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## THE MULTIPLE VOICES IN TEACHER DISCOURSE: AN ANALYSIS IN THE LIGHT OF THE ISD

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**Abstract:** The aim of this chapter is to analyze the voices and modalizations that emerge from the discourse of a Portuguese language teacher working in the 9th year of primary school in a public school in the city of Campina Grande-PB, who, in giving two interviews to the researcher, reflects on her own teaching practice. To this end, theoretical assumptions from Sociodiscursive Interactionism (SDI) were chosen, precisely with regard to the concept of enunciative positioning, through which the management of enunciative voices and the expression of modalizations are observed, based on research by authors such as Bronckart (2008, 2006, 1999), Machado and Guimarães (2009), among others. This study, which has a qualitative and explanatory approach (Severino, 2016), uses as its *corpus* the transcripts of two interviews given by the teacher, one before the school term observed and the other after the activity. The cuts made from this *corpus* were intended to investigate, in the linguistic materiality of this empirical text, the incidence of enunciative mechanisms and how they contribute to the constitution of the enunciative whole. As a result, it was possible to see how the enunciative mechanisms give the text pragmatic coherence, in a play of voices and modalizations that makes it possible to make explicit the positions defended by the enunciator in relation to the interlocutor and the thematic content linked to his communicative purpose.

**Keywords:** Teacher discourse. Enunciative mechanisms. Sociodiscursive Interactionism.

## FIRST WORDS

The tortuous relationship between theoretical and methodological knowledge and the actual work of Portuguese language teachers is a constant subject of heated debate, which extends from the academy to the teachers' room. This debate highlights the importance of teacher training in defining more efficient ways to build effective language education, which enables students to improve "[...] their active command of discourse in various communicative situations, [...] in order to enable their effective insertion into the world of writing, broadening their possibilities for social participation in the exercise of citizenship" (Brasil, 1998, p. 32).

Among the many relevant aspects surrounding the discussion of language teacher training in contemporary times, for Miller (2013), the expectations-reality *continuum* is one of the most instigating. In a post-method era, characteristic of Recent Modernity, our old certainties are inevitably put to the test, questioned, discarded and reformulated. Certainly, initial and continuing language teacher training needs to reinvent itself in order to deal with its own complexity and promote a teaching practice that is sensitive to the agentivity of its protagonists: teachers and students.

In this context, this chapter comes from a section of my master's thesis (Paiva, 2009). On that occasion, I analyzed the mobilization of the teaching knowledge of a Portuguese language teacher of basic education who worked in the public school system. Now, I have chosen as my object the enunciative mechanisms present in this teacher's discourse, by analyzing two interviews she gave: one before the classes I observed and the other after the activity.

My research question is: what voices emerge in the teacher's discourse when she evaluates her practice? To answer this question, I will use the theoretical framework of Sociodiscursive Interactionism (SDI), more specifically

the concept of enunciative mechanisms. My aim is to investigate which enunciative instances manage the teacher's evaluation of her practice. To this end, I will situate the object of this chapter, i.e. the enunciative mechanisms, using as categories of analysis the enunciative voices (character voices, social voices, voice of the empirical author) and the modalizations (logical, deontic, appreciative and pragmatic) articulated in the teacher's discourse.

## ENUNCIATIVE MECHANISMS AND TEXTUAL ARCHITECTONICS

According to Bronckart (2006), Sociodiscursive Interactionism (SID), although it comes from Social Interactionism, goes beyond it by positioning itself as a science of the human. ISD does not dissociate individuation from the historical and cultural aspects that shape life in society, and opposes any form of reductionism, which results in a kaleidoscopic scientific approach that does not conform to attempts to atomize knowledge.

As Bronckart (2008) elucidates, the socio-interactionist discursive approach along Genevan lines is inspired by the work of authors such as Bakhtin, Volóchinov and Vygotsky, considering the formation of a *corpus* made up of a vast diversity of text genres representative of language in use, in order to understand the linguistic action underlying these productions and the instances of human agentivity through discourse. As Machado and Guimarães (2009) state, the thinking of Genevan scholars greatly influenced Brazilian linguistic research, as well as the drafting of official documents on the standardization of language teaching.

In this sense, what model of science does ISD embrace? This question is crucial in order to offer a plausible answer to the question that is the title of these considerations. For Leitão (2015, p. 23), “[...] the conception of science assumed by the ISD is opposed to the traditional paradigm and, therefore, indirectly fits into an emerging paradigm, that of postmo-

dernity [...] or that of complexity [...]”, which endorses the Bronckartian conception that this theoretical-methodological construct is interested in acting in discourses from the perspective of human development and the interpretation of activity.

