

The process of silencing students in basic education revealed through an intervention in the Teaching Activity Clinic.

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Abstract

From the analysis of excerpts obtained through the implementation of the Teaching Activity Clinic in a State School, the theme of this study emerges: the process of silencing students in basic education. Based on this, the objective of this study is to understand the aspects surrounding the identified phenomenon by analyzing topics highlighted in the excerpts themselves. Furthermore, in order to contribute to the understanding of the phenomenon, considerations are made regarding the genre of the activity and its impact on teachers' choices. As a result, it was identified that there is a "pressure" on teachers to adopt certain "control" attitudes in the classroom.

Keywords: Continuing teacher education, activity genre, student participation.

O processo de silenciamento dos alunos na educação básica revelado em uma intervenção em Clínica da Atividade Docente

Resumo

A partir da análise de trechos obtidos por meio da implementação da Clínica da Atividade Docente em um Colégio Estadual, revela-se o tema deste estudo: o processo de silenciamento dos alunos na educação básica. Baseado nisso, o objetivo deste estudo é compreender os aspectos que cercam o fenômeno identificado, analisando tópicos que foram pontuados nos próprios trechos. Ademais, para contribuir para a compreensão do fenômeno, realizam-se considerações acerca do gênero da atividade e seu impacto nas escolhas docentes. Como resultado identificou-se que há "pressão" sobre os professores para que estes tomem certas atitudes de "domínio" em sala de aula.

Palavras-Chave: Formação docente continuada, gênero da Atividade, participação discente.

El proceso de silenciamiento de los alumnos en la educación básica revelado a partir de una intervención en la Clínica de la Actividad Docente

Resumen

A partir del análisis de fragmentos obtenidos mediante la implementación de la Clínica de la Actividad Docente en un Colegio Estatal, se revela el tema de este estudio: el proceso de silenciamiento de los alumnos en la educación básica. Con base en ello, el objetivo de este estudio es comprender los aspectos que rodean el fenómeno identificado, analizando temas que fueron señalados en los propios fragmentos. Además, para contribuir a la comprensión del fenómeno, se realizan consideraciones acerca del género de la actividad y su impacto en las decisiones docentes. Como resultado, se identificó que existe una "presión" sobre los profesores para que adopten ciertas actitudes de "dominio" en el aula.

Palabras clave: Formación docente continua, género de la actividad, participación estudiantil.

Introduction

This article results from the initial stage of a study developed within the scope of a master's thesis. The theme, the process of silencing students in basic education, emerged from the implementation of the Teaching Activity Clinic (TAC). According to Lima (2021), this implementation consists of a continuing education proposal carried out in collaboration with teachers within schools. In this context, conflicts in teaching practice are identified, while reflections are developed on possible ways to overcome them. This reflective process can promote transformations in teaching practice by strengthening teachers' power to act, enabling them to face and overcome challenges inherent to their daily activities (Clot, 2017).

A Teaching Activity Clinic intervention is organized into ten stages. For the purposes of this study, it is relevant to detail stages 1 to 4, as follows:

1) to form pairs of volunteer teachers within the teaching staff for the filming of classes; 2) to establish a working partnership with the students of the volunteer teachers and — in the case of underage students — also with their parents or guardians; 3) to observe and record in writing one or two classes of each teacher in each volunteer pair; 4) to support the teachers in each volunteer pair in analyzing and problematizing the observed and documented classes (LIMA, 2021, p. 70, our translation).

This study, therefore, aims to examine a Teaching Activity Clinic intervention approved by the Research Ethics Committee under protocol number 64679722.7.0000.0177, conducted in 2023 at a public state school in Paraná.

More specifically, the object of analysis is the recorded dialogue from stage 4 of the intervention, in which the notes taken by the intervener

during stage 3 are read to the participating teacher. This reading is carried out to support a Portuguese language teacher in analyzing and problematizing her lesson, resulting in a dialogue between her and the intervener.

In the development of this dialogue, the perception of a phenomenon emerges: a high level of participation among seventh-grade students and a lack of participation among high school students. In light of this, the intervener and the teacher propose a hypothesis suggesting that, alongside progression through school levels, there is also a process of schooling that leads to the silencing of students. Thus, regarding the theme, a central problem is identified: the loss of student engagement in the learning process and the resulting impact on their development as critical subjects.

