ACTIVITY SYSTEMS OF COMPULSORY TEACHER TRAINING ACCORDING TO THE GOVERNMENT LEGAL DOCUMENTS

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Abstract: This work identifies the activity system of compulsory training within the government documents. Our framework was collaborative research (CELANI, 2002; MAGALHÃES, 2002), cultural historical activity theory (LIBERALI, 2009; ENGESTRÖN, 1987), Critical Discourse Analysis (FAIRCLOUGH, 2003) and Systemic Functional Linguistics (SFL) (HALLIDAY & MATTHIESSEN, 2014). The *corpus* is composed by two legal documents which guide the teacher training practices in Brazil. We used the Ideational Metafunction proposed by SFL to identify the materialized elements in the *corpus* that construe the activity system. The analysis showed that the legal documents highlight only one activity system for both observation and teaching training practices.

Keywords: activity system; compulsory training; collaborative research.

Resumo: Este trabalho identifica o sistema de atividade do estágio obrigatório nos documentos legais. Nossa base foi pesquisa colaborativa (CELANI, 2002; MAGALHÃES, 2002), teoria da atividade sócio-histórico-cultural (LIBERALI, 2009; ENGESTRÖN, 1987), Análise Crítica do Discurso (FAIRCLOUGH, 2003) e Linguística Sistêmico-Funcional (LSF) (HALLIDAY & MATTHIESSEN, 2004). O *corpus* é composto por dois

documentos legais que regulamentam os estágios no Brasil. Usamos a Metafunção Ideacional proposta pela LSF para identificar os elementos materializados no *corpus* que constroem o sistema de atividade. A análise mostrou que os documentos legais destacam apenas um sistema de atividade para ambos os estágios de observação e docência.

Palavras-chave: sistema de atividades; estágio obrigatório; pesquisa colaborativa.

1. Introduction

Several studies about continuing teacher education have been developed over the years in order to contribute and reflect on teachers' pedagogical practices (MAGALHÃES; FIDALGO, 2008; VIEIRA-ABRAHÃO, 2006; CELANI, 2004; 2003; MAGALHÃES, 2004; 2002; COX; ASSIS PETERSON, 2001, among others). These studies establish a dialogue with the research line "Linguagem no Contexto Social" (Language in Social Context), linked to the research group "Linguagem como Prática Social" (Language as Social Practice), as they all share the interest in discussing the pedagogical practices of literacy and interdisciplinarity in educational contexts. The pre and in service qualification is also widely approached by the research group "Linguagem como Prática Social" (Language as Social Practice), once the studies developed by its participants seek to investigate, problematize and improve the pedagogical practices under a reflective perspective. In order to contribute to these studies, the research group "Núcleo de Estudos Colaborativos em Contextos Escolares", also called N.E.C.C.E (Collaborative Studies in School Context Nucleus), created in 2010, proposes to problematize educational practices in public schools in Santa Maria, RS. Within N.E.C.C.E, the umbrella project "Multiletramentos, interdisciplinariedade e formação colaborativa de professores

de Linguagem na escola" (TICKS, 2015)[2] has been developed in the period of 2015-2018 in a public school in Santa Maria. It aims to problematize school multiliteracies practices through a critical and collaborative purpose, in which all participants (teachers, researchers, students and school staff) engage in reflective practices of language teaching in this context. Regarding the improvement of pre and in-service qualification, the project investigates discursive practices of teachers and students and how language mediates these practices.

Being part of this umbrella project, the objective of this research is to map the activity systems of pre-service teachers within a public school during the compulsory training program from the perspective of the Government legal regulation documents: Normative Instruction 01/2014 and the Commitment Term of Training. Thereby, this work aims to contribute to the development of pre-service teachers' critical qualification, identifying how teacher training is approached by Brazilian legislation.

