

Micro-teaching: praxical training instrument

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Resumo

Este artigo apresenta parte de uma pesquisa de doutorado que analisou a potencialidade de dispositivos didáticos embasados em uma concepção de metodologia ativa – estudo dirigido, análise de cenas de aula, microaula – como sendo possibilitadores do desenvolvimento profissional do professor em formação inicial (PFI). A análise apresentada neste trabalho incide sobre a microaula em uma experiência formativa que acompanhou o percurso de um PFI na disciplina de Práticas de Ensino de Língua Portuguesa. A análise considerou a ficcionalização como estratégia formativa propiciadora do desenvolvimento da atorialidade do PFI. A pesquisa se orientou pelos pressupostos do Interacionismo Sociodiscursivo, considerando saberes e capacidades docentes e a atorialidade (Bronckart, 2006) relacionada à concepção de metodologia ativa e ao conceito de práxis (Konder, 1992). Para a análise da microaula – dispositivo que permite acessar a ação docente do PFI – utilizamos a ferramenta da sinopse (Schneuwly; Dolz; Ronveaux, 2006), que viabilizou uma análise contrastiva de modo a identificar a mobilização dos saberes docentes e a sua evolução. Os resultados das análises dos dados indicam que a estratégia da ficcionalização se mostra eficaz para a vivência de uma formação mais praxica, vinculada à necessidade de construção de experiências significativas. Nas experiências prévias dos sujeitos com a docência e sua (res)significação por meio de uma atividade que propicie o agir para solucionar um problema, encontramos indícios de desenvolvimento de uma profissionalidade docente.

Palavras-chave: Professor em formação inicial; práxis; microaula.

Abstract

This article presents part of a doctoral research that analyzed the potential of didactic devices based on an active methodology concept – directed study, analysis of class scenes, micro-teaching – as enabling the professional development of teachers in initial training (TIT). The analysis presented in this work focuses on the micro-teaching in a training experience that followed the course of a TIT in the Teaching Practices course. The analysis considered fictionalization as a training strategy that facilitates the

development of the TIT's atoriality. The research was guided by the assumptions of Sociodiscursive Interactionism, considering teaching knowledge and capabilities and atoriality (Bronckart, 2006) related to the conception of active methodology and the concept of praxis (Konder, 1992). To analyze the micro-teaching – a device that allows access to the teaching action of the TIT –, we used the synopsis tool (Schneuwly; Dolz; Ronveaux, 2006), which enabled a contrastive analysis in order to identify the mobilization of teaching knowledge and its evolution. The results of the data analysis indicate that the fictionalization strategy is effective for experiencing a more practical training, linked to the need to build meaningful experiences. In the subjects' previous experiences with teaching and its (re)signification through an activity that encourages action to solve a problem, we find signs of the development of a teaching professionalism.

Keywords: Teachers in initial training; práxis; micro- teaching.

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INTRODUCTION

The micro-lesson, also known as micro-teaching (Hila, 2009; Custódio, 2010; Carravetta, 2015), micro-practice (Drey, 2019), simulation (Andrade; Brun, 2021), or simulated teaching, is a well-known and widely used methodological tool in Brazilian higher education. According to Sant'Anna, in her pioneering book in Brazil, micro-teaching was imported from the United States in the 1960s, conceived as “a technique, means, or procedure aimed at teacher training, involving the execution of teaching experiences” (1979, p. 1). According to Carravetta (2015, p. 48), the objective was to “provide simulated practices of specific content or teaching technical skills”.

Sant'Anna (1979) defines teaching technical skill as

[...] an organization of teaching behaviors into systematic and flexible patterns, usually integrated to ensure an adequate teacher/student relationship, allowing the teacher movements and responses that are safe, precise, and quick, and involving a unique reorganization, control, or arrangement of specific teaching components and activities (p. 14).

She lists nine skills: the ability to organize the context, to formulate questions, to vary the stimulus-situation, to guide to closure and achieve it, to illustrate with examples, to provide feedback, to use reinforcement, to favor integrated learning experiences, and to facilitate communication.

Initially, micro-teaching “had the basic function of enabling the future teacher to experience a simulated practice of a specific foreign language content or skill” (Hila, 2009, p. 36). It thus consisted of well-defined phases covering the entire trajectory of the teacher in training, from the planning stage – the preliminary guidelines necessary for organizing the work – to the execution of the micro-lesson/micro-teaching; the stage where the trainee watches their own lesson and presents their reflections, followed by discussions and evaluations; and the re-presentation of the lesson after it has been restructured based on the critiques and comments made (Hila, 2009).