What characterizes ISD as a science of the human is the fact that it defines language as an “[...] absolutely central or decisive element [...]” (Bronckart, 2006, p. 10). Thus, language practices, materialized in discourse-texts, are considered to be the main instruments of human development. In the ISD theoretical framework, textual production is conceived from a synchronic point of view, taking into account the concrete aspects involved in the conditions of discourse production, which is conceived as a language activity. Whether in the context of textual production or teaching, ISD always seeks to analyze action from a formative perspective.

For Bronckart (1999), the text is conceived as a textual veneer, which is made up of three overlapping layers: the general infrastructure of the text (empirical), the textualization mechanisms and the enunciative mechanisms. The layers are superimposed due to the hierarchical nature characteristic of any textual organization. The textual infrastructure is the deepest layer of the veneer and corresponds to the various planning strategies, guaranteeing the linear organization of the thematic content. Textualization mechanisms act on the text at an intermediate level and are responsible for thematic coherence. These mechanisms include connection and cohesion (nominal and verbal).

The enunciative mechanisms, which correspond to voices and modalizations, constitute the most superficial layer of the veneer and play an important role in establishing the pragmatic coherence of the text. While voices elucidate the enunciative positions on the scene, modalizations reveal the enunciator's positions, which are in relation to the inter-

locutor, the sender, the thematic content or the communicative intent. Bronckart (1999) explains that enunciative mechanisms are superficial because they are not organized in isotopic series. They are practically independent of the progression of the thematic content and have a guiding function with regard to the interpretation of the recipients. However, it is up to the recipients whether or not they adhere to the guidance received (Klautau, 2011).

Bronckart (1999, p. 326) defines enunciative voices as “[...] the entities that assume (or are attributed) responsibility for what is enunciated”. The author points out that the management of voices contributes to the establishment of pragmatic coherence, by making the thematic content explicit, as well as the evaluations (feelings, judgments or opinions) formulated by these enunciative instances with regard to aspects of this content. According to the author, the various enunciative<sup>1</sup> voices can be grouped into three subsets, namely: 1) the *voice of the empirical author*, attributed to the entity considered to be the source of what was enunciated; 3) the *social voices*, which correspond to the voices of other people or institutions outside the thematic content; and 4) the *voices of characters*, attributed to people or institutions directly involved in the thematic content. These voices can be implicit, or they can be inferred just by reading the text, or they can be “[...] made explicit by pronominal forms, nominal syntagms, phrases or sentence segments [...]” (Araújo, 2009, p. 114), as the analysis below will attest.

According to the Bronckartian perspective, modalizations have “[...] the general purpose of translating, from any enunciative voice, the various comments or evaluations formulated about certain elements of the thematic content” (Bronckart, 1999, p. 330). In this way,

1. Bronckart (1999, p. 326, emphasis added) states that “in the majority of cases, it is the general instance that takes direct responsibility for what is said. This **voice**, which could be called **neutral**, is therefore, depending on the type of discourse, either that of the narrator or that of the expositor [...]”. However, there are cases in which “other voices”, considered secondary, overlap with the neutral voice, which are regrouped by the author into three subcategories: the voice of the empirical author of the text, the voices of characters and social voices.

they fundamental for the addressee to be able to interpret this content. In the scope of this chapter, modalizations will be important for investigating how the teacher interprets her actions in the context of the classroom. This analysis, according to Medrado (2011), requires a discursive bias, in order to understand the founding role of language in social practices, which occurs through discourse texts.

According to Bronckart (1999), based on the Habermasian theory of represented worlds, there are four types of modalization: logical, deontic, appreciative and pragmatic. The following table explains the status of modalizations:

## METHODOLOGICAL PROCEDURES

In my master’s research, I observed a two-month period of Portuguese language lessons by the collaborating teacher, who worked in the 9th grade of elementary school in a public school in the city of Campina Grande-PB. At the time, I recorded and transcribed all the Portuguese language lessons that were given during this period, as well as conducting two interviews with the teacher, one before the start of the two-month period and the other after the lessons had been given. Both were also recorded and later transcribed. In this chapter, I will analyze together the transcripts of these two interviews (pre- and post-activity), in which the teacher reflected on her own teaching practice. The transcript of the two interviews constitutes the *corpus* of this chapter, through which I will try to elucidate the types of modalizations and the management of enunciative voices present in the collaborator’s discourse.