2. Review of literature

2.1 Collaborative research

Collaborative research is a perspective of investigation in which participants of different contexts or levels negotiate meanings and share experiences that promotes a reflective and critical development of their actions and practices, providing changes in the involved contexts. The objective of collaborative research in education is to provide to school's professionals, students and researchers an improvement of educational practices based on discussions and suggestions which reflect in the classroom routine. Magalhães and Fidalgo (2010) state that:

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in this investigation all participants negotiate meanings by questioning each other's individual senses about teaching-learning, classroom discourse, division of work (roles) in classroom practices, as related to the needs of specific school contexts (i.e., students, teachers, communities' needs), and to the objects that are used to carry out the task (MAGALHÃES; FIDALGO, 2010, p. 775).

Collaborative research seeks to respond to the expectations of the context investigated, aiming at the education of reflective and autonomous professionals who may consider new relations among theory, practices, research and teaching. Teachers who engage in collaborative processes have the opportunity to recognize themselves as researchers of their own classrooms, articulating teaching and learning theories in particular contexts and considering their students' needs in order to transform their discursive practices by constant negotiation (MAGALHÃES, 2002).

In order to promote a critical and autonomous space of reflection, participants involved in a collaborative research need to understand as a relevant part of the process the presence of asymmetrical knowledge, considering it is constructed by contradictions (MAGALHÃES; OLIVEIRA, 2016) and different levels of knowledge.

Within a compulsory teacher training program, collaborative research works as an important tool to all the engaged participants (pre and in-service teachers, school staff, students and community) may recognize, problematize and discuss about their roles and their responsibilities in a specific space or in different positions as

professional of education (MAGALHÃES, 2002). Considering this perspective of investigation, which considers the process of analysis and not only a final product, pre and in-service teachers can reflect about the values which shape their actions and practices as well as their discourses are built based on their ideology and representation of world which are negotiated to students in the classroom, practice which can contribute to a change (MAGALHÃES; FIDALGO, 2008). In the next subsection, we approach the concept of activity system, within Cultural-Historical Activity Theory (CHAT).

2.2 Activity system

All the discursive practices are constituted by different activity systems which are composed by different participants, objects, instruments, roles and rules. In this way, the activity system is a structure of a mediation process composed by seven interrelated elements: subject, object, instrument, community, division of labor, rules and results. It results in the process of interaction shared by different participants of the social practice (PASSONI, 2012) once the subjects interact with the object by using specific instruments or cultural artifacts in order to achieve the desired result. To reach the result, the subjects who belong to specific and different communities share rules and tasks, considering their hierarchical positions. All these elements which interact simultaneously constitute a precise activity, in other words, an activity system is socially motivated according to the context and the object shared by the members (MAGALHÃES; OLIVEIRA, 2016). In the same way, Passoni (2012) argues that the activity system can be interconnected to other activity systems, once they are dynamic and each of them is constructed by particular components according to the context (PASSONI, 2012).

According to Engeström (1987), the activity system (named by the author as "learning activity") aims to create new systems which contain the production of new instruments, objects, etc. that

will result in inner contradictions responsible for proceeding the previous activity. Thereby from these contradictions, changes may occur in the interaction (MAGALHÃES; OLIVEIRA, 2016). In the following subsection, we approach two other theories: Critical Discourse Analysis and Systemic Functional Linguistics which contribute to discuss the linguistic analysis of the possible contradictions in our *corpus*.

2.3 Critical Discourse Analysis and Systemic Functional Linguistics

The Critical Discourse Analysis perspective (henceforth CDA) proposed by Norman Fairclough provides a critical and reflexive insight about language as a connected element to social life, assisting and challenging the analysts to interact with language in a concrete and detailed way (FAIRCLOUGH, 2003). In addition, Fairclough (2003, p. 2) states that "language is an irreducible part of social life dialectically interconnected with other elements of social life". By considering discourses as "ways of representing aspects of the world" (2003, p. 124), the author supports his critical discourse analysis in a systemic functional linguistics analysis which provides material pieces of evidence that corroborates with his social analysis of how language construes social representations.

Within Systemic Functional Linguistics (henceforth SFL), theory first developed by Michael Halliday, language is associated with cultural and situational contexts of use. It constructs meaning through several interrelated linguistic system networks and explains the function that grammatical elements performed in texts (FUZER; CABRAL, 2010).