Also, as Allen (1967) noted, the micro-teaching involved the presence of “real” students, and this remains common today, i.e., micro-teachings taught to students actually enrolled in elementary or high school classes (Drey, 2019). However, it is also very common, in addition to the temporal aspect – the reduced duration of the lesson – to carry out the micro-teaching in a fictionalized setting, which will be discussed later.

It is mainly in the specificity of being situated in the peculiarity of a constructed/simulated scenario that the connection between the micro-teaching and dramatization as a pedagogical

¹ Translated by: Elton Luiz Aliandro Furlanetto.

strategy is established (Laurentino, 2015). This use of dramatization is also quite common in the health field (Tobase; Gesteira; Takahashi, 2007). In the Health field, we find the relationship between dramatization and the pedagogical context, where it can be defined as “a method for developing skills through performing activities in situations similar to those that would be experienced in real life” (Bonamigo; Destefani, 2010, p. 728).

Although we can relate the micro- teaching to dramatization, assuming that it can be worked through dramatization (Laurentino, 2015), we consider that this strategy is not the foundation for constructing a micro- teaching. This is because, despite the possibility of simulating reality and acting based on a previous experience or a subjectively lived situation, the micro- teaching is established at a first level – real: the actual execution of the professional activity of teaching.

Thus, considering the micro- teaching as a subgenre of the professional activity of teaching, this formative tool will be discussed based on data obtained from an action-research project that followed the formative trajectory of a teacher in initial training (TIT) in the course of Teaching Practices of Portuguese Language in a bachelor's degree program in a public Higher Education Institution.

To present the analysis, the article organizes the discussion of the micro- teaching into three complementary perspectives. In section 1, "The micro- teaching: theoretical movement," the micro-teaching is discussed as a subgenre of the professional teaching activity, considering it an important formative tool for initial teacher education. Section 2, "The micro-teaching: practical movement," presents and discusses two different proposals for the micro- teaching activity. Finally, section 3, "The micro- teaching: praxis movement," presents an analysis of the micro- teachings conducted based on the two proposals, followed by the reflections made possible through this analysis.

1 MICRO-TEACHING: THEORETICAL MOVEMENT

When considering work activity, which is carried out through professional genres, Clot (2006) proposes the concept of *directed activity*, considering that “it is directed not only by the subject’s behavior or through the object of the task, but also directed towards others” (p. 97). This triad allows us to delimit, based on this consideration, the overlapping levels in the execution of the micro- teaching as a genre of formative and professional activity. This duality of understanding the micro- teaching arises from the possibility of considering it as a subgenre of the genre lesson, which takes place within a work activity context that simultaneously mobilizes characteristics of both a formative and a professional context.

In the context of professional work activity, the micro- teaching is characterized as an extension of the professional activity genre of *teaching*, maintaining its basic features of planning/preparation, execution, and evaluation/self-evaluation/goal verification, distinguishing itself from a conventional lesson only in terms of reduced time and, consequently, the limitations this imposes, such as the need to focus on a specific aspect of the content addressed and a focus on a language axis, specifically considering a micro- teaching of native Portuguese².

Considering the micro- teaching in a formative work context, we clearly establish the

² In order not to resort to other specifications like L1, and to highlight, continuously, that we are dealing with a context of Portuguese teaching education directed to the teaching action toward native speakers of this language, we shall use the expression *Portuguese native language*.

imposition of steps to be completed within the lived training context. These steps³, which partly correspond to those inherent to the professional genre of teaching as already specified, are mandatory for the trainees and conditioned to evaluation.

Specifically, considering fictionalization as a strategy for carrying out the micro-teaching, we view it as an activity that moves between these two work contexts, professional and formative, and that presents different levels of grasping reality, depending on the positioning of the subject producing the activity genre.

The context of formative activity leads the subject to position themselves as what they are at the level of reality: a teacher in initial training, relating from this point of view the other elements that influence the activity, the object of the task, and the others involved (Clot, 2006). In contrast, the context of professional activity presented by this formative context establishes the level of simulated reality, as it leads the subject to position themselves as a teacher and thus act upon the object of the task, while the others take on roles that are not their own, that is, they behave as students from Basic Education.