This study is justified by the understanding that it addresses a real and contemporary conflict within the educational system, as well as by its potential to foster reflection among educators who encounter similar challenges in their own practice.

In light of this, the general objective of this study is to understand the aspects that contribute to explaining the occurrence of the identified phenomenon of silencing. To this end, the following specific objectives are established: (1) to transcribe the utterances contained in the dialogue in accordance with the conventions of the Project for the Study of the Standard Urban Cultivated Language of São Paulo (NURC/SP) (Preti, 1999); and (2) to produce a topical organization of the dialogue (Jubran et al., 2002).

The topical organization derived from the transcription of the dialogue proves to be important in this study, as it creates a structured space for analysis. According to Jubran et al. (2002), the subject that emerges in conversation corresponds to a discourse topic. A discourse topic is defined as a centered interaction, in which participants are aware that a particular subject is at the core of the exchange. In this sense, the interaction develops around a given topic, and contributions are expected to relate to it. However,

this topic does not remain the same throughout the entire interaction; rather, it evolves and gives rise to new topics, reflecting the dynamic movement of conversational structure (Jubran et al., 2002).

With the topical organization of the dialogue established, and consequently a deeper understanding achieved, the process of reading and selecting excerpts for analysis was initiated. This selection focused on significant topics that emerged in the conversation and that contributed to a better understanding of the identified conflict.

The organization of this study is divided into three stages. In the first part, the selected topics from the dialogue between the teacher and the intervener are analyzed. Subsequently, considerations are made regarding the genre of the activity, its impact on teaching decisions, and the occurrence of the silencing process. Finally, the study's concluding remarks are presented.

Analysis of Selected Excerpts

One of the first conflicts identified through the topical organization is related to a pattern in the teacher's behavior. In topic 14, entitled "interaction between the teacher and the students," the intervener reads part of his notes to the teacher. The recurrence of events highlights that seventh-grade students show a strong willingness to participate in the lesson; however, the teacher's focus appears to be on following her lesson plan. This behavior leads her to postpone student participation and to not immediately address the questions that arise during the lesson.

This conflict between following the lesson plan and addressing students' questions is presented to the teacher (T) through the reading of the notes taken by the intervener (I). However, a deeper understanding emerges through the intervener's guidance, which at times adopts an insistent stance by posing questions in different ways and proposing

hypotheses about the motivations underlying the teacher's actions. This approach occasionally contributes to the development of the topic under discussion. In the excerpt below, taken from topic 15, it is possible to identify, through the use of italics, how this action of the intervener is manifested.

- today "fifteen and twenty teacher an::: induction of will presents promises
privileges the teacher determined to proceed with the exposition from the projection"...
yes... it has to be, right? ((laughter))
- 25 [would you like to comment?
no::: ((laughter))
why does it have to be?
it's not that::: I had the thread of the idea and I needed to present that because the
work... in my view the task they were going to d/ that was requested from me was very dif/
difficult for them, you know? difficult in the sense that I I can't I don't::: I don't like to work
superficially with a topic, you know?... like that was the minimum they needed to know for
me to move on to another task in my opinion I could have arrived and said like oh we're
going to::: make a parody because the objective is this to make a parody about::: talking
about sexual abuse of children and adolescents... and::: that's it, right? and give ideas
because that's what I did in the other class... you know? but I wanted them to have a
historical basis a basis of what abuse was a basis of the law a basis you know? if I I have
doubts who am I going to ask? you know? so they understand that school is a safe place that
they can speak that there are people at school who already know what that is you know? in
that sense
- 30 was it too much content?
no::: no it finished right at the very end, almost at the last slide... that was basically
it there were only two slides after that...
- 35 ah did you feel that::: with their participation... the way it was happening it might
have seemed that maybe there wouldn't be enough time to cover the content of that class?
- 40 no::: you know what the concern was it's because I had already worked with the
other group and in the other group they::: how can I... transgress? transgress?
I don't know what you wa/
[go off topic they went off topic
- 45 they deviated from the topic
they deviated from the topic and then they found it funny in several parts they
thought it was funny they laughed you know? in the sense that it's a serious subject... in my
opinion
- 50

Source: research corpus; text transcribed for analysis, our translation.