According to Severino (2016, p. 134), structured interviews

CLASSIFI- CATION	FUNCTION	THE WORLD ON WHICH IT RESTS	EXAMPLE
Logical modalizations	Evaluate elements of thematic content from the point of view of truth conditions.	Objective world	Adverbs (possibly, maybe), verbs in the future tense (would, could) and sentence structures (It's likely that).
Deontic modalizations	Evaluate elements of thematic content on the basis of rules, opinions and values that are socially in force and considered legal, acceptable or normative.	Social world	Verbs in the present tense (deve, não deve, posso, não posso) and sentence structures (É uma pena que).
Appreciative modulations	Evaluating aspects of the thematic content from the point of view of the evaluator, who makes value judgments.	Subjective world	Adverbs (unfortunately, beautifully) and interjective expressions (poor me!).
Pragmatic modalizations	They elucidate aspects of the responsibility of a constituent unit of the thematic content (character, group, institution, etc.) in relation to the agent's actions, attributing intentions, motives and capacity for action to the agent.	-	Verbs in the past tense (quis, devia, não devia, podia, pretendeu).

Table 1 - Modalizations.

Source: Own elaboration, based on Bronckart (1999).

They are those in which the questions are directed and previously established, with a certain internal articulation. It is closer to a questionnaire, although without its impersonality. With very direct questions, it obtains answers from the universe of subjects that are also more easily categorized, making it very useful for developing social surveys.

I preferred not to use the non-directive interview technique so that the collaborator could be guided in the elaboration of her representations

In the pre-activity interview, the teacher talked about her academic background and how she worked in the classroom with Portuguese in general and in the 9th grade class in question, while in the second interview she talked about the probable reasons that led her to develop a different practice from the one discussed in the first interview. Therefore, in the transcript excerpts selected for analysis, I will investigate the enunciative mechanisms present in the teacher's discourse, with an emphasis on enunciative voices and modalizations, in order to investigate how the performance of such mechanisms contributes to the establishment of textual polyphony. The theoretical support mobilized for this will be provided by Sociodiscursive Interactionism (SDI), specifically in relation to the concept

of enunciative positioning, through which the management of enunciative voices and the expression of modalizations are observed.

I will adopt a qualitative and explanatory approach (Severino, 2016), although I will occasionally use quantitative information in order to clarify the management of voices in the *corpus*. This study will be explanatory because, “[...] in addition to recording and analyzing the phenomena studied, it seeks to identify their causes, either through the application of the experimental/mathematical method or through the interpretation made possible by qualitative methods” (Severino, 2016, p. 132). Obviously, I will focus my efforts on the latter.

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TEACHER DISCOURSE

Since this is an oral *corpus*, in which contextualization is a characteristic of the textual architecture, it will not always be possible to section this analysis into an individualized investigation of each enunciative voice or modalization separately. On the contrary, in order to elucidate the constitution of the polyphony of the discourse-text under study, I intend to do so jointly, respecting the coupled character of the management of enunciative voices and the expression of modalizations, which sometimes



occur simultaneously. Furthermore, for reasons of physical space restrictions, I have cut out the *corpus*, selecting for analysis the passages that I thought were most representative of the object of study, in a total of six occurrences, which will be referred to as *Examples*.

According to Bronckart (1999, p. 329, emphasis added):

In general, a text is considered to be **polyphonic** when several different voices are heard in it, whether they are several voices of the same status (different social voices or different character voices) or combinations of voices of different status (author's voice, character's voice, social voice, etc.). Therefore, there can be multiple forms of polyphonic combinations.

In this way, polyphony is constitutive of texts and discourses, an assumption with which Bakhtin (1981) agrees, for whom language is plurivocal par excellence, because it is dialogical. As Costa (2015) points out, the Russian thinker originally thought of polyphony as a metaphor from music. In the same way that a chord is made up of several tones, several "voices", speech texts are also made up of several voices.

In the context of the *corpus*<sup>2</sup> under analysis, in the first interview (pre-activity), the teacher talks about her academic background, with more emphasis on her initial training. She also describes her teaching practice, both in general terms and specifically in the 9th grade class where the lesson observation took place, pointing out that she worked with didactic sequences<sup>3</sup>, focusing on reading, writing and linguistic analysis activities.

