

## THE CHALLENGES OF HIGH SCHOOL IN PRODUCING ARGUMENTATIVE DISSERTATION AND ENEM: A LOOK AT TEACHING PRACTICE

### THE CHALLENGES OF HIGH SCHOOL IN ARGUMENTATIVE DISSERTATION PRODUCTION AND ENEM: A LOOK AT TEACHING PRACTICE

Maria Irenilce do Nascimento<sup>1</sup>

#### SUMMARY

The essay for the National High School Examination – ENEM, has proven to be a challenging reference for teachers and students, considering the peculiarities of the required textual typology, - argumentative essay, whose production is shaped based on the requirements present in the Participant's Handbook, one of the official documents from INEP, which guides the aforementioned test. It is necessary to highlight the lack and precariousness of writing laboratories in public schools, of teaching actions that prioritize interactive content, of better teacher-student connections, among other factors, which have motivated continuous research in this regard. Regarding this test, with regard to writing requirements, it is clear that these end up impacting teaching practices in relation to the teaching of writing, especially in the 3rd grade, when Portuguese Language and Writing classes are aimed at preparing this exam. It was possible to understand from the research, about students with different levels of writing and argumentation, as well as teachers with an extensive workload that makes it difficult to provide individual and productive feedback for the work. This article aims to understand and reflect on the influence of the ENEM Writing test on the methodological practices of Portuguese language teachers, understanding how this materializes in the teaching routine. It is also the intention of this to know the opinion of teachers from public high school networks about the ENEM Writing test, considering their importance in the process of renewing teaching practices in schools. During the research, it was possible to realize that the teacher's work, in the experience of textual production, is marked in part by the guidelines contained in the Participant's Booklet, which makes this action focused on training writing limited to the models proposed by ENEM .

**Key words:** Essay. AND EITHER. Argumentative dissertation text. Teaching practice.

#### ABSTRACT

The essay for the National Secondary School Examination – ENEM, has shown a challenging reference for teachers and students, considering the peculiarities of the required textual typology, - argumentative dissertation, whose production is shaped from the requirements present in the Participant's Cartilha, one of the official documents from INEP, which guides the referred test. It is necessary to emphasize the lack and precariousness of writing laboratories in public schools, of teaching actions that prioritize interactive content, of better teacher x student connection, among other factors, has motivated continuous research in this regard. Regarding this test, with regard to the requirements of writing, it is visible that these end up impacting teaching practices in relation to the teaching of writing, especially in the 3rd grade, when Portuguese Language and Writing classes are aimed at preparing this exam. It was possible to understand from the research about students with different levels of writing, argumentation, as well as teachers with an extensive workload that makes it difficult to provide individual and productive feedback for the work. This article aims to know and reflect on the influence of the ENEM Writing test on the methodological practices of Portuguese Language teachers, to understand how this materializes in the teaching routine. It is also the intention of this, to know the opinion of teachers from public high school systems about the ENEM Writing test, considering their importance in the process of renewal

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teaching practices in schools. During the research, it was possible to perceive that the teacher's work, in the experience of textual production, is partly marked by the guidelines contained in the Participant's Handbook, which makes this action focused on training a writing limited to the molds proposed by ENEM. **Keywords:** Writing. AND EITHER. Argumentative essay text. Teaching practice.

#### 1. INTRODUCTION

<sup>1</sup> Master's student in Education Sciences from Absolute Christian University – ACU – Florida – USA. Specialist in Latu Sensu Educational Planning from the Salgado de Oliveira University – UNIVERSO. Specialist in Special Education from Universidade Vale do Acaraú – UVA. Graduated in Literature from the Regional University of Cariri – URCA.

Text production, present in different typologies, as well as reading, are social and cultural practices, which, experienced at different stages of academic training, have favorably promoted different learning in the school, cultural and social environment. From this perspective and considering the traditional typologies Description, Narration and Dissertation, Portuguese Language classes, especially in the 3rd grade, favor actions aimed at argumentative dissertation work, even in high school, considering that external assessments - entrance exams, National Teaching Exam Medium - ENEM, require in their selection processes, the writing of the aforementioned typology, a relevant part of the contest, one of the means of entry to higher education.

Thus, we deduce that it is from the exercise with this type of text that we are able to more appropriately expose knowledge on a topic considered socially important. As well as, relate ideas, facts, opinions, argue points of view in a consistent way, produce text according to the typology, taking into account what is stated in the Participant's Guide, one of the official documents that guides the aforementioned test for 3rd grade students.

