ABSTRACT: Using socio-discursive interactionist theory and language practices; and taking into consideration language as central to human sciences and to situated language practices (the texts) as fundamental tools to individual’s development (Bronckart, 2006, p.10), this article presents an outline from a research on the performing of the Portuguese language teacher, in its organization and acting aspects based on the representations he/she has of professional formation, of the organization and the educational work developed. The examination seems to indicate that the teacher, un/vailed re/vealed in the actions and in the analyzed discourses, projects a complex multidimensional representation about the performing act itself in which the construction and reconstruction of an identity engendered in the semiotizations performed to elaborate and mediate educational practices can be noticed.

KEY-WORDS: language action; teaching action; language teaching; building identity.