In his studies, Halliday (1989) approaches the concepts

of *text* and *context* as important principles to SFL. The author emphasizes text as "language that is functional" (1989, p. 10). In this way, texts can be produced, spoken, written and are defined as a semantic unit constituted by a linear organization of words, sentences and meanings.

The context is considered by Halliday as part of the text, once one needs the other to establish meaning. The author adopts the concepts of *context of situation* and *context of culture* from Malinowski (apud HALLIDAY, 1989). Whereas the *concept of situation* refers to "the environment of the text" (1989, p. 6), the *context of culture* refers to the background where the text is produced, consumed and legitimated.

Halliday (1989) highlights that the *context of situation* is represented by three variables: field, tenor and mode. In a text, these variables are materialized for three specific metafunctions: Ideational, Interpersonal and Textual.

Field refers to the social activity that has been developed in a specific context. It is analyzed from the Ideational metafunction through the transitivity system, which parcel the clauses in process, participant and circumstances. Tenor refers to the social roles involved in the activity. This variable is analyzed from the Interpersonal metafunction which focuses on the interpersonal relationship and the exchange among the participants of the clause. Mode that is analyzed from the Textual metafunction emphasizes the textual structure as well the necessary elements for the cohesion of the whole text produced for the participants within the activity.

3. Methodology

3.1 *Corpus* and procedures of data collection

The *corpus* of this study is composed by two legal documents

which regulate the compulsory training activity: 1) The Normative Instruction Nª 01/2014 and 2) the Commitment Term of Training.

In order to identify and analyze the activities of pre-service teachers during their training, we adopted a qualitative perspective of investigation based on what is said, observed and carried out by the study's participants. Inside this investigation, we collected our *corpus* through semi-structured and audio recorded interviews.

Firstly, we selected two legal documents, which give legal support to the training programs. Normative Instruction Nª 01/2014 was retrieved from the "Diário Oficial" website. "Diário Oficial" website is a communication vehicle from our Federal Brazilian Government with the objective of publishing political and official documents of public interest. The Commitment Term is the document that each pre-service teacher receives from the coordination of his/her university during the training period. This particular one analyzed was used by this author during her own training program.

3.2 Procedures of data analysis and Categories of analysis

We analyzed the activity systems of training in which pre-service teachers participate from the perspective of the official documents (the Normative Instruction and the Commitment Term of Training). We investigated the subjects involved, the implicit and explicit rules which the participants must follow, the object and instruments used to achieve the result, as well as the community involved and the division of labor of each subject within this activity system proposed in the documents analyzed.

To analyze how the activity systems are represented in

the discourse of the legal documents, we considered the lexical grammatical categories proposed by Halliday and Matthiessen (2014) within the Ideational metafunction. In this metafunction, individuals express their actions or events in the world. The action which is performed in the field – which activity is happening in the world – is materialized grammatically through the Transitivity system. In the Transitivity system, we analyze the main clause in order to identify the *process* (it is an important aspect in the clause which indicates the experience in accordance to time), *participants* (subjects or entities who develop or are affected by the action) and *circumstances* (elements in the clause related to time, place and reason of the action). These three clause components are the lexical grammatical categories which constitute the system of transitivity

Table 1. Types of processes, participants and circumstances.

Processes	Participants	Circumstances
MATERIAL	Actor – Goal	Extent Location Manner Cause Contingency Accompaniment Role Matter Angle
MENTAL *Perception* *Cognition* *Emotion* *Desideration*	Senser – Phenomenon	
RELATIONAL *Attributive* *Identifying*	Carrier – Attribute Token – Value	
VERBAL	Sayer – Verbiage	
BEHAVIOURAL	Bahaver	
EXISTENCIAL	Existent	

which construes the representations materialized in the discourse. This analysis focused on the main clauses produced by the participants. Table 1 systematizes the elements which constitute the clause based on the Systemic Functional perspective.

