the risks and harms that drugs trigger in a person's life," the appeal to moral values is strong. Thus, the matter to be taught is matched to doctrinal examples, whose function is, besides explaining a rule, for example, to lead the student to act in one way and not in another.

In addition, it is worth mentioning that the student anticipates the difficulties to be faced in the supervised training: "Soon I thought how difficult it would be to command and to call the attention of those pupils so that they could attend and participate in our classes". And, by doing so, it means that it is difficult for the teacher-in-charge to command and attract students' attention. Further on, the lived experience will be metaphorized and, at that moment, class management will be signified as a successful experience, fulfilling the (im)position of the utterance pattern. Let's look at RD4:

(RD4) After the remarks were over, we began the class management, an arduous and difficult task, because pupils no longer liked interns, claiming that all those who

had already been there, wrote long pieces of paper and texts on the board and that they were already tired of writing so much. On the first day of our class management, a certain pupil left (*sic*) the classroom and said: - I will not attend this class, because it is not my teacher who will teach it, so I will not be in class!/ I was shocked and I thought, we're lost. But this fact helped us a great deal apply the method we had previously planned, to teach classes with music, posters, newspapers, magazines and even short plays, always focusing on the content we were teaching. To our surprise, the method worked, and when we played the song so that they could identify the "pronouns in the lyrics, they listened attentively and even sang together./ In another class using a poster, we asked the pupils to look at the images there and to create a text according to their imagination. They created various types of texts, such as narratives, descriptions etc., of course, there were many spelling mistakes and even mistakes in agreement, but I was able to perceive the capacity for textual creation, which should be more developed in all disciplines, stimulating pupils to have a critical and creative view./ The course of our class management was quite productive because we used a different way of applying the contents as we managed to encourage the vast majority of the class to participate actively discussing and giving opinions about the subject./ Soon, we managed to gain the affection and the respect of the pupils; we made good use of the time we had to teach; we participated directly in the commemorative activities in the pupils' school calendar regarding the children's week and teachers' day; we had parties and played many games and recreational activities; the pupils enjoyed them very much./ To end our class management activities, we performed a dramatization in the classroom itself, placed the desks as in a circle and used the central space for presentation; (*sic*) so that everyone could see better. The presentation was made with the story of the "boy who dreamed that he had a dog's tail", with characterization./ We, as teachers, need to review our concepts of how to teach our classes, always trying to innovate our methodology, seeking our highest goal, to promote the learning of our students in a less tiring and traditional way, using several resources such as: music, play, etc./ The method we used to evaluate the learning of the content was exercises and textual productions and they were corrected in the classroom, because it is not enough just to mark the "errors" found in the pupils' tasks and texts; we must correct mistakes together with them, returning to the contents if necessary, so that the pupils can understand. /From all this experience that I had managing a classroom, I realized that despite the challenges and difficulties that we come across, it is still possible to "teach" and get a positive response, and we should give them what we want them to give us in return, (*sic*) "caring and respect."

(Reflective account on supervised teacher training in Portuguese Language III)

There are pre-constructions that support the student's account and that circumscribe it to certain discourses about education in circulation in our society. The basis of such discourses is the neoliberal policy that turns education and knowledge into a consumable commodity. Thus, the student lives the tension between "teaching" and "recreating". This tension is silenced by the prevalence of recreational discourse in the account. However, there are moments, as we will see below, in which this tension arises in the writing despite the student's supposed identification to the recreation discourse. It seems that the recreation discourse is the solution found so that the narrativity remains adequate to the coercions of the utterance patterns. This "folding" to the account of the recreation discourse guarantees certain effect of successful experience in the conditions of interpretation assumed.

The pre-constructions warrant the metaphorization of experience, presenting it as successful. This experience is based on: (1) Recreation discourse in education as a way to achieve the student's attention and participation ("teach the classes with music, posters, newspapers, magazines and even small plays, always focusing on the content we were teaching"). Concerning this aspect, the following questions can be asked: how was the music developed during the exercise? By the description, it seems to have been only a pretext, since it served for the pupils to point out the pronouns present in the lyrics and, also, as amusement, because the music was listened to, during the time of accomplishment of the exercise. Did the pupils like the music or the class? After all, it is reported that "they listened attentively and even sang together". Should this form of amusement be considered part of the class? Would something done or developed within the class time imply it is part of the class? (2) The discourse of innovation. Regarding this point, we question: what would be innovative in using the lyrics of a song to find pronouns in it? Or in the use of an image to produce a text? (3) The discourse of affectivity. It is necessary to establish bonds of affection and respect, and this was achieved with "the different way of applying content". In this part of the account, a secondary aspect gains prominence and overlaps a pedagogical and didactic aspect. As it stands, "the different way" refers to how to interact with the student and not how to teach something to the student.