Given this, and observing the way in which the essay is worked, based on the ENEM assessment criteria, the school has been looking for strategies to prepare the student so that they can succeed in the test. Therefore, another challenge for those involved, who need to understand that the teaching of reading and writing of textual genres, especially argumentative essay writing in this series, is directed towards a practice of a genre shaped in the ENEM style.

Understanding that the exam requires a specific type of written production, compared to the argumentative dissertation, some questions are raised: are the contents of the ENEM Writing test taught in schools? What level of difficulty do teachers attribute to this test? Do the drafting proposals present clarity and objectivity? What difficulties do students present in relation to writing the ENEM and what factors may be responsible? Do the teacher's "actions" focus on teaching and learning the written text or just on the exercise for the ENEM test?

We think, in the hypothesis that the teacher works on other typologies, if included in the official documents that guide the ENEM, taking into account that this exercise may not correspond to the expectations of legitimate learning. This is because, motivated by difficulties in understanding and practicing skills, it implies reflections on the fact that, if the student obtains a score of 1000 (one thousand) in the ENEM Writing test, it means knowing how to master the written language.

The paths of this research focus on research on research portals and databases on a historical contextualization of the ENEM, observations on the Writing test of that exam, reflections on the perspective of written production, on the classroom routine, the role of the Portuguese Language teacher and what challenges interfere with this experience. Some theoretical observations and conceptualizations about pedagogical practice were also outlined, in the view of Ramalho, Núñez and Gautier (2004).

As for methodological procedures, the research is of a bibliographic nature, which according to Marconi and Lakatos (2003, p. 158) is carried out through materials already prepared, especially books and scientific articles, being "[...] a general overview of the main work already carried out, of importance, for being able to provide current and pertinent data with the topic investigated.

## 2 THE NATIONAL HIGH SCHOOL EXAM – ENEM AND THE WRITING TEST – SOME NOTES

The National Secondary Education Examination – ENEM, was created in 1998, with the aim of evaluating student performance at the end of Basic Education, aiming, according to Andriola (2011, p.115), "to assess the development of the necessary skills and abilities to the full exercise of citizenship". Written production required is assessed through an essay, in the argumentative essay typology, according to the Manual of Participant.

Thus, in the understanding that ENEM is one of the main exams carried out in the country, it is clear that annually schools and preparatory courses promote exclusive actions, especially by Portuguese language teachers, in which techniques for writing argumentative dissertation texts are worked on. This textual production is guided step by step in the Participant's Handbook (BRASIL, 2019, p. 5), a document produced and released by the National Institute of Studies and Research - INEP, since 2012, brings all the dynamics of construction and specific correction of the Writing test. Based on these guidelines, we observe that the ENEM Writing can cause a challenge for the school, in which educators and students are encouraged to

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“follow the script” of the document.

Considering this context, studies have revealed low performance on the part of students in basic schools in the Writing test, showing a deficiency in the teaching of textual production in basic education, in the opinion of Peres (2015), Pereira and Sales (2014) and Pereira (2009). Therefore, it is important to highlight the role of the Portuguese Language teacher, who will work with students on the development of the necessary skills for the production of written text, in the dynamics of articulation and organization of ideas, knowledge and construction of autonomous texts that suit the different communication and learning situations.

Understanding that, for students to develop these written production skills, the teacher's work needs to be based on the text. Bezerra's reflection (2005) corroborates this thought, when he emphasizes that teaching must be based on the text to:

[...] develop students' linguistic, textual and communicative skills, enabling them to live more inclusively in today's literate world (not in the sense of simply accepting it, but mainly of questioning it, of imprinting changes on them). Thus, the emphasis on reading, analyzing and producing narrative, descriptive, argumentative, expository and conversational texts, considering their enunciative, discursive, thematic, structural and linguistic aspects (which vary depending on communicative situations), is characterized as one of the most proclaimed in the teaching of our language, although not yet insufficiently practiced. (BEZERRA, 2005, p.43).

Alluding to these considerations with a view to the role of the Portuguese Language teacher, it is significant to “outline” that this work tends to be more challenging, as it is a new demand to fulfill, when the writing disability has already been dragging on since the stages initial years of schooling and, multiple factors in the current series, contribute to a critical context regarding the efficiency of the written text. And in this way, even if the teacher has a sequential didactic routine in teaching and learning text typologies and genres, with the work of written production, his methodological practices in this regard are “modified” by the need to prepare students for the test. ENEM Editorial Team. This happens because society demands from the school a satisfactory result in relation to the students' ENEM grades, specifically in relation to the Writing test grade.

Given this panorama, taking into account the importance of all reflections, it is worth emphasizing our look at teaching practice, understanding that it is in the classroom where guided actions specifically take place, the activities developed in the organization of the ENEM Writing test.

