



Reading practices and textual production in interfaces in the school setting: promoting argumentative consistency for Writing/ENEM

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SUMMARY

The practice of reading and writing, at all stages of schooling, makes clear a fundamental reference for the enrichment of textual production of different genres and obviously as a favorable support in the development of skills for writing argumentative dissertation text, a typology required in Writing from ENEM. The test, with a certain subjective aspect, is governed by its own rules, in which some textual skills are considered regarding the standards of the written standard, the text typology, the argumentative structure, the construction of the intervention proposal, the proposed theme. It was, therefore, considering the particularities and complexity of this typology, relating to the construction of arguments and their exposure, to the school scenario, with regard to the difficulties of teaching-learning of this modality, to students with different levels of writing and argumentation, to teachers with an extensive workload and unable to develop individual and productive feedback for written work in class, which we focus on reflecting, understanding whether pedagogical strategies converge towards improving mechanisms that guide and encourage argumentative consistency for the ENEM Writing and how students experience the writing process mediated by reading. We chose qualitative research based on bibliographic documents as our methodological procedure. As theoretical support, we use: Kleiman (1995), the PCNs (1997), Coracini (2002), Marcuschi (2008), among others. The results show that work with reading and writing skills in the classroom, in promoting argumentative consistency for Writing/ENEM, is still deficient. In this sense, it is clear how necessary it is to encourage students to practice reading and writing and contribute to ensuring that the teacher's practice is effective, henceforth teaching that prioritizes reading, analysis and the production of meaningful dissertation texts, structured based on authorial and consistent argumentation.

Key words: Reading and text production; school scenario; argumentative consistency; Writing/ENEM

1. INTRODUCTION

This article aims to contribute to reflections on the practice of reading and textual production, in interfaces in the school scenario as support for arguments for the ENEM Writing test, a moment in which the student prepares to apply the skills and competencies related to reading and writing, which were developed during Basic Education.

Taking into account the end of high school and, for those who intend to continue with university studies, it is mandatory to go through a selection process to access the University. The National Secondary Education Examination – ENEM, is one of these and the student is required to write an argumentative essay text in prose, in the cultured form of the Portuguese Language, based on a theme of social relevance, when taking the Writing test of the aforementioned exam. It must contain an introduction, development, conclusion and a proposal for intervention that respects human rights. Furthermore, the text needs to relate the social, scientific, cultural or political theme, based on a sociocultural repertoire and that meets the criteria established by the aforementioned test.

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This time, arguing becomes essential for the development of good writing and reading takes on this motivating role in promoting this skill and contributes to the growth of a

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thinking and critical citizen in society.

The acts of speaking and arguing require us to have a critical vision to question, reflect, argue and, thus, talk about a given subject in a systematic way, with the aim of convincing our interlocutor about the point of view we defend. The typology of the dissertation-argumentative text, contemplated in this test, requires linguistic and socio-communicative skills from students, and, for many years, has considerably modified the work strategies of Portuguese language teachers, in teaching the processes of reading and written production.

The ENEM writing, in its proposal to produce an argumentative dissertation text, highlights that the focus of Portuguese language classes has expanded, with the aim of covering more efficiently the writing processes and argumentative techniques in order to favor in class, the promotion of competent, persuasive, critical writers.

It is worth noting that students, in addition to objective questions, need to “invest” in the production of the text proposed by ENEM, the argumentative dissertation and this, based on the exposition and defense of the writer's point of view, must persuade the reader, according to Passareli (2012, p. 48 apud TAVARES; CARDOSO, 2018) when he argues that in this type of text, “the enunciator of the text explicitly expresses his opinion or judgment, using abstract concepts for this purpose”.

When it comes to the Writing Reference Matrix/ENEM, it is necessary to know and understand the skills that guide the argumentative dissertation text prescribed by the MEC. Are they:

- I. Demonstrate mastery of the standard written language.
- II. Understand the writing proposal and apply concepts from the various different areas of knowledge, to develop the theme, within the structural limits of the dissertation-argumentative text.
- III. Select, relate, organize and interpret information, make ideas, opinions and arguments in defense of a point of view.
- IV. Demonstrate knowledge of the necessary linguistic mechanisms useful for constructing the argument.
- V. Develop a solution proposal for the problem addressed, showing respecting human values and considering sociocultural diversity (INEP, 2020, p.8).

It is worth noting that the execution of these skills has as a prior requirement the learning of reading and writing, determining factors for implementing the skills required by the argumentative dissertation. And preparing a text may not be such an easy task, because we are more accustomed to verbal language than to writing. Writing a text following the standards of a given written textual genre is not as simple as developing arguments and ideas through oral genres, exactly as a matter of habit, we find ourselves producing oral texts at all times, unlike what happens with more formal written texts.

It is important that teachers encourage students' communicative aptitude from an early age, considering the obstacles they face in constructing a cohesive and coherent argumentative essay text. For Marcuschi (2008, p.128), “[...] the dissertation-argumentative text is the most used, as it is through this practice that it is possible to analyze the student when it comes to their interpretation, opinion and organization of ideas when producing said text”. The author points out that some textuality criteria should guide the textual production process:

The concepts are cohesion, coherence, acceptability, situationality, intentionality, intertextuality. Cohesion is like a constitutive principle of the text, established through semantic resources, connectors and argumentative operators. Coherence is a relationship of meaning between statements; provides continuity of meaning in the text and the connection of the discursive topics themselves. Intentionality shows that the author's intention is a relevant factor for textuality (...). Acceptability is related to the attitude of the receiver, who may or may not understand the text. Situationality is the relationship between the text and the situation in which the text is written, and can be seen as a criterion of textual adequacy, as it is useful to guide the production of the text (MARCUSCHI, 2008, 128).