This aspect of the account is further reinforced by: "We participated directly with the pupils in the school calendar commemorative activities, in the children's week and in the teachers' day, we had parties and we played a lot of games and recreational activities, the pupils liked it a lot." Again, the question of learning is deleted. Is it important that the pupils liked but did not learn? Thus, recreational discourse erupts on the thread of the account as a way of "selling" education. These pedagogical actions are determined by the neoliberal discourse that attributes the value of merchandise to education. Thus, the pupils consume what gives them pleasure, distraction and entertainment. But what would give the pupils knowledge and background? It is either a low priority or it's been cut off from the classroom, which sounds like a contradiction.

In this utterance movement, the student sticks to the recreational discourse as a way to ensure the successful sense of her experience and, by reporting her experience that way she can attend to the coercion of the utterance pattern. The emphasis on the difference

in relation to the traditional teaching is brought forward through recreational discourse and the absence of formal evaluation. Thus, the student explains that it is not necessary to teach the students properly but, rather, to amuse them. It is no coincidence that the student herself puts the term “teaching” between single quotation marks in: “I realized that despite the challenges and difficulties we encounter it is still possible to ‘teach’ and get a positive response.” The student betrays herself when she takes a distant position from “teaching” by explicating the tension in the teaching experience. Thus, it is even possible to question whether, at some point in this teaching experience, she would have been able to take the teacher’s place, or she would have remained in the position of an entertainer.

It is also worth noticing that, in concluding “we should give them what we want them to give us in return, (*sic*) ‘caring and respect’, an implied relationship between “caring and respect” and “recreation” can be established, so that only “caring and respect” is given, if “recreation”, “fun” and “entertainment” are fulfilled. Once convinced by this relation, the student abolished the evidence and the evaluation was restricted to the exercises and textual productions carried out and corrected in the classroom. By doing so, the student believes that the pupils will understand the content because they would have the opportunity to take it up again.

Let us examine, next, the third period of analysis.

THIRD PERIOD

Let us see, finally, how narrativity (inter)weaves the account produced in the last supervised teacher training experienced by the student and how the utterance pattern determines its texture.

(RD5) After observing the classes in high school and knowing the pupils’ profile and the teacher didactics, I confess that I faced a great challenge because the students were very uninterested and not interactive in the classes./ Working with adolescents and young people demands from us, teachers, something much greater than simply presenting the content, because it is a phase of discoveries, curiosities etc., situations that can directly affect the pupils’ cognitive development./ Thinking about this we chose to work with dynamic classes: listening to music, showing films, printed texts comparing the language, the context and the topics covered. Drawing a parallel between the texts, we created a space for conversation and discussion so that the students could present their opinions on the subject./ Among the most frequent difficulties among the pupils, we could observe in some (*sic*) of them the difficulty in textual comprehension, to relate their previously acquired knowledge with the information presented in the texts./ Our main purpose is to work on the elaboration of the textual message as a communication tool, encouraging the student to judge facts and situations beyond common sense, giving opinions on structural linguistic marks and stating their opinion. In this new experience, I realized that we, as teachers

(*sic*), need to find adequate means to deal with all students, those who have difficulties and those who are not interested. We need to think about strategies that favor inclusion, due to the specific needs pursuant to the educational ideology. / For the fact it that we, Portuguese language and literature teachers, can teach grammar and literature simultaneously within the texts, contextualizing the examples for a better understanding of grammar within the textual structure. / Finally, I believe we have achieved our goal, realizing that we need to improve our methodologies and techniques. That is why I consider education capable of transforming both the educated and the educator because when the teacher is also an apprentice, education assumes its transforming dimension.

(Reflective account on supervised teacher training in Portuguese Language IV)

Based on the written utterance in RD5, it is noticeable that the narrator, at the beginning of her text, highlights the tension that was the realization of the third stage of observation and class management in supervised teacher training. She names the experience of this stage through the phrase “a great challenge”. This statement opens questions for some discussions: What is the “great challenge”? The “great challenge” would be because they are senior-high students and, not elementary students, as she was used to dealing with in the other stages? Would the “great challenge” be based on exactly the type of student and the type of didactics of the class teacher? Or was it because at this stage, dealing with adolescents and young people, she could not occupy the place of entertainer alone?