Table 1 - Micro-teaching activity features according to each working context

MICRO-TEACHING		
	Level of reality (formative experienced context)	Level of simulated reality (established professional context)
Subject	Teacher in initial training– TIT.	Teacher.
Object	Micro-teaching activity in all its evaluative steps.	Micro-teaching as a genre of professional activity – subgenre of class genre.
Others	Particularly the trainer teacher, even though all work collective is present.	Students from Middle School to whom the class had been planned.

Source: created by author.

This understanding corresponds with the system of double didactic transposition discussed by Gagnon (2010). This double transposition considers the relationship of the trainee with the knowledge of the course/knowledge to be taught while experiencing the formative context corresponding to the didactic system – our level of simulated reality – and the relationship of the trainee with the knowledge for teaching, the didactic knowledge for formation, in the formative context corresponding to the training system – our level of reality. It is a double triangulation, where in the training system the trainer, the trainee, and the didactic/teaching knowledge are connected, while in the didactic system the teacher, the student, and the knowledge to be taught are connected. In the case of initial teacher training, these two systems are interrelated because in both systems, the micro-teaching establishes itself as the contextual base that enables the movement of the roles of the subjects and the knowledge that permeates this space. In the didactic system, it is the very genre of professional activity; in the training system, it is also a formative device.

Thus, in any level of reality considered, the genre of professional activity, the lesson, is carried out, which supports the understanding that the micro-teaching is an effective didactic tool for the teacher's professional formation, precisely because it allows them to experience the stages

³ In the case of the micro-teaching activity such as dealt with in our formative context, the scholars suggest the following phases: i) planning; ii) micro-teaching performance; iii) self-evaluation/evaluation; iv) repetition possibility.

inherent to this genre and, most importantly, to take on the role of producer/author of their own actions.

Although the micro-teaching based on fictionalization is an approximation to the reality of being in a school and teaching a real class of Basic Education students, we agree with Laurentino (2015) that many aspects of the profile of the teacher in training can be observed through their performance in this activity, regardless of being in an actual school. Aspects/knowledge such as respect for the determined class time, proper preparation of the lesson plan, content mastery and appropriate approach to the content, suitability of material and semiotic resources for the teaching context, classroom posture, among others – all these aspects considered as performance evaluation criteria for the trainee in the micro-teaching – support the author's claim.

Furthermore, we also support the claim that the micro-teaching becomes a “pedagogical tool for the socialization of knowledge” (Laurentino, 2015, p. 96). The presentation of the impressions/reflections of trainee teachers and the comments from the teacher trainer, as well as the space for comments and reflections from peers, fosters the establishment of a collaborative atmosphere, a work collective conducive to the learning of everyone involved.

The multifaceted work of the teacher⁴, to be fully realized, requires “material and symbolic resources, both internal and external” (Machado, 2007, p. 93) for the continuous reworking of prescriptions; flexibility in action according to the needs of each moment; the transformation of artifacts into instruments, a mode of appropriation by the teacher based on utility and necessity in relation to their actions, as well as the selection of appropriate instruments for each situation; knowledge and use/appropriation of models of social and historical action constructed by the work collective; and, with all this, the possibility of finding solutions to a variety of conflicts (Machado, 2007, p. 93-94).

In this consideration, we see that the micro-teaching already occupies a space between two boundaries of these necessary resources for the full development of teaching work: while it is the model of teaching action, it is also an absolutely necessary instrument for this action. The apparent redundancy in framing it at these two levels is justified when we understand that considering it as an instrument is relevant both from the perspective of the trainer and the trainee. That is, the micro-teaching is a formative instrument in the trainer's work and, conversely, a necessary instrument for the formation of the teacher/trainee, as it is the means that introduces them to the basic realization of teaching work – the realization of the genre of professional activity, the lesson.

In this sense, as a genre of professional activity, the micro-teaching is in the “toolbox” (Amigues, 2004, p. 43) available to the professional for their action. It is the appropriation of this tool by the trainee teacher that equips them for action: in the formative process, this instrument mediates the relationship between the subject – the trainee teacher – and the object of the formative process – the teaching action.

This idea of the micro-teaching as an instrumented activity (Hila, 2009) supports the need for mediation to establish active learning, where the trainee must appropriate both the object of teaching and the didactic tool that must be incorporated as an instrument. The instrumental genesis (Schneuwly, 2004), the transformation of the tool into an instrument for action, occurs in the subject's appropriation of the instrument, an appropriation that includes the artifact itself and its usage schemes. This appropriation leads not only to mastery of the lesson/micro-teaching genre but also to the possibility of beginning to reorganize the activity by means of the trainee's subjectivity, which signifies the establishment of a style and, consequently, a professional identity. As Amigues (2004, p. 44) states, “the analysis of activity highlights the importance of tools in the interaction

⁴ Anna Rachel Machado (2007, p. 9192) introduces an already classic definition for the work of the teacher, presenting the following characteristics: a situated activity; prepared by the worker themselves; mediated by material and symbolic instruments; interactional; interpersonal; transpersonal; guided by “action models”; conflicting; and source – or hampering – of learning and development of capabilities.

between a subject and a task, not only to increase the efficiency of gestures but also as a way to reorganize one's own activity.”