4. Results

An activity system is a dynamic organization in which subjects perform a set of actions collectively in order to achieve a specific and common object with a particular goal for all involved in the system. The subjects interact within a specific context and perform actions mediated by instruments following rules. The division of labor is established according to the social roles these participants assume (LIBERALI, 2009). Therefore, the elements of the activity system found in the two legal documents of training analyzed are represented in the following scheme (Figure 1) based on Engeström's activity system (1987).
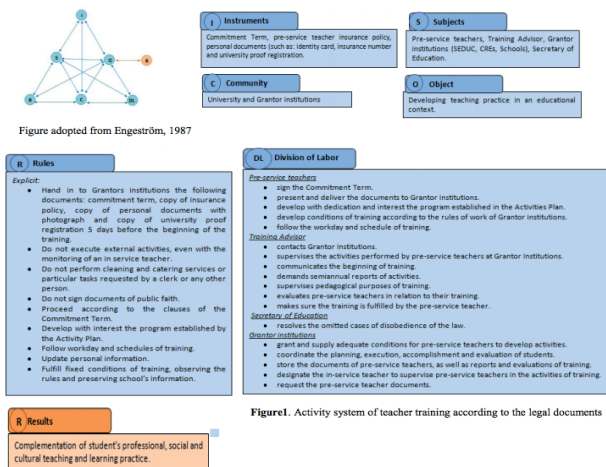

Figure adopted from Engeström, 1987

Figure1. Activity system of teacher training according to the legal documents

Figure 1 shows that there is only one activity system being represented in the legal documents regarding the pre-service teacher observation and pre-service teacher training practice. In other words, there is no distinction between observation training and teaching training activities in the documents analyzed. The subjects involved in this process of training which could be developed at a university, a school or other authorized educational spaces are pre-service teachers, training advisor, the grantor Institutions and the Secretary of Education.

Through the legal documents analysis, we identified similarities in the discourses of the two documents associated to the pre-service teachers training practices. In the Normative Instruction (Excerpt 1), the most important document of training, and in the Commitment Term (Excerpt 2), pre-service teachers assume the role of actors of duties, and these duties are related to their attributions during their training, as we can see in Excerpts 1 and 2.

Excerpt 1

O termo de compromisso do Estágio	*Dará*	ciência	ao (a) estagiário (a)	de seus deveres, atribuições e responsabilidades (...)[2]
Actor	Material process	Goal	Recipient	Goal

Excerpt 2

///O estagiário	desenvolverá	suas atividades//	obrigando-se	//cumprir	as condições fixadas para o estágio ///[3]
Actor	Material process	Goal	Material process	Material process	Goal

Besides, in the duties analyzed, we identified that the nature of obligations mentioned in the documents is entirely bureaucratic (Excerpts 3 to 5) except from one clause in the Commitment

Term which describes "pedagogical" attributions (Excerpt 6). These bureaucratic obligations are materialized by the following participants: *os seguintes documentos, documentos comprobatórios, seus dados cadastrais* (the following documents, supporting documents, register data). Besides that, the use of deontic modality (HALLIDAY; MATTHIESSEN, 2014) "deverá" (Excerpt 3) construes the high level of obligations, which pre-service teachers are submitted to.

O estagiário	deverá	entregar	na respectiva Unidade Concedente de Estágio,	no início de estagio,	os seguintes documentos: I- Termo de Compromisso do Estágio, devidamente assinado; II – Cópia da Apólice de Seguros de Acidentes Pessoais; [4]
Actor	Interpersonal element	Material process	Circumstance of Location	Circumstance of Time	Goal

(O estagiário)[5]	Apresentar	documentos comprobatórios de regularidade de sua situação escolar.[6]
Actor	Material process	Goal

(O estagiário)	Manter	rigorosamente	atualizado	seus dados cadastrais e escolares	junto a concedente.[7]
Actor		Circumstance of manner		Goal	Circumstance of Accompaniment
		Material process			

Excerpt 6

(O estagiário)	Cumprir	com empenho e interesse	a programação estabelecida	no Plano de Atividades(...)[8]
Actor	Material process	Circumstance of Manner	Goal	Circumstance of Location