At the beginning of the excerpt, her intention to follow the lesson plan is evident, especially when reading the phrase “teacher determined to proceed with the exposition from the projection.”

Upon finishing the reading of this excerpt from the notes, the intervener makes a brief pause, indicated by ellipses (line 223). This pause seems to produce an effect on the teacher, who, given the dynamics of the conversation, feels the need to comment on what was read.

In her response, the teacher confirms what was read (line 224) and then displays hesitation through a pause and a falling intonation when using the conclusive expression “it has to be, right?”. This response serves to justify the course of action she adopted, which was in some way “revealed” by the reading of the notes. After this justification, she ends the utterance with laughter (line 224), an action that, in this context, may suggest a certain discomfort as she becomes aware of and confronts her own actions.

It is also observed that, at the same moment the teacher begins her conclusive expression, the intervener invites her to comment on what was read (lines 225 and 226). This is evidenced by the use of brackets indicating simultaneity between the voices. The invitation takes the form of a question, considered an illocutionary act, which may reinforce the intervener’s intention to initiate the development of the topic.

The teacher’s response once again appears in the form of hesitation; she answers the invitation with a prolonged “no,” followed by laughter (line 227), suggesting uncertainty about whether she wishes to address the issue. Despite her refusal, the intervener persists, this time altering the way the question is posed. This shift removes the possibility of a negative response, as he asks, “why does it have to be?” (line 228). Following this move, the teacher provides an answer.

In the response, several types of hesitation can be observed, such as word elongations, truncations, and pauses. The teacher appears to be careful in her choice of words, suggesting that she is reflecting on the

reasons for her decision to proceed with the lesson, reasons she does not yet fully grasp, indicating a possible encounter with the unknown.

It can be understood that the hesitations in the teacher's speech constitute a form of awkward communication, occurring as she simultaneously thinks through and formulates her discourse. According to Bakhtin (2016, p. 41), such awkwardness arises from a lack of mastery of a given discourse genre. A speaker who, despite having command of the language, communicates in an awkward manner reveals an insufficient repertoire of utterances to promptly shape their discourse in terms of style and composition.

Lima (2016) characterizes this awkwardness as a form of inarticulate communication. Inarticulateness is understood as a developmental process that moves from an inability to communicate effectively to the ability to master discourse genres. Similarly, the teacher speaks in an inarticulate manner when confronted with a topic she had not previously reflected upon and is now required to position herself within this discourse genre, relating it to existing discourses with which she has had prior contact. This process involves testing possible combinations, thereby accounting for the hesitations in her speech.

In the teacher's response, amid hesitations, a justification for her decision to follow the lesson plan can be identified: the information included in the plan was important for students to complete the subsequent activity (lines 232 and 233).

After obtaining this response, the intervener makes another move by proposing a hypothesis, asking, "was it too much content?" (line 241). It is suggested that the teacher's decision to continue with the lesson plan might be related to a lack of time to cover all the material she had prepared, leading her to limit student participation. However, she rejects this hypothesis (line 242).

Following the teacher's denial regarding the amount of content, the intervener tests once again a hypothesis related to time (lines 244 to 245). The teacher's response remains negative, but this time it brings forth another justification for her action: the concern that students might deviate from the topic of the lesson (lines 246 and 250).

The intervener's persistent effort to understand the reasons behind the teacher's decision to proceed with the lesson plan without giving voice to the students culminates in the development of topic 15, as presented in the table below.

Table 01 – Topic 15

TOPIC 15	225 – 274	Reasons why the teacher decides to follow the lesson plan.
Subtopic 15.1	226 – 228	The intervener invites the teacher to comment on her choice to follow the lesson plan at certain moments.
Subtopic 15.2	229 – 240	The teacher justifies her action by stating that the students needed to understand the content in order to carry out the next activity.
Subtopic 15.3	241 – 243	The decision to follow the lesson plan was not due to an excessive amount of content.
Subtopic 15.4	244 – 245	The decision to follow the lesson plan was not due to high student participation.
Subtopic 15.5	246 – 274	The teacher's concern that the students might deviate from the topic, as happened in another class.