In the second interview (post-activity), the collaborator talks more specifically about her continuing education and positions herself as having a master's degree in Applied Linguistics from a federal university, having studied didac-

2. Both interviews can be seen in full in Paiva (2009).

3. For Dolz, Noverraz and Scheuwly (2004, p. 97), "a 'didactic sequence' is a set of school activities organized systematically around an oral or written textual genre". They have a modular character and aim to develop students' linguistic-discursive skills by improving listening, reading, writing and linguistic analysis practices, all centered on the text (oral or written).

tic sequences, as well as reflecting on the reasons that led her to develop a different practice from the one discussed in the first interview, in which she stated that her work with Portuguese was centered on the text. However, her classes were predominantly about normative grammar, focusing on the content of coordinating conjunctions and coordinated clauses.

With regard to the management of enunciative voices, in both the first and second interviews, the voice of the empirical author naturally predominated, since this is a teacher reflecting on her own teaching practice. The majority of the discourse is based on EXHORTING. In both interviews, in terms of predominance, the voice of the empirical author is followed by social and character voices. As for modalizations, in the first interview, logical modalizations predominate, with seven occurrences; followed by pragmatic modalizations (six occurrences), deontic modalizations (two occurrences) and appreciative modalizations (one occurrence).

This data suggests the explanatory nature of the collaborator's first interview, in which she intended to elucidate the profile of her initial training and her teaching practice as she envisioned it, which justifies the predominance of logical modalizations. The technical tie with pragmatic modalizations reveals how the teacher considers the responsibility of the bodies involved in her teaching to be relevant, such as the school, coordinators, students, working conditions, etc.

In the second interview, in terms of modalizations, there was a coincidence in the number of occurrences of logical and deontic modalizations (nine occurrences each), and it can be inferred that the teacher felt pressured to justify herself to the researcher about the causes that led her to conduct a teaching

practice that was contrary to the terms she had defended in the pre-activity interview, in order to undo or minimize the contradiction that had arisen. In order to do so, she resorts both to the conditions of truth guided by the coordinates of the objective world, as well as evaluating her actions through rules, opinions and values that have social backing.

The analysis of the examples will include highlighting of certain terms or expressions, which will appear in bold, in addition to the color coding shown in the table below:

OCCURRENCE	SIGNIFICANCE	COLOR
Empirical author's voice	An excerpt in which the saying is attributed to the source of the saying, i.e. the teacher.	
Social voices	Voices attributed to instances outside the thematic content.	
Character voices	Voices attributed to instances involved in the thematic content.	
Logical modalizations	Based on truth conditions.	
Deontic modalizations	Based on socially accepted and legitimized rules, opinions and values.	
Appreciative modulations	Based on the empirical author's value judgments.	
Pragmatic modalizations	Based on the responsibility of other instances in the actions of the empirical author.	

**Table 01** - Legend for the interpretation of the examples.

**Source:** Own elaboration.

**Example 01:**

well, my academic training (+) in my opinion was... very:: how can I say... con/contri/contributed a lot to my practice... teaching. It was a solid course, you know, very enriching... and broad... because it brought the vision of linguistic theory, you know, by having contact with this... with this linguistic theory, its foundations in depth in the various perspectives... and it also brought, even though it was at the very end... the undergraduate course... the relationship with... educational practice... which is a practice that I've been involved with since I was a child, because I'm the daughter of an educator... so eh/eh/eh... it's something that wasn't foreign to me.

First interview with the collaborator, lines 6 to 18, Annex B of Paiva (2009).

In Example 01, the voice of the empirical author is evident, as the teacher talks about her own experience. There is therefore a correspondence between what is said and where it comes from. The verbs in the past perfect tense (foi, contribuiu, trouxe, venho, tenho, sou, é) characterize pragmatic modalizations in the passages in which the collaborator reflects on the influence of her academic training on her professional practice. Through the adverb “in depth”, the collaborator makes an appreciative modalization of her training, thus making a judgment about it that rests on her own opinion.

**Example 02:**

It's a practice that's always based on the text as the center of the lesson... of Portuguese Language... from where everything starts... and also... pe/at least I intend to... follow this/this logic... although sometimes we don't manage in practice to do exactly what we know is right due to various contingencies... but I try... eh/eh:: to follow what... eh/eh... this practice of the TEXT as the guiding principle of mother tongue teaching seeks to bring about.

First interview with the collaborator, lines 32 to 36, Annex B of Paiva (2009).