Neither the Normative Instruction nor the Commitment Term establishes pre-service teachers' rights explicitly. These rights are only presented indirectly in other participants' obligations, as we notice in Excerpts 1 and 2 retrieved from the Normative Instruction and the Commitment Term respectively. In these Excerpts, we can infer that their rights are to perform their pedagogical practices supported by the university and grantor institution, fulfilling the teaching plan with the support of a tutor teacher; to carry out their training in an adequate space, where the pre-service teacher will develop their practices, experiencing all pedagogical activities of the schools and the different spaces of the institutions; and to be inserted in a space of teaching where they will learn and teach inside the classroom, as well as in other school spaces.

The object of this activity system is to provide experiences and teaching practices to undergraduate students in a school context (Excerpt 7).

Excerpt 7

///O estágio	objetiva	//propiciar	a complementação de ensino e aprendizagem profissional, social e cultural	ao aluno///[9]
Actor	Material Process	Material process	Goal	Recipient

In order to achieve the established object expressed in the documents, the pre-service teachers should hand in the instruments mentioned: the Commitment Term, pre-service teachers insurance policy and personal documents. The Commitment Term and the

insurance policy are documents provided by the coordination of the Major in the university before the beginning of the training.

Concerning the division of labor, the most empowered actor in the legal documents is the Secretary of Education who has the power of establishing the rules (Excerpt 8). The linguistic analysis showed that the circumstance "no uso de suas atribuições" and the process "RESOLVE" indicate the secretary is the one that legally regulates the activity in this document.

Excerpt 8

O Secretário de Estado da Educação	no uso de suas atribuições	RESOLVE...[9]
Actor	Circumstance of role	Material process

The training advisor has to make sure the contract is being developed as it was agreed by undergraduate students and the grantor institutions. The activity attributed to him/her is the supervision of pre-service teachers and their practices within teaching institutions, as the material process "fiscalizará" indicates in Excerpt 9:

Excerpt 9

O(a) supervisor(a) de estágio	Fiscalizará	a observância do disposto	neste artigo.[10]
Actor	Material process	Goal	Circumstance: Location Place

The grantor institutions also have the attributions of monitoring the training, once they are in charge of providing the training and offering an adequate environment for pre-service teachers (Excerpt 10).

Excerpt 10

(Instituições concedentes)	///celebrar	o termo de compromisso de estágio	com estagiário e a instituição de ensino	//zelando	pelo seu fiel cumprimento.///[12]
Actor	Material process	Goal	Circumstance of accompaniment	Material process	Circumstance of purpose

Excerpt 11

(Instituições Concedentes)	proporcionar	ao estagiário	condições propicias para o exercício das atividades praticas compativeis ao seu plano de atividades.[13]
Actor	Material process	Recipient	Goal

The material processes "celebrar", "zelar", "conceder" (Excerpt 10) and "proporcionar" (Excerpt 11) express that schools and other institutions where pre-service teachers perform their training are responsible for promoting an environment where pre-service teachers can develop their activities with precise objectives of teaching and learning. The material process "zelar" combined with the circumstance "pelo seu fiel cumprimento" revels that the grantor institutions are participants responsible for granting the accomplishment of the training activity as well as the advisor. In Excerpt 11, the document uses the term "condições propicias", however the document does not mention specifically which are these conditions, what can be interpreted in several forms by different readers.

On the other hand, the pre-service teachers' role is to fulfill duties (Excerpts 3 to 6), once the document explicit only their duties not their rights. According to the documents, pre-service teachers must a) hand in the documents required by the institutions; b) present their academic documents regularly; c) update their personal

information in the grantor institution; and d) fulfill the program of the institution.

The rules identified in the documents establish what is allowed and what is forbidden for the participants. While the Commitment Term introduces the allowed actions to be developed by pre-service teachers (Excerpt 12), the Normative Instruction focuses on forbidden actions (Excerpt 13).