This indicates that the appropriation of the tool, making it an instrument for action, leads to the establishment of signs of actoriality. And this actoriality, specifically of the teaching kind, involves the awareness of the process in which one is embedded: the work activity, as a directed activity, as discussed earlier, involves considering the role of the other in relation to the task object and also with what is demanded from the subject/each person.

It is to the extent that we refer to the other to become aware of what drives us to act, how to act, and our self-awareness, that the reasons for this action become more conscious and, in the context of initial teacher training, more appropriate/competent/conducive to development. Precisely because the object of teaching work, “organizing an environment that enables the learning of disciplinary content and the development of specific capacities” (Machado, 2007, p. 92), is realized, we can contribute to the student's learning. This focus leads the teacher to assume the actoriality of their role, as opposed to an approach focused merely on “delivering content,” which reduces them to a mechanized agent.

Thus, the instrument, shaping who uses it, mediates both the relationship of the subject with the object in the activity and the relationship between subjects – the trainee teacher and their simulated/fictional students, the trainee teacher and their trainer, and the trainee teacher and their peers. It is in this way that the instrument, as a work tool and a historical product of society, “shapes work, gives it a particular form, and also shapes those who use it. It is a powerful mediator both between the person and the object of their work and between the person and others” (Schneuwly, 2000, p. 22).

We conceive that the micro-teaching, as a formative instrument, not only mediates the formative activity but also represents/materializes it: “The instrument becomes, thus, the privileged place for the transformation of behaviors: exploring its possibilities, enriching them, transforming them are also ways of transforming the activity linked to its use” (Schneuwly, 2004, p. 21).

Therefore, it is also understood that it is not the simple exposure to the didactic tool of the micro-teaching itself that guarantees the trainee's appropriation of it as an instrument that aids their (trans)formation as a teacher. It is the trainer's action to establish a process conducive to the apprehension of the knowledge necessary for satisfactory teaching action by the trainee that will make the appropriation of this tool more viable/effective.

Schneuwly (2000) discusses the act of teaching as a process of double semiotization, where bringing the object into presence and showing its essential dimensions for study – making present and delimiting – are processes that compose the construction of learning itself. This double process is specifically carried out by the micro-teaching in the two levels of reality on which it acts because it enables: i) the trainee teacher to act as a teacher in the simulated reality level, both by acting in the fictionalized situation and by responding to what is required of them in executing the activity at the real level – fulfilling the tasks assigned to them; and ii) the trainer to work satisfactorily with the teaching object by providing the trainee with the conditions to appropriate teaching practice through the subgenre of the professional activity micro-teaching.

Given the above, we conclude that the didactic tool of the micro-teaching can become an efficient training device, consistent with the active methodology perspective, contributing to the instrumentalization of the trainee teacher, by aiding the construction of the necessary knowledge and skills to establish and manage the “classroom environment,” structuring the space and the group of students “in a singular work environment,” building “the collective dimensions of individual action” (Amigues, 2004, p. 48).

2 THE MICRO-TEACHING: PRACTICAL MOVEMENT

In the context of this research conducted with a fifth-semester class from the Language and Literature course, the micro-teaching, as an evaluative tool, required the students, who were in initial teacher training, to demonstrate various competencies. These included organizing didactic work with the text in pre-textual, textual, and post-textual activities, emphasizing the contextualized approach to the relevant linguistic element(s) for the text/text genre in question. The micro-teaching activity fostered and required autonomy and, thus, constituted a formative tool, enabling the internalization, through the relationship between theory and practice, of the knowledge necessary for teaching and for teaching others, essential for the development of professional teaching identity.

Figure 1 - The constitutive elements of the micro-teaching activity



Source: created by author.

In the course of Teaching Practices in Portuguese Language I, two micro-teaching activities were carried out.

Micro-teaching 1: The first activity involved preparing a lesson plan based on a prior raffle of the content/object to be taught and the class (ranging from 6th to 9th grade of Elementary School) for which the lesson would be delivered. In this context, the teacher in initial training (TIT) was required to select an appropriate text in accordance with the linguistic content to be worked on.