### 3 RESULTS AND DISCUSSION

During the research, it was realized how essential it is to “adjust”, deepen, improve the teaching experience regarding working with this textual typology, given the importance that the argumentative dissertation text “gained” in the face of the ENEM Writing test, an exam that grants for 3rd year high school students to enter higher education.

To understand this reflection, in the process of preparing for the ENEM Writing test, we think about the importance of studying more about this subject, understanding the difficulties, knowing the strategies that the teacher uses to teach students how to write an argumentative essay text. And so the research gains emphasis, based on reports that seek to understand why this is the textual genre required in ENEM Writing, as well as understanding that through this practice it is possible to verify that the student is developing their potential, understanding the writing proposal, relating and organizing information to develop your arguments. On this subject, it is worth highlighting that the research was bibliographic in its entirety and that, based on the thematic step by step, the study was carried out from the perspective of some theorists.

In the first part, it was possible to understand that this typology is very present in teaching practice and that there is an effort on the part of the teacher to work on methods that can go beyond correcting the text, which provoke the will and ability of the student to develop a taste and enjoyment of reading and text production. In the opinion of Garcez and Corrêa (2016), this genre is characterized by the defense of ideas using logical, objective language and also convincing the reader from the point of view of the writer. To write a text of this type, it is necessary for the author to use his or her knowledge to select arguments that are consistent with the proposed theme. Regarding this, Garcez and Corrêa (2016) state that “The choice of point of view, the subsequent selection and evaluation of arguments that will support the chosen positioning and argumentative strategies are essential parts in the production of a dissertation-argumentative text (GARCEZ, CORRÊA, 2016, p.173)”.

It is worth mentioning that the writing test is the one that has the greatest weight in the final grade of the exam. and in the production of the aforementioned text, dissertation-argumentative typology, the candidate needs to consider the development of arguments, solutions, textual structure and standard norms guided by two official documents, - the participant's booklet and the National Common Curricular Base for Secondary Education (BNCC) - which guide the orientation of argumentation and organization of ideas to support the defense of the topic. Added to these aspects and taking into account that this is a typology worked on since the beginning of basic education, reports from teachers state that students encounter many difficulties in writing this: the delimitation of the theme, the lack of coherence and cohesion, the lack of good arguments, the difficulty in presenting their ideas are common causes presented by students and have prevented the writing of a good text.

Therefore, working with this textual typology in the classroom routine becomes relevant, and the support of the teacher by directly helping students in understanding and training this test is essential. The initial kickoff must be conducted by proving to students that reading and writing are important, inseparable processes in the construction of ideas and meaning in the written text. Garcez and Corrêa (2016, p.18) point out that "In practice, all of us Portuguese language teachers, in general, must know that the objective of teaching the language is to expand the student's competence to practice increasingly fluently. of speech and writing".

That said, it is important for the teacher to know the factors responsible for the difficulties in reading and writing, to work on this practice and to consider the variety of textual genres, whose predominant structure is argumentative, since ENEM writing requires mastery of formal writing of the Portuguese language.

In the view of Pinheiro and Cortez (2017), candidates need to prepare a text that considers this typology, as the organizers understand that this is the best solution and constitutes one of the routines experienced in the classroom. In this sense, when "entering" the research, it was possible to understand some strategies that can support the teaching of the aforementioned typology from the perspective - ENEM. That said, it was significant to highlight that the habit of reading should be the most important strategy adopted by the teacher with their students. It is through this guided practice that the student will be able to construct valid, coherent, autonomous arguments to defend the thesis produced in the text.

Therefore, it is important to promote differentiated work with reading and textual production that makes the rewriting process viable. It is also up to teachers to develop procedures that encourage this activity and make it clear that as a student, dedication is essential for the teacher to achieve his objective of training individuals capable of reading, understanding and writing.

## 5 FINAL CONSIDERATIONS

As observed in the impressions of the authors analyzed, it is urgent that schools develop teaching actions that contribute to strengthening both the reading and writing skills of students, something that is already a warning in the view of many authors in this field of knowledge, has motivated expectations and reflections in the educational context.

Students would need to read texts of different genres that circulate in society, as a result of diverse social practices, so it is essential that teaching is motivated by teaching conditions necessary to carry out this exercise.

Another observation at the end of this work is the understanding that the teaching of argumentative typology will awaken and motivate the student's critical capacity, a factor that helps in criticality in the ENEM writing.

The research objectives were met, as it was possible to understand and reflect on the influence of the ENEM Writing test on the methodological practices of Portuguese language teachers, understanding how this materializes in the teaching routine.

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Finally, we criticize the exclusive attention given to the Participant's Handbook, as this can limit the student's knowledge and learning regarding other textual typologies.

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