Source: Topic table prepared by the authors based on the transcription of the recorded dialogue 8udio, our translation.

The development of Topic 15, which includes important points derived from the intervener's guidance, implies its unfolding. Similarly to what occurs in the development of Topic 15, other topics also emerge and contribute to the understanding of the central phenomenon of the research.

Another position identified on the intervener's part that made the development of topics possible refers to his attention to potential contradictions that arise during the dialogue, in such a way that he can

relate them and present them to the teacher so that, together, they can work on understanding their occurrence.

When analyzing the topical organization table, it is observed that this action was carried out when it was possible to identify a contradiction in the teacher's statements by relating Topics 17, 21, and 24. In Topic 24, the teacher states that she does not adopt and, in fact, dislikes a classroom control stance, justifying this by saying that she allows students to talk while carrying out activities. However, in previous topics, her actions indicate a certain degree of pursuit of classroom control. For example, in Subtopics 21.3 and 21.4, when asked about changes that could be made to the lesson taught, the teacher expresses a desire for greater student participation, but puts forward an idea of controlled participation, limited to the reading of excerpts selected by her.

In the excerpt from Subtopic 17.2, it is also possible to observe a certain pursuit of classroom control, as it is described that the teacher walks between the rows of students' desks, being aware that this practice is carried out in order to obtain silence.

This contradiction between the rejection and the practice of classroom control is revisited and further developed in Topic 32, when the issue is brought back into discussion. This leads to the development of the topic and introduces two other important themes: the first concerns the possibility that the teacher engages in "control" practices even though she does not like them, and the second moves toward the justification for this action, which would occur due to external pressure on teachers to maintain silence in the classroom. Let us see how this is expressed in the transcribed excerpt below, which initiates Topic 32.

Were you seeking classroom control here?
 here?
 yes...
 maybe... but perhaps when I asked for silence a few times right?
 75 [Here here look ((sound of a page turning))
 when I'm determined to finish something ((six seconds of silence)) but it's a
 determination I really wanted to finish
 [you you might be this teacher who seeks classroom control?
 80 ((takes a deep breath)) maybe... in some moments
 [but but you said that you abhor this idea of classroom
 control
 yeah I don't like it... I don't like this concept... you know? so much so that I can't
 I don't:: ... this was one of the quietest classes you've witnessed
 85 you you might be:: ((five seconds of silence)) in practice seeking something that
 you don't like?...
 maybe in the sense:: ((four seconds of silence)) how can I put it it's not even about
 the classroom but like I think this way everyone keeps noticing wh/ did you see that teacher's
 class how restless it was? ((five seconds of silence))"
 the observ/ the:: the observ/
 90 uh:: external observers ((eight seconds of silence)) I've already heard that...
 there is external pressure
 [I've heard that before wow your class is so restless ((laughs))
 there is external pressure
 th::is so that everyone acts with classroom control ((four seconds of silence))
 95

Source: research corpus; text transcribed for analysis, our translation.

The excerpt begins with a question posed by the intervener in order to explore the relationship between the teacher's action and the practice of classroom control (line 772). When questioned, the teacher appears to reflect on what has already been presented to her regarding actions that align with "classroom control" and responds that, perhaps, in some situations, she may have sought classroom control (line 775). She seems to avoid completely contradicting her previous statement about not liking the term "control" and not engaging in it. Nevertheless, she still partially admits to this practice in certain situations.

At the final moment of the teacher's response, the intervener overlaps his speech with hers and, at that moment, appears to look through his notes

for the moment he refers to in order to show it to the teacher (lines 776 and 777). However, the teacher takes the floor and seeks to justify herself by stating that she adopts a stance of classroom control when she is “determined” to finish something (line 778).

Along with the teacher’s conclusion, there is an overlap of the intervener’s voice. He now poses a question similar to the one asked at the beginning of the topic, but this time framing it as a hypothesis: “you might be this teacher who seeks classroom control?” (line 781). The teacher then takes a deep breath, seeming to want to relieve some tension; she does not fully agree, but once again considers the possibility of practicing classroom control, reinforcing that this occurs only in certain moments (line 782).