The teaching objects were chosen from the Curriculum Reference of the State of Mato Grosso do Sul for the relevant school years – 3rd and 4th cycles of Elementary School – focusing on the practice of linguistic analysis (Brasil, 1998; Brasil, 2018). The organization of the proposal is outlined in the figure below.

Figure 2 - Organizational dynamic of the activity requirement – micro-teaching 1





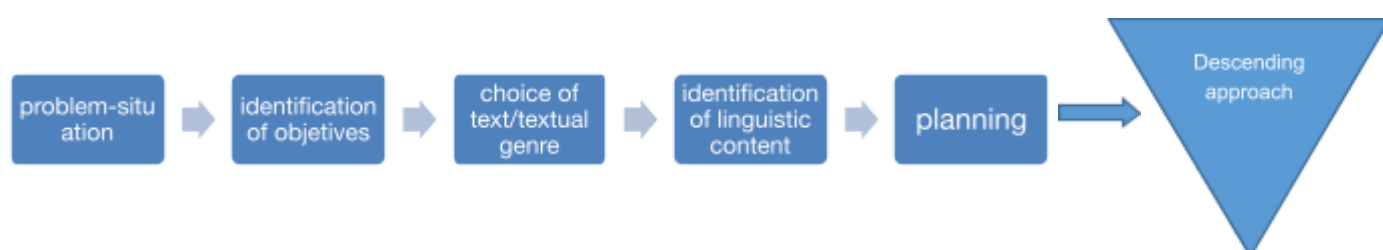
Source: created by author.

This choice should be based on the relevance of the linguistic element in question for the construction of the text and, consequently, for the full comprehension of the text.

Although the evaluative objective of this activity is primarily to assess the teacher in initial training (TIT)'s ability to effectively carry out the practice of linguistic analysis, that is, the activity aligns with an understanding of teaching the Portuguese language/native language within a discursive conception, this proposal does not present what we could call *praxical coherence*⁵. This means that the organization of the proposal, its theoretical construction, does not align with what is expected from the trainee when responding to the activity proposal, that is, their practical performance. This is because by requiring the TIT to think/plan their lesson starting from the micro element – the linguistic element – and moving to the macro element – the text – it inverts the logic of how the discursive activity actually works. Therefore, we argue that this first approach is grounded in an ascending approach, moving from the micro to the macro, and, thus, does not address the functioning of language as it actually occurs in the speaker's life.

Micro- teaching 2: The second micro- teaching activity involved the creation of a lesson plan based on a prior context. Four scenarios were presented, and the teacher's work was framed within the problem-situation described in each scene. In this scenario, the TIT was required not only to choose the text/textual genre that would best serve as the teaching unit but also to identify the most appropriate linguistic element to work on, so that their teaching actions were pertinent to resolving the problem presented in the situation.

Figure 3 - Organizational Dynamic of activity proposal – micro-teaching 2



Source: created by author.

According to Figure 3, in this second proposal, the TIT started from a problem-situation, that is, from a datum contextualized by the social environment encompassing the participants of the school process: the teacher themselves and their students. In this proposal, the logic of the activity is proportionally inverse to the logic of the first proposal, because here we move from the macro to the

⁵ “Praxis is the concrete activity through which individuals assert themselves in the world, changing objective reality, and, in order to alter it, transforming themselves. It is the action that, to deepen in a more consequential way, requires reflection, self-questioning, and theory; and it is theory that leads to action, facing the challenge of verifying its successes and failures, comparing them with practice” (Konder, 1992, p. 115).

micro. This means that the teacher's actions should first consider the social linguistic actions to define the goals to be achieved by their work, and only after this consideration, the teacher should be able to choose a text model relevant to the context they are immersed in—both the teacher, their work, the students, and all the participants in the schooling process.

This proposal aligns with the descending approach postulated by SDI, which adopts Bakhtinian philosophical frameworks in its epistemological assumptions. From this perspective, it is considered that in language action, "texts come first," not the discretized elements of the language system (Bronckart, 1999, p. 86) (Bronckart, 2006). Thus, the consideration of the subject within the context of the communication process, by selecting the appropriate text model, establishes a gradation from the macro level — textual — to the micro level —linguistic. This gradation provides *praxical* coherence to the proposal because it allows the student to experience, by performing the activity, the actual functioning of linguistic activity in the choice, by the producer, of the most appropriate text to engage with the communicative situation they are or will be part of.