The premise that the teacher's Portuguese language teaching practice is always based on the text is a social voice that echoes the official discourse, such as the National Curriculum Parameters, on how this subject should be taught in basic education. It is also possible to recognize the precepts of theoretical-methodological assumptions stemming from the collaborator's academic training in this statement. Furthermore, although the predominant voice is that of the empirical author, the expressions “a gente não consegue” and “a gente sabe” represent the voices of characters. “We”, in this example, represents the category “teachers”, in which the teacher is included. In addition, the verbs in the present tense (pretendo, consegue, sabe, busco) indicate a deontic modalization, expressing socially accepted values around how teaching practice in this subject should be, in other words, based on the text.

### Example 03:

So it's a class that I already knew before I joined it about the gaps it **would have**, right, because the school and the coordinators, supervisors and principals had already told me that the school doesn't have a team of up-to-date and committed Portuguese language teachers...

First interview with the collaborator, lines 48 to 51, Annex B of Paiva (2009).

The teacher uses logical modalization when she says that she already knew that the class would have gaps, as indicated by the verb *ter* in the future tense. These gaps meet the condition of truth established by the premise that the class had not had an adequate methodological experience in terms of teaching Portuguese. The contributor also introduces the voices of characters, by implicating the school, coordinators, supervisors and teaching staff in the thematic content of the text, in the sense that their actions or omissions influence the students' results.

### Example 04:

So when you plan... it's **good to** do it in units. Grouping themes... grouping eh... class moments, class numbers. So the didactic sequence makes it possible to organize time in the classroom. Eh:: apart from this/this/this:: how can I put it... this/this:: PRACTICAL objective... right... technical... we could say... there's also the question of the:: theoretical-methodological perspective... which understands teaching, whatever it may be, of any subject... as... and the one I ah/ah... like very much... as a SEQUENCE or a continuity of things that are being presented to the students... of content that is being presented to the students... of knowledge that is being raised in the classroom... and that one pulls on the other. So, in a sequence, the teacher plans, but at the same time he can tell if they are influencing each other... right... that they have something to do with each other... that they are valid for that subject... and then... eh... he'll try to put it into practice. Of course, with the student's input too. Because sometimes we plan a didactic sequence...

um... on paper it's all very pretty... "ah, we're going to work on this content, followed by this other content"... but AT THE TIME, sometimes, IN THE CLASSROOM we realize that it **wouldn't**... that it **would be** better to use such an approach in a sequence and leave the one you had planned for a little later. So the didactic sequence provides this continuity which is important for the student's learning... for them to realize this interrelationship between knowledge... and also... eh/eh:: to have flexibility. I worked with a sequence, so I worked with predetermined content, which you **can't** change. It's fixed. No. It **has** flexibility. So I think these are more or less the PRACTICAL and methodological reasons.

Second interview with the collaborator, lines 63 to 86, Appendix C of Paiva (2009).

In this excerpt, the social voice predominates. The teacher uses this enunciative strategy to explain not only what a didactic sequence is, letting the knowledge from training and official documents echo in her discourse, but she also makes considerations about the teacher's role in conducting this procedure. By saying "we plan a didactic sequence", "we realize" and "you had foreseen it", the collaborator inserts the voices of characters. "We" again mentions the professional category "teacher", which implies it, as does the pronoun "you", which plays the same role.

The teacher makes a logical modalization when she argues that it is not always possible to execute what has been put down on paper due to the contingency of practice, as indicated by the verb form "*ficaria*" in the future tense. And she introduces the following deontic modalization: "I worked with a sequence, so I worked with predetermined content, which you **can't** change". She uses a socially legitimized premise: you shouldn't "tamper" with pre-established didactic-pedagogical content, otherwise you'll break the sequence. Soon after, the teacher deconstructs this premise with another deontic modalization, marking the flexible criteria of



a didactic sequence (when oriented along the lines of ISD). At the end of her speech, our collaborator assumes her discourse through the voice of the empirical author: “So I think these are more or less the PRACTICAL and methodological reasons”, highlighting the word “practices” in the illocutionary force, which was the thematic axis of her speech.

**Example 05:**

Eh:: ninth grade classes in a state public school... classes... of students... with... eh/eh:: economically disadvantaged... that's how I can put it... and especially with little encouragement to read at home. So these are students who don't have books at home... who don't see their parents reading... who can't afford to buy books, and if they could, maybe they wouldn't... eh:: these are students who haven't had reading environments at school, at least not in other years... like systematized libraries... or teachers who saw their teachers reading... so they don't have mirrors, role models... as readers... nor do they have the practice of reading within themselves. And I believe that... eh... we... achieve... eh/eh:: a lot through reading. That's a buzzword, isn't it? Those who read well write well... have information... reflect better on life... on the world they live in... So these are things that we have ingrained in us as Portuguese language teachers. So... So (I come from) this reality that I already knew... even without being there... but we already know the reality of public schools... right... in the state of Paraíba... not to mention other states.