The intervener once again overlaps the teacher’s speech, appearing anxious to understand the reason for the contradiction. Then, after the teacher has partially admitted to the practice of classroom control, the intervener recalls that she said she “abhors” such a practice (lines 784 and 785), thereby highlighting the contradiction. The teacher appears to be on the defensive; she admits that she does not like it, hesitates at times, and justifies herself by stating that the practice of control does not usually occur (lines 786 and 787).

Subsequently, the intervener appears to draw on the identified contradiction and verbalizes the situation through a question: “you might be::: ((five seconds of silence)) in practice seeking something that you don’t like?...”. The teacher’s response begins with uncertainty; there is a lengthening of a word at the very beginning of her speech, followed by four seconds of silence: “maybe in the sense::: ((four seconds of silence))” (line 790). During this time, she seems to be questioning her own beliefs and motivations for doing something she does not like. Following this, she reveals a concern about others’ judgment in relation to a restless classroom: “everyone keeps noticing wh/ did you see that teacher’s class how restless it was?” (lines 791 and 792).

The intervener, then, demonstrating that he has assimilated what was said by the teacher, proposes the term “observers” to define those who notice the restlessness of the class (line 793). The teacher agrees, completing the expression as “external observers,” and then an eight-second pause occurs (line 794). During this interval, she appears to recall a similar situation and mentions that she has heard comments of this kind before (line 794).

The intervener then makes a statement that there is an external pressure influencing the teacher’s behavior (line 795). At the same time, the teacher overlaps her speech with his, seeming eager to agree on the reason why she adopts a “control” stance even though she does not like it. She states that she has heard comments along these lines before: “I’ve heard that wow your class is so restless” (line 797). The intervener repeats his statement about the existence of “external pressure,” as if consolidating his understanding of the situation (line 798). Finally, the teacher confirms that this “external pressure” does exist (line 798). Together, they agree that there is an external pressure for classrooms to be silent, a pressure that comes from members of the school community themselves.

Another important return to a topic for understanding the issue refers to Subtopic 17.13, in which the teacher makes a comment about the silence that occurs in high school classes as a justification for her action of walking between the desks. Let us see how this is presented in the table below.

Table 2 – Subtopic 17.13

Subtopic 17.13	355 359	-	The teacher walks between the rows of desks also in high school, where students are already silent.
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Source: Topic table prepared by the authors based on the transcription of the recorded dialogue; our translation.

It is therefore possible to identify a contrast in behavior based on the situation presented at the beginning of the analysis, where active participation of seventh-grade students is described, and the situation

presented in Subtopic 17.13, which highlights the absence of such participation among high school students. This contrast between student participation at different educational levels is presented to the teacher in Topic 31.

In Topic 31, it is observed that the contrast between active participation and its absence makes it possible to outline a timeline that shows how, throughout the schooling trajectory, students, initially enthusiastic, gradually lose interest in participating in classes. From this movement emerges the central issue of the study: the silencing process linked to the course of schooling.

Next, we will explore how this relationship is addressed in the excerpt under analysis, which presents the end of Topic 32, dealing with external pressure on teachers and the silencing process, and part of Topic 33, which addresses the problem of the occurrence of the schooling process.

		and then a seventh grade goes goes I mean external pressure on the teacher
		uh-huh
		who would put pressure on the students
8		uh-huh
05		seventh grade becomes eighth grade becomes ninth grade becomes first year
		becomes tenth grade becomes eleventh grade becomes twelfth grade senior year right
		uh-huh
		and then... a class would turn into an apathetic group can you visualize this
		yes
8		this timeline?
10		yes quite easily
		due to external pressure on the teacher
		uh-huh
		who puts pressure on the students seeking this control and then maybe students who
		are... as interested as these here become a bit wary of the presence of:: of the outsider there
8		the stranger
15		yes
		right?
		and then they go
		[
		of the stranger... but like students... there they search for the word they
8		want to ask they want to know... they want to interact they want to speak
20		uh-huh... yes... that can happen indeed
		do you, do you perhaps::: see this as a problem?...
		in my opinion?
		uh-huh
		yes...