A teaching/formative strategy based on problematization brings about the establishment of motives, since the need to resolve a problem and the conflict triggered by the search for a solution can stimulate action. And this, of course, leads to an active stance from the student towards the object of learning. One way to engage the subject, motivating them to act within the proposed situation, is by imposing a challenge on them. Thus, problem analysis is fundamental in active methodologies, and problematization constitutes a teaching and learning strategy that can promote an investigative and reflective posture in the subject, capable of relating their history to their own trajectory and thereby re-signifying their discoveries (Berbel, 2011).

Proposal 2 corresponds to a methodological approach known as Problem-Based Learning (PBL), which presents problems previously elaborated by the teacher, aiming to activate the essential knowledge the student needs to acquire. Therefore, this micro-teaching activity fits into an active methodology concept anchored "in ways of developing the learning process, using real or simulated experiences, aiming at the conditions to successfully solve challenges arising from the essential activities of social practice in different contexts" (Berbel, 2011, p. 29).

From the above, we learn that the planning, with the shared understanding in both proposals to select and organize teaching activities to work with linguistic content through linguistic analysis practice — which was even an evaluative requirement — acquires a concept of *modus operandi* that is quite distinct in each proposal.

In the first proposal, the teacher — in this case, the TIT — selects the text/textual genre based on the need to work with a specific linguistic element, which leads to directing the primary intent of their actions towards the content to be worked on. In the second proposal, however, the text selection comes from the need to resolve a problem-situation, and only after this the linguistic element is selected as well. In this case, the teacher's motivation is focused on developing in the student the competencies/skills necessary to act in the context established by the problem-situation. In other words, the primary intent is directed towards the objectives of the lesson, which requires the teacher to demonstrate their actoriality. This means that focusing first on the objectives to be achieved requires activating motives, intentions, and resources for the action to take place. Conversely, acting from a pre-established linguistic content can mechanize the teaching action of the planning phase, as the teacher might disregard the real students and classroom context they have and think about didactic situations solely to "deliver" the content, taking on, through content-based practice, the role of a mere agent.

Defined as "the set of parameters that can influence how a text is organized" (Bronckart, 1999, p. 93), the production context — in our case, the selection context — of the text/textual genre to be worked on as the teaching unit in the micro-teaching is well-established in the description of each problem-situation in the second proposal. In contrast, the first proposal does not present contextual parameters to guide the TIT's selection. The choice in the intertext will be made

exclusively based on the linguistic element and the specification of the class to be worked with, meaning that the macro element locatable in the intertext is subordinated to the micro element existing in the language system.

Therefore, we understand that the second proposal for the micro-teaching activity enables and demands greater autonomy from the students due to the choices that must be adjusted to a specific scenario. It also reinforces that the teacher's didactic actions, starting from their planning, should begin with the objectives they aim to achieve, that is, the competencies that their students need to develop, which are also related to life outside the school. This simple need to think about the objectives first, rather than just the linguistic/grammatical content, can help "flip the switch" from a traditional language teaching lesson to a lesson truly grounded in the understanding that in order to improve students' discursive capacity, it is necessary to work with language as a discursive activity.

3 THE MICRO-TEACHING: PRAXICAL MOVEMENT

For the analysis, we considered two micro-teaching activities conducted by the same student/teacher in initial training (TIT). Each micro-teaching thus corresponds to a different proposal, as presented in the previous section.

The micro-teaching will be presented through the methodological tool of the synopsis (Schneuwly; Dolz; Ronveaux, 2006). Below, we will present the tables corresponding to the synopses of Micro-teaching 1 and Micro-teaching 2, and afterward, we will provide a comparative analysis between both.

Table 2 - Synopsis of Micro-teaching 1

Micro-teaching 1	Length: 20m43s	
LEVELS	DESCRIPTION	RESOURCES
1	Greetings	Verbal Interaction
2	Work on textual genres (advertisement and commercial)	
2.1	Introduction/ Text projection	Slides (power point)
2.1.1	Recognizing texts	Verbal Interaction Slides
2.1.1.1	Identifying places of circulation, definition of text, addresser, addressee, objective/purpose	Verbal Interaction Slides
2.2	Differentiate publicity and advertisement	Verbal Interaction
2.2.1	Identification of commercials and printed ads	Verbal Interaction Slides
2.3	Explanation about different supports (billboards, bus panels, banners)	Verbal Interaction Slides
2.4	Focus on advertisement genre	Verbal Interaction Slides
2.4.1	Analysis of Batom chocolate ad: identifying purpose	Verbal Interaction Slides
	Trainer teacher: warning about time: five minutes to wrap up	