Excerpt 12

(O estagiário)	Cumprir	com empenho e interesse	a programação estabelecida	no Plano de Atividades.[13]
Actor	Material process	Circumstance of manner	Goal	Circumstance of location

Excerpt 13

/// (É vedado	ao(a) estagiário(a))	// realizar	serviços de limpeza e de copa.///[14]
Material process	Recipient	Material process	Goal

In Excerpt 13, the omission of the agent (as the clause is in the passive voice), hides the participant responsible for the action, as the author of all the rules is featured in the top of the document: The Secretary of State.

Another interesting detail is that the process "vedado" (Excerpt 13) refers to activities that cannot be performed by pre-

service teachers within teaching institutions. Thereby, the use of this word may suggest that these activities, which are prohibited nowadays, may have been performed by these teachers in the past.

5. Final considerations

The analysis showed that the activity systems according to the legal documents perspective is narrow and vague, considering there is no distinction between observation and teaching training systems. The analysis also highlighted the documents focus only on bureaucratic attributions which should be developed by the pre-service teachers. The documents do not mention the rights of the pre-service teachers, introducing only their duties. Through this analysis, we also identified implicit rights being introduced as prohibitions "é vedado" (FAIRCLOUGH, 1989). The lack of distinction between the observation and teaching practices results in documents which do not define and guarantee the pre-service teachers rights and duties, once they do not consider the different attributions and responsibilities that each of training aspects aims in each specific qualification moment.

Jorge claims "the participation in a supervised training is an opportunity of articulation and reflection about the experienced and received knowledge, i.e., practice and theory" (2001, p. 500). Therefore, compulsory training is a fundamental part of pre-service teachers' qualification in which these professionals experience the classroom routine within a process in which they become protagonists of their practices. Considering Jorge's argument, the training is a process which is composed by different stages in which the pre-service teachers should be prepared to ingress. Thereby when the legal documents do not foresee and regulate different moments in the pre-service teacher' qualification, this qualification may be incomplete, depending on interpretations that can be mistaken by grantor institutions

or advising professors in charge of compulsory training practices.

By doing this analysis, we aimed to reflect on how the training program is shaped according to the legal regulations which guide this social activity and to what extend this activity is important for the qualification of these professionals. This work may help pre-service teachers to understand the inconsistence of these documents, once they do not provide a detailed explanation about the training practices. Besides, we may foresee the vulnerability of these professionals in the beginning of their career, considering some of them do not have closeness with these genres to carry out a critical reading of them.

By identifying incoherence on these documents, university and school may develop a more reflective and critical space in order to develop a critical reading of these documents. This critical reading may improve pre-service teachers' practices if they recognize their rights as well their specific attributions and responsibilities in each moment of their practices.

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(Footnotes)

1) The commitment term will give science to the pre-service teacher about her/his rights, duties and responsibilities.

2) The pre-service teacher will develop his/her activities, obligating herself/himself to fulfill the established conditions for the training.

3) (The pre-service teacher) must hand in to grantor institutions in the beginning of the training the following documents: I) The commitment term; II) Insurance number;

4) We use the sign ( ) to express implicit information or referents which were mentioned previously.

5) (The pre-service teacher) To show supporting documents of school regularity.

6) (The pre-service teacher) To keep rigorously updated his/her school and register data in the grantor institution.

7) (The pre-service teacher) to fulfill with endeavor and interest the established planning in the Activities Plans

8) The pre-service teacher aims to provide a professional, social and cultural complementation in teaching and learning.

9) The Secretary of Education, exercising his attributions, resolves...

10) The training advisor will supervise the provisions in this paper.

11) (The grantor institutions) to make official the commitment term of training with the pre-service teacher and grantor institutions, watching over for its faithful fulfillment.

12) (The grantor institutions) to provide to pre-service teacher propitious conditions for the exercise of compatible practical activities with her/his activities plan.

13) (The pre-service teacher) to fulfill with endeavor and interest the established planning in the Activities Plans.

14) (It is prohibited for pre-service teacher) to perform cleaning and catering services.