8 how how would you specify this problem what is the problem exactly? what would
 25 this problem be that you... see in what we are discussing?
 from this external observation that we take into account in our classes?
 right right and all the unfolding, everything that results from it
 I believe that in the end the one who ends up losing well it's not me... it's the
 students you know because they kind of lost their curiosity lost that interest along the way
 8 so... it's like nothing will motivate this student motivate them to participate to be there in
 30 that moment in that sense you know ((six seconds of silence))
 and then when you there in the final year... say like this this word here what does it
 mean did you understand all the vocabulary? yes ok and this word here what does it mean?
 I don't know
 I don't know are you trying to reanimate?
 8 uh-huh... exactly
 35

 8
 40

Source: research corpus; text transcribed for analysis; our translation.

At the beginning of the excerpt, the intervener relates the occurrence of silencing to external pressure placed on the teacher, which in turn would exert pressure on the students (lines 802 and 804). The intervener then simulates a timeline, describing how this silencing process would occur alongside the progression through educational stages (lines 806, 807, and 809). It is possible to observe that, while the intervener describes the identified situation, the teacher responds with agreement, confirming the occurrence of this process (lines 803, 805, 808, and 810).

This schooling process is discussed by Teixeira (2001). According to the author, an individual becomes a student when they understand and internalize the rules and expected behaviors in the classroom, or even when they resist these rules and are punished. Thus, it seems that, as students progress through their educational stages, they begin to realize that, unlike their participation, their silence is what is valued and desired. As a result, they gradually lose interest and stop their active participation during classes, becoming "schooled."

In the same excerpt, the intervener questions whether the identified schooling process constitutes a problem, which is confirmed by the teacher. When deepening the issue, they ask for a definition of this problem, and the teacher points to the students as the ones mainly affected, highlighting the loss of curiosity and the lack of motivation to participate in classes.

The intervener then recalls a moment in which the teacher asks high school seniors the meaning of a word. The students indicate that they know the meaning, but when asked what it is, they state that they do not know. The intervener questions whether this methodology used by the teacher asking them about the meanings of words is a way of “re-engaging” the students (line 840). The teacher confirms that it is (line 841).

Through the analysis of this transcribed excerpt, it is therefore possible to observe that, in addition to the pressure placed on teachers to control classroom noise, teachers when pressured take measures to control the noise in their classrooms and, consequently, fail to value a participatory stance from their students, culminating in a process of schooling. Furthermore, the excerpt reveals that, later on, at the end of the schooling stage in high school, there is an attempt, though not very successful, to reverse this situation, when students are already unmotivated and apathetic.

In addition, it is interesting to note that, during the dialogue between the intervener and the teacher, two other aspects are addressed that may contribute to such a significant difference in classroom participation between middle school and high school students. The first aspect refers to high school students entering the job market and the resulting fatigue from taking on an additional role beyond that of being a student. The second refers to the fear high school students feel when exposing themselves by asking questions and the possible judgments from their colleagues.

Teaching Activity Genre

From the analysis of the excerpts presented, it is possible to observe that topics have emerged which, to some extent, allow us to reflect on the genre of teaching activity. The term “activity genre” arises from Bakhtin’s concept of “speech genres” and, according to Clot and Fajta (2016, p. 37), they are formed by both speech genres and technical genres. From this perspective, activity genres encompass not only communicative practices but also involve the specific techniques and methods used to carry out an activity within a professional context.

According to Bakhtin (2016, p. 12), discourse genres are presented as “relatively stable utterances.” From this perspective, since they are genres, whether of discourse or of activity, both share similar properties. Thus, one can think of relatively stable types of activities that are socially organized within a professional environment (Clot and Fajta, 2016).

With regard to the stable side of the genre, Clot and Fajta (2016, p. 36–37) indicate that it is composed of the implicit dimension, that which workers within a given context know, expect, and recognize. This stable aspect enables the repetition of what is already familiar and contributes to the identification of the genre in use.

On the other hand, the relative nature of the genre is related to the personal style that each worker applies to it (Clot and Fajta, 2016). This dimension, therefore, refers to the need for speech and actions to adapt to different contexts, thus allowing for the re-creation of the genre and, consequently, professional development, since such re-creation enables the improvement of teaching practice. Clot and Fajta (2016) emphasize that it is stylistic re-creation that keeps the genre alive; however, without mastery of what is collectively known, such re-creation cannot occur. For this reason, it can be said that one dimension complements the other.