2.4.2	Identifying meaning change with different uses of comma (presenting ads created by TIT)	Verbal Interaction Slides
2.5	Assignments – activity orientation	Verbal Interaction
2.5.1	Reminder about production activity of advertisements	Verbal Interaction
2.5.2	Announcement to bring advertisement for analysis and punctuation change	Verbal Interaction
2.5.2.1	Announcement about availability of the slides used in class and ad texts for analysis on <i>Google Classroom</i>	Verbal Interaction
3.	Closing – saying goodbye	Verbal Interaction

Source: created by author.

Micro-teaching 1 corresponded to the first guidance for the Micro-teaching activity in the course *Práticas de Ensino de Língua Portuguesa I* (Teaching Practices in Portuguese Language I), that is, the proposal to create a lesson plan that would encompass — or signal — the didactic organization with the text in pre-textual, textual, and post-textual activities, prioritizing the practice of linguistic analysis. This was based on a prior raffle that defined the linguistic content to be worked on and the fictional class.

The TIT in question, according to the raffle, was assigned a 6th-grade class and the linguistic content of punctuation.

Table 3 - Synopsis of Micro-teaching 2

Micro-teaching 2	Length: 20m55s	
LEVELS	DESCRIPTION	RESOURCES
1	Greetings	
1.1	Recap about school games and the assignment that the group was responsible for (event publicizing)	Verbal Interaction
2	Work on the textual genre	
2.1	Presentation/ Text projection	Slides Verbal Interaction
2.1.1	Identification / textual genre analysis	Slides Verbal Interaction
2.1.1.1	Identification of purpose, addresser, addressee	Slides Verbal Interaction
2.1.1.2	Identification of textual genre: invitation-advertisement	Slides Verbal Interaction
2.2	Identification of parts that form the text	Slides Verbal Interaction
2.2.1	Identification of verbs that are part of the text	Slides Verbal Interaction
2.3	Analysis of verbs that are part of the text (previously highlighted)	Slides Verbal Interaction

2.3.1	Identification of verbal mood/tense of highlighted verbs	Slides Verbal Interaction
2.3.2	Definition of verbal mood (what is a verbal mood for?)	Verbal Interaction
	Trainer teacher: warning about time: five minutes to wrap up	
2.3.3	Definition of verbal mood imperative (What is the imperative used for? Do you remember?)	Verbal Interaction
2.3.3.1	Analysis of imperative verbs (present in the text)	Slides Verbal Interaction
2.4	Directions: start thinking about the “invitation-advertisement” that should be produced	Verbal Interaction
2.4.1	Directions for following class	Verbal Interaction
3	Closing – saying goodbye	Verbal Interaction

Source: created by author.

Micro-teaching 2 corresponded to the second guidance for the Micro-teaching activity in the course *Práticas de Ensino de Língua Portuguesa I* (Teaching Practices in Portuguese Language I), that is, the proposal that started from the analysis of a problem-situation to build the teacher's action. The prescription regarding the need to consider the didactic organization with the text in pre-textual, textual, and post-textual activities was maintained, prioritizing the work with the practice of linguistic analysis.

In this second activity, the TIT, according to the raffle, was assigned the following problem-situation:

Table 4 - Problem-situation –micro-teaching activity

Problem-situation (3) School Sports Games – 8th and 9th graders
<p>The COVID-19 pandemic situation imposed significant changes to everyone's routine. The "Manuel Bandeira" State School, which was already considered a model school in the Public School System, takes pride in having gained good visibility during this period because it became the educational institution that managed to cope best amid adversity: collaboration between the pedagogical coordination and the teaching staff continues; teachers are engaged in exploring available devices and tools, both in the school and on the web, to facilitate teaching and learning; and students are responding to this effort by actively participating in the classes and activities proposed to them. In this atmosphere, everyone is eagerly awaiting the return to face-to-face classes. It has already been decided that it will be done in style: if all goes well, the first edition of the "Manuel Bandeira School Sports Games" will take place in December this year! Everyone will participate in some activity – from board games to soccer, volleyball, basketball, and even baseball, which will be improvised/adapted! No class will be left out, and students are very excited!</p> <p>The Portuguese Language teachers from the 6th to 9th grades of the Elementary School are responsible for preparing their students to assist the younger grades in some of the sports. Additionally, these teachers are tasked with promoting the event.</p>