Second interview with the collaborator, lines 160 to 174, Appendix C of Paiva (2009).

This excerpt is full of social voices. The teacher outlines a generic profile of 9th grade public school classes, and in this context it is worth noting that she is referring specifically to the state of Paraíba, whose reality reflects and confirms the statements made by the collaborator. In addition, implicit in her speech is the fact that, in general terms, the students who fit the profile described are disadvantaged from a socio-economic point of view and usually don't value access to formal literacy practices.

Through deontic modalization, the teacher reinforces the discourse of valuing reading and writing, assuming her place and role as a member of a literate and graphocentric society. In fact, this is a prominent place and role, that of a Portuguese language teacher, even if this prominence is not confirmed in terms of the professional achievements of the category. Nevertheless, the teacher's status as a literacy agent is undeniable. This status is present in the text through the voices of the characters: “a gente já tem arraigado”, “a gente já sabe”, in an allusion to the Portuguese teacher, who is totally implicated in the thematic content. By positioning herself as someone who was already familiar with the reality of public education in Paraíba (because she is the daughter of an educator), the teacher imbues the voice of the empirical author and invests herself with authority to deal with the subject, since she is part of the second generation of teachers in her family, and is therefore familiar with the precariousness of this education and accredited to speak about it.

**Example 06:**

ah:: so... regardless of what we've already read about teaching Portuguese... we have... let's put it this way... content to follow. Right? We have a remnant in our memory... ah:: what we've also understood about Portuguese language classes. So what... we/what those Portuguese language classes were like when we were studying, right, when we were in school. So we can't... simply stop working on linguistic analysis and work with the ideal... ah, let's work on reading and writing and the kids will gradually assimilate what linguistic analysis is... or you don't need to work with nomenclatures because then they'll assimilate. And:: really don't think it would be so necessary... IF... and only IF we didn't have in society a/eh/eh/eh:: forms of selection that require students to have such knowledge..

Second interview with the collaborator, lines 189 to 199, Appendix C of Paiva (2009).

This was the tense moment of the second interview. I had asked the teacher why, in the lessons of the two-month period I observed, she had adopted an eminently practice focused on teaching normative grammar, when in the pre-activity interview she had informed me that, in her practice, everything started from the text and was centered on it. I would like to highlight the honesty of the collaborator, who didn't shy away from the question.

She begins her answer with a deontic modalization that recalls three important aspects: 1) what academic training advocates about how Portuguese language teaching should be in Basic Education (“[...] regardless of what we've read about teaching Portuguese”); 2) the imperatives of practice (“we have content to follow”). regardless of what we've read about teaching Portuguese”); 2) the imperatives of practice (“we have content to follow”); and 3) Portuguese teachers have representations about how this subject should be taught that do not come from academic training, but from memories of how their Portuguese teachers taught, and teaching is done by imitation, in a kind of mimesis of the *métier* of the profession in order to legitimize themselves as teachers, as Guedes (2006) so aptly pointed out when addressing the training/practice binomial (“We have a remnant in our memory.... ah:: what we also understood about Portuguese language classes”).

The third aspect raised is, for me, the most relevant, and goes back to the discussion by Guedes (2006). This is an issue that needs to be addressed: teachers - not just Portuguese teachers - resort to the memory of how their teachers taught in order to build their own *métier*. This has serious consequences, as it reinforces the mechanistic nature of teaching practice, which can be so easily invested in, as well as denouncing the lack of academic training - especially initial training - that really addresses the important issues involved in teaching. Without intending to, our collaborator brings up in her speech the mostly theoretical

nature of language courses and the feeling of insecurity of newly graduated teachers who, because they don't find support in their training (which the collaborator curiously classifies as “solid”), reproduce the methodology of their former teachers, despite more than half a century of *contributions from* linguistics to language teaching in Brazil

The teacher uses social voices to evoke the position of when the teacher was a primary school student and had Portuguese language classes, as well as the way these classes were taught (“[...] what these Portuguese language classes were like when we were studying, right, when we were in school”). In addition, she evokes social voices to mention how Portuguese teaching should be today (“ah, let's work on reading and writing and the kids will gradually assimilate what linguistic analysis is... or there's no need to work on nomenclatures because then they'll assimilate”).