With regard to the context of the study, it is possible to consider that the “teaching activity genre” refers to the activity performed by teachers within a relatively stable framework. This activity is evidenced in the TAC at the moment when the teacher, when prompted to reflect on her work, goes beyond evaluating her individual practice and draws on the memory of past events to establish her ways of acting, orienting herself by the “teaching activity genre” to guide her actions in professional practice.

In one of these moments, when the intervener highlights the possibility that the teacher may be adopting “classroom control” practices, even though she states that she does not like to adopt them, a central topic emerges that helps to understand the occurrence of the silencing process: the existence of external pressure. This external pressure exerted on teachers reveals an action that teachers end up taking, but which would not occur in the absence of such pressure.

From this, it is possible to understand that the practice of “classroom control” evidenced in the dialogue can be seen as a prescription of teaching practice, linked, to some extent, to the stable dimension of the teaching activity genre.

Although it is not formally stated that there is an internal agreement regarding the actions teachers should take to ensure classroom control, the statements of the participating teacher reveal that she has a certain awareness of how she is expected to act as a member of the school community. This becomes evident when a contradiction in her speech is identified, as she admits that, in some moments, she acts with classroom control, even though she does not like to do so, due to the scrutiny of her colleagues.

Thus, it is possible to consider that a teacher who begins their professional practice tends, in a tacit manner, to adopt a certain “control” stance, given the external pressure from the school community to meet the expected image of a teacher, one who must maintain a certain level of

control over the class, managing students' "noise" and, in a way, promoting silent behavior. This is evidenced in the analyzed data when one of the main reasons why the teacher chooses to exert a certain level of control over student participation and to follow the lesson plan is related to how other members of the school community perceive her teaching ability (lines 791 and 792).

In this way, somewhat unconsciously, pressures are exerted among members of the school community that shape teaching activity, leading teachers to increasingly maintain strict control in the classroom.

Similarly, just as there is pressure on teachers, there is also pressure on students. As they progress through their educational stages, they seem to realize that, unlike their participation, their silence is what is valued and desired. As a result, they gradually participate less actively in classes. These pressures, therefore, contribute to the construction of a monologic classroom, in which only the teacher speaks.

Final Considerations

As presented, the discursive topic concerning the process of student silencing in basic education emerges throughout the dialogue between the intervener and the teacher, during the feedback based on the notes taken from the classroom observation.

From the analysis of the selected excerpts of this dialogue, it is possible to identify the pressure exerted by the school community on teachers to adopt "classroom control" practices.

Although some teachers do not approve of the practice of "control," many adopt it due to the pressure they experience. By adopting this stance, they end up reinforcing and contributing to the persistence of this "control" posture within the teaching genre, shaping its stable dimension. It can therefore be understood that, by addressing the teaching activity genre, the

study considers that the conflict investigated is not an individual problem of the participating teacher, but rather a collective issue among teachers.

In this way, when teachers adopt certain “control” practices, based on a repertoire that defines what it means to be a teacher, they act according to implicit “rules” that guide certain ways of acting within the work context. However, by internalizing this “rule,” they ultimately contribute to the process of student silencing, thereby hindering the development of critical thinking, since there is an observed tendency for students, as they advance through school years, to participate less and less.

The importance of the TAC for professional development is also highlighted, as its implementation made it possible to raise awareness about the practice of silencing within a real and current context. Prior to this, this issue had neither been addressed nor considered in that environment. By promoting reflection on these conflicts, the TAC contributes to the development of teachers’ awareness of the conflict, which may lead to transformations in educational practices, since, by becoming aware of these conflicts, teachers can rethink their ways of acting.

Furthermore, it is emphasized that the process identified in this study is complex and that, in addition to external pressure, there are other factors that contribute to the adoption of a certain “control” stance by the teacher. Among these factors may be a potentially large number of students in the class, an assumption based on the high number of questions identified in middle school and the presence of “playful behavior” among students, as described by the teacher in another class.

It is also considered that the significant difference in participation between middle school and high school students may be partly explained by the fatigue faced by high school students as they enter the job market, as well as by the fear, more common among adolescents, of being judged when exposing themselves and asking questions. However, it is acknowledged that a key point regarding the process of student silencing

in basic education highlighted in this study is the external pressure placed on teachers.

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