Source: Explanations and general complementary directions to micro-teaching activity.⁶

Between micro-teaching 1 and micro-teaching 2, there is a clear differentiation in the space

⁶ The problem-situation is an integral part of the file for guidance, prepared and shared by the teacher trainer responsible for the course, who has been a collaborator to this research.

that the practice of Linguistic Analysis (LA) occupies. In both micro- teachings, the didactic organization for working with the text is respected, meaning that the TIT leads the lesson from the pre-textual activity—exploring reading hypotheses and various information to familiarize students with the text that will be read/explored, including the concern with the elements of the production context — through to the post-textual activity, which explicitly outlines follow-up activities related to what was worked on during the lesson. This already signals the appropriation of a descending form of didactic organization, or, in other terms, one that goes from the macro to the micro, which is desirable/expected in a native language Portuguese teaching model based on a discursive/socio-interactionist conception of language.

In micro- teaching 1, there is a greater emphasis on aspects related to reading the text, which mobilizes knowledge related to theoretical elements as well as methodology, but it does not necessarily indicate the appropriation of a specific theoretical body of knowledge — here, we refer to Shulman's (2014) *pedagogical content knowledge* — to operationalize the linguistic/grammatical element functioning within the text. Thus, the TIT works, for the majority of the lesson (15 minutes), with a progression of activities — sustained by verbal interaction with the support of slides — that focus on the processing of reading in relation to understanding the selected text (the advertisement): its definition as a textual genre, its delimitation in comparison to another genre (commercials), and the analysis of an advertising text, which also highlights the focus on aspects of thematic interpretation. Only in the last minutes of the class, after being informed that the TIT has 5 minutes left, does the person initiate what would correspond to the linguistic analysis, continuing the analysis of the advertisement, by exploring the changes in meaning enabled by the use of the comma. Punctuation, here, is the element chosen by the raffle to demonstrate the language's potential in constructing meaning and the functionalities of the text.

We recognize the completion of a satisfactory class as a whole, which demonstrates the TIT's actoriality, including in creating advertising texts to exemplify the “nuances” enabled by the use of the comma. However, in comparison with the second micro- teaching, it is evident that, in the way Linguistic Analysis “takes over the class,” there was a deeper appropriation of LA as what it truly is: a tool for achieving full reading comprehension.

In micro- teaching 2, as previously mentioned, the TIT organizes the class satisfactorily, even relating it to the context mobilized by the problem-situation that is part of the prescription of the second micro- teaching activity proposal, as we have already discussed. Before reaching the 10-minute mark of class — half of the prescribed maximum time, therefore — the TIT begins to address the linguistic element selected, focusing on the verb and verb modes. The focus on the linguistic element is, thus, related to the process of unveiling the intentions of the text — which the TIT primarily considers an invitation, although they recognize the “hybridization,” as they mention, with advertising — effectively carrying out the practice of LA. Thus, in his second micro- teaching, the TIT manages to demonstrate the dynamic functioning of LA and, in doing so, achieves the expected coherence in working with the language, where fully engaging with the text implies reflecting on the elements that shaped it so that another linguistic action can be established, continuously.

FINAL REMARKS

The research on the didactic device micro-teaching allows us to affirm that it is a tool that can empower teachers in initial training, as it facilitates the development of teaching knowledge and skills through the professional actions established by the activity.

The inclusion of the micro-teaching activity within an active methodology, approached through problematization or, in other words, through the analysis of a problem-situation, made it more meaningful by operating with a praxeological coherence that aligns with the functioning of language. The choice of text and, subsequently, the linguistic element to be focused on was driven by a necessity, which was not only communicative — but also communicative! — and pedagogical. This allowed the teacher in training to experience a teaching practice that began with the didactic objectives, in a movement that we believe can enable the assumption of an actoriality, in contrast to a mechanized approach focused solely on “transmitting” content.

We consider that this teacher's practice, realized and facilitated by the micro-teaching activity, points to a process of socialization occurring deliberately — and consciously — at a stage before entering the teaching profession. Therefore, we believe this process should not be viewed solely through the lens of taking over a classroom in Basic Education (which is not to say that we are undervaluing the importance/need of holding a classroom during initial training!).

Didactic devices that promote the development of teaching skills and contribute to the construction of a professional identity grounded in well-integrated theoretical, methodological, and reflective aspects — such as the micro-teaching — can foster a satisfactory initial training path, enabling the undergraduate student to fully embrace the social/professional role of a teacher.

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