Neither the student profile nor the didactics of the teacher are described in the account in order to provide argumentativeness for the statement produced by the narrator. Having the syntax as a subterfuge, she begins to appreciate the pupils’ behavior. Through the use of an intensifier adverb “very uninterested” and “not very interactive”, a generalizing effect is produced, predicating the behavior of all students in the class. Also, in this account, the narrator notes a *modus operandi* in her writing: she metaphorizes the observation experience at the moment of identifying certain “problems” of / in the classroom space, almost always related to the pupils’ behavior; and then metaphorizes the class management experience as “successful.” Opposing the observation mo(ve)ment to the class management mo(ve)ment is implied in this *modus operandi*, so that the didactic and pedagogical difference she made can be signified as the cause of the student’s behavior change. Thus, it is possible to say that the narrator maintains the same functioning, in the three periods of supervised teacher training, although the formulation is different. The successful solution of the account (im)posed by the utterance pattern implied to the discourse situation and to the reflective account genre, is limited to questions of teaching methodology and the choice of relevant didactic materials. Hence, the saying: ‘we chose to work with dynamic classes: listening to music, showing films, printed texts comparing the language, context and topics covered’.

A significant but explainable difference from this account to the previous ones is a certain silencing of the recreational discourse. This seems to occur as it is not acceptable to speak of “jokes”, “fun” in relation to secondary school, since, besides being adolescents

and young people, it is also a phase of preparation for higher education or for the job market. The narrator, therefore, no longer claims that the use of such materials, such as listening to music, showing films, is a function of “recreation”, “entertainment” and “amusement” of the pupils. However, the effect of recreation continues to underlie the formulation and, therefore, remains significant in her account.

A new element in the account is the need to work on texts. The very official discourse on teaching the Portuguese language circulates this premise. However, what was done and how it was done are not described. It limits itself to saying that it used texts to compare the language, the context and the topics covered, besides signaling the creation of a space for conversation and discussion and suggesting that there was textual production from the part of the students. In this perspective, it is equivalent to “transforming education” to “teaching grammar and literature through texts”, and this is because, in doing so, the teacher also learns. Here, there is a point of tension: how can the teacher learn what he/she is supposed to be teaching in the teaching moment?

FINAL CONSIDERATIONS

In the course of this article, we show how a student of Portuguese language and literature at a federal institution metaphorizes the teaching experience lived in the process of writing reflective accounts about the observation and class management stages of the supervised teacher training. According to Benveniste (2014), we consider that writing, by assuming a set of abstractions, is always produced by a subject. There is a manipulation and appropriation of the forms of language by the subject, in the sense that he/she makes these forms suitable for specific employment and action, under the constraints of the utterance pattern implied by the discourse situation and the genre in question.

This conduct and appropriation have specific socio-historical and ideological conditions. There is no solipsistic subjectivity; subjectivity is the result of the experience of language, and this experience historicizes itself in the memory networks that constitute it. Thus, in the case of the reflective account in the final report on supervised teacher training the student is led to write under the injunction of an utterance pattern, so that its narrativity results from the conditions of interpretation and the identification processes that constitute it, and which impel the students to convey certain consequences, even in relation to certain questions dealt with in the theoretical part of the practicum. The teacher training professor, in this discursive relation, carries the symbol of certain discourse that the practicum needs to base the articulation between theory and practice. In addition, there are the coercions of the speech situation, based on the contingency of classroom space itself.

The written utterances of the analyzed reports, to have an *I-you-he/she-here-now* under those utterance conditions, are constituted by an utterance pattern that ends up exposing the way in which the student deals with the coercions mentioned throughout the article. The perspective of the utterance pattern enables us to thematize the play between unity and writing dispersion, as knowledge about what would be the event of the lesson, for example,

gains narrativity in and by writing. As we have shown analytically, the narrator, at each stage of supervised teacher training metaphorizes her experience in the writing process, in order to be part of the successful narrative that the situation requires.

The three periods in the process of metaphorization are: (1) period of fact, (2) period of writing and (3) period of reading, make operational a *modus operandi* in the student's written utterances: it produces an opposition between the observation movement and the class management movement to mark the perspective that it undertakes a didactic and pedagogical difference, which would be responsible for the students' behavior change. This is, discursively, in operation, the constitution of a narrative about the supposed successful experience throughout supervised teacher training. However, writing itself does work scatter points that show the complex play between the three periods aforementioned.

With the discussion we have undertaken in this article, we are claiming the complexity that the process of metaphorization of the experience restricted to the practicum requires. In this case, we are considering the practicum as a discursive practice that closes processes of identity about the teacher's "savoir-faire". Students, discursively, are joining the spaces of interpretation determined on this "savoir-faire". It is not either an affiliation, full or successful; on the contrary, they are contradictory ties and those ties go on hindering the students' formation.

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