It is possible to recover the implicit statement that “nowadays” it would be unacceptable to continue teaching Portuguese “the old fashioned way” when there are so many innovations, so many new guidelines to guide this teaching with a focus on textuality, no longer on grammatical aspects. In fact, the collaborator believes in these assumptions, she believes in her *solid* training. Solid because she advocated teaching mother tongue centered on the text, not on nomenclatures and taxonomies. But what about when it comes to practice? Is it possible or even *feasible* to unreservedly get on board the streetcar of scientific innovation proposed by Applied Linguistics?

In the anguish of these implicits - and perhaps they have arisen as implicits because of my position as a researcher; therefore, a linguist, and also a mother tongue teacher, just like the collaborator - the teacher makes an appreciative modalization: “So we... **can't...** **simply** stop working on linguistic analysis and work with the ideal...”. The adverb “simply”, in this modalization, denotes the collaborator's

opinion that it wouldn't be possible to suddenly abandon (never simply) the traditional in order to adopt the ideal, in other words, what the training advocates. After all, it's not at all simple to break with hundreds of years of tradition in order to relearn how to teach. There is also a deontic modalization in this same passage, marked by the expression "cannot", which reinforces the socially legitimate value according to which it is not acceptable that, from one moment to the next, "with impunity", the mother tongue teacher leaves aside the normative bias (which for many is equivalent to no longer "teaching Portuguese") to adopt a linguistic-discursive bias. Are Brazilian public and private school teachers prepared for this *revolution*?

Finally, the teacher uses a logical modalization: "And:: I **really** think that **maybe** it wouldn't **be** so necessary... IF... and only IF we didn't have in society a/eh/eh/eh:: forms of selection that require students to have such knowledge...". It wouldn't be so necessary to resort to traditional teaching, which focuses on memorizing nomenclatures and classifications, only if society didn't demand grammatical knowledge from students in assessment situations, such as public exams, for example. In this case, it would only be true that the teacher could give up traditionalist teaching "if and only if" society also gave up valuing this teaching and even demanded it indirectly through selection processes.

In addition, in this excerpt, the collaborator alternates character voices - "we" and "us" referring to "Portuguese teachers" in a way that is implicated in the thematic content - and the voice of the empirical author ("I think..."), by introducing logical modalization. The truncation that occurs in "do que... **nós/do que foram** essas aulas de Língua Portuguesa" is very suggestive. The teacher tries to protect her face by replacing "we" with the expression "what these Portuguese language classes were about". In this way, she transfers the responsibility that would also be attributed to her, as a

Portuguese teacher, to the way the subject was taught when she was a primary school pupil.

It is clear that the teacher felt "pressed against the wall". Her response shows that she is aware of the crisis in mother tongue teaching in Brazil and is questioning her role in this situation. She does so, I repeat, with great honesty and self-criticism, which only reinforced for me, as a researcher linked to a university, how much we must respect those who face the reality of the classroom in Brazilian schools, how much we have to learn from them. Only in this way will it be possible to build the much-needed bridge between academia and schools, between linguists and teachers.

## FINAL CONSIDERATIONS

This chapter sought to analyze the elements that indicate voices and modalizations by investigating two interviews given by a Portuguese teacher in elementary school. The *corpus* analyzed allowed us to see how the enunciative mechanisms give the text pragmatic coherence, in a game of voices and modalizations that makes it possible to make explicit the positions defended by the enunciator in relation to the interlocutor and the thematic content linked to their communicative purpose. In the language situation under investigation, the enunciator (the teacher) refers in two interviews to an interlocutor (the researcher, who interchanges the social positions of interviewer, researcher and mother tongue teacher). This panorama formulates the rules and configuration of the game. At times the teacher defends her positions, at others she protects her face, in a linguistic-discursive dynamic that structures the enunciation.

I tried to study the incidence of the enunciative mechanisms observed in the *corpus*. In this sense, the elements analyzed allowed the enunciator to position himself before the interlocutor, with the aim of making himself understood by the latter. An interaction has therefore been constructed through which it is possible for

the enunciator to represent his role. The play of voices and modalizations, which took place in the linguistic materiality of the text, revealed the enunciator's linguistic choices at the time of the interviews, as well as his intentionality.

The analysis of the selected excerpts delimited the guiding character of the enunciative mechanisms through the use of voices and modalizations, organizing the agent's action through linguistic resources that also allowed the enunciator to position themselves. In addition, the voices that emerged from the teacher's discourse point to questions regarding her responsibility for the enunciation, by erecting enunciative positions capable of constructing meanings and exerting influence on ways of thinking and acting, not only in relation to me, who was the immediate interlocutor, but also to other teachers who come into contact with the full text of the interviews.

In this chapter, it was possible to glimpse very relevant aspects not only in terms of the management of enunciative voices and modalizations in an empirical text, but also pertinent questions about what it means to be a mother tongue teacher in the Brazilian context, marked, it should be emphasized, by a conception of education aimed at training manpower for non-intellectual work. Even after the process of political opening and re-democratization of the country and, more recently, the neoliberal onslaught, the focus of institutional discourse does not seem to have shifted from the need to train for the world of work, in a utilitarian and instrumental conception of education, endorsing the concern to choose more effective means of doing so, despite the fact that we live in a profoundly semiotic society organized around the written

word, which therefore requires trained teachers to actually act as literacy agents.

There is a pressing need to overcome the teacher's professional capatazia, as advocated by Geraldi (1997). In the same way that the encyclopedic model of Brazilian education is proving to be unsustainable, as it no longer corresponds to the educational demands of society in Recent Modernity, which navigates the sea of information of cyberculture, prints clippings of what interests its contextualized experience and drains everything else down the siphon of oblivion. Thus, teachers who are stuck in traditionalist methodologies, merely reproducing and supervising pedagogical activities that don't bear their mark, need to reclaim their protagonism, their *agentivity*, and reflect on their actions as a *praxis*. This is the need, the challenge, the (re)construction of the contemporary teacher.

The structuralist and generativist orientation of the transition from the 1970s to the 1980s, which did not address the problems of reading and textual production, is wearing thin. Researchers therefore realized that the study of words and sentences apart from textuality (Bulea, 2010; Bronckart, 2006) did not meet the social demands surrounding language activities and their meanings. However, although it is not new that there are massive numbers of researchers advocating "[...] education as a political and transformative social practice" (Machado; Guimarães, 2009, p. 21), there was a lack of an epistemology capable of tying up the loose ends in the language teaching and learning process in Brazil. This was the panorama that favored, through research in Applied Linguistics, the entry<sup>4</sup> productive of ISD ideas in Brazil.

4. It was through the participation of PUC/SP researchers Roxane Rojo and Maria Cecília C. Guimarães at the *1st Conference for Social-cultural Research*, held in Madrid in 1992, that they both saw in ISD the possibility of a turnaround in the field of language studies/teaching in Brazil. Thus, through ISD, "[...] the construction of a coherent theoretical whole emerges, at the same time as a proposal for dialectical integration between scientific research and didactic interventions" (Machado, Guimarães, 2009, p. 25). The possibility then arose of deconstructing the gap between theory and practice, including involving the teacher in research practice, without losing sight of the fact that "[...] analyzing teaching work from a discursive perspective means, above all, understanding that language plays a founding role in social practices [...]" (Medrado, 2011, p. 27).

The influence of this theoretical framework on the drafting of the PCN in 1998 is undeniable. However, we know that the publication of this official document, designed to offer guidelines for teaching practice in Basic Education, is not enough to authorize Brazilian teachers to reinvent their professional practice without any stones in the way.

Although ISD has a lot to contribute to the work of teachers in Brazil today, we cannot adopt a reductionist stance, as if it were a theoretical construct aimed exclusively at solving educational problems related to language teaching and learning. The issue is much broader, as it involves a “(re)configuration of human action *in* and *through* texts and, more specifically, the action involved in teaching work” (Machado; Guimarães, 2009, p. 31, emphasis added). In other words, there is a long way to go for language teachers in Brazil to overcome the “remnants of memory” of traditionalist teaching and effectively focus on the text.

There is an urgent need to seriously deepen/question/reformulate the theoretical-methodological principles and pedagogical practices used in language teaching, which requires the creation of new procedures, which may encounter resistance from various educational agents, not just teachers. What is a Portuguese lesson? What should it be like? What is expected of Portuguese teachers in their work? Are they actually “teaching Portuguese” or just “wasting time” on reading and writing in the classroom? Are the national assessment instruments, such as the National High School Exam, prepared for these changes?

Not only are these questions being asked by parents, students, principals, coordinators and even teachers, but they are also part of research into the theoretical-methodological assumptions inspired by ISD. Much of this research is already underway, which is very promising for what is to come in terms of language teaching and learning in our country.

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