In view of this, it is understood that the textuality criteria are fundamental for the construction of the

text and in many cases, students do not clearly use the appropriate guidelines in their productions, which even denotes an implication in the process of reading and textual understanding, and can hinder the student's process of writing and rewriting.

2 READING AND WRITING: UNDERSTANDING THESE SKILLS IN THE CONTEXT OF WRITING/ ENEM

Reading and writing are essential tools for the formation of man, where social relationships are marked by language interaction and communication. Regarding reading, Coracini (2002, p.15), states that “the act of reading is seen as a discursive process in which the subjects who produce meaning are inserted - the author and the reader, both, socio-historically determined and ideologically constituted”. This denotes that reading creates an interconnection between those who read and those who write. In this sense, Kleiman (2000, p.10) agrees with this thought about reading, when he points out reading as “a social act, between two subjects, - reader and author who interact with each other, obeying socially determined objects and needs”.

According to the National Curricular Parameters, PCNs (1997) it is reading that produces the “material” for writing, that is, it shows what to write or encourages how to write. This means that it is transformed during the course of production, as authors build new cultural spaces according to social contexts.

Regarding the need to practice reading, as a source of raw material for writing, the Portuguese Language PCNs inform:

“[...] the possibility of producing effective texts has its origin in the practice of reading, a space for the construction of intertextuality and a source of modalizing references. Reading, on the one hand, provides us with raw material for writing: what to write. On the other hand, it contributes to the model building: how to write. (National Curricular Parameters” (1997.v.2.p.53).

This time, it is clear that reading is the premise for anyone who wants to develop good writing and that reading and writing are practices that complement each other, strengthen each other and the school, in turn, must expand opportunities for building good readers and writers. Therefore, the teacher must offer students a rich and varied range of readings, so that they have the opportunity to understand what to write and have means and examples of how to write, as aimed at the PCNs. In other words, the teacher must offer alternatives to bring together school knowledge – reading and the social practices in which the student is inserted.

Traditionally, the school works on written production based on a set of skills and competencies, aiming to reach a certain level that we call “writing ideal”. According to Kleiman (2007, p.4) “literacy studies start from a conception of reading and writing as discursive practices, with multiple functions and inseparable from the contexts in which they develop”.

Thus, writing at school and beyond school practices must be established, considering the contextualized experiences that really mean something in the student's life and that produce meaning in the development of their criticality.

Still on writing, Koch (2014) states that writing is a difficult task, when it involves processes of a linguistic, cognitive, pragmatic, socio-historical and cultural nature. This vision is linked to the way writing is designed, linked to the concepts of subject and language, pertinent to the organization model of the ENEM Writing test. The study also extends to these reflections, when we refer to the work carried out by teachers in classrooms, with regard to the written production of different genres.

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“When writing the ENEM, certain structural aspects are required to be respected, taking into account the compositional structure, the articulation of ideas and the organization of the argument. The participation of social actors is represented by those who produce the text and also by those who evaluates the text” (Oliveira, 216, p.107).

This means that there is a previously defined relationship regarding the structure and organization of the text, the predefined model, the social participation of those who produce it and those who evaluate it. In other words, the structural format of the ENEM writing leads us to understand that it is based on an already existing model, defined and guided by rules represented in the five competencies that serve as support for the production follow-up.

and correction, responsible for one subject who writes and another who corrects.

Thus, there is a clear need to reflect on the way in which the school, or rather, in what way, teachers and students conceive reading and writing in textual production practices, a context that highlights the great challenge for the school, which, according to (Kleiman 2008), it is the most important literacy agency. Its function is to develop innovative teaching strategies, aimed at the real needs of students, involved in a scenario of pluralities, considering the argumentative dimension in promoting the writing of texts that correspond to the ENEM Writing criteria.

With regard to language, the exam aims to assess the student's reading and writing competence, focusing on the ability to critically reflect on the different uses of language, through an objective test based on questions that assess these skills. And as for written production, it presents a Writing test in which the student is instructed to write about a certain topic, submitting to a type of written production called essay-argumentative.

The National High School Examination - ENEM, was created in 1998, with the aim of evaluating student performance at the end of high school, essential to academic life, the world of work and the exercise of citizenship, based on the Matrix of skills, especially defined for the exam. Established by Ordinance 438, of May 28, 1998, ENEM's main objectives were:

- I- provide citizens with parameters for self-evaluation, with a view to continuity of their training and their insertion into the job market;
- II- create a national reference for graduates of any of the modes-high school activities;
- III- provide subsidies for different modalities of access to education superior tion;
- IV- constitute a modality of access to professional courses tes (BRASIL, 1998, p.5).

The written textual production required in ENEM has been part of the exam since its first administration. Its objective is to discuss a topic of social relevance and since its first application, it has covered topics that require the candidate to have knowledge and positioning on a given subject. The test structure contains motivating texts of different genres and a thematic sentence that serves as support for writing.

Regarding the criteria used to correct the assessment, candidates are guided by the Participant's Handbook - ENEM Writing, "material" released by the Institute of Studies and Research Anísio Teixeira - INEP, which was published for the first time in 2012 and since then it is possible to know the test methodology and prepare to meet a specific correction purpose.

According to the Participant's Handbook - Editorial at ENEM, since the 2012 edition:

"[...] the objective of the material is to make the methodology for correcting the essay as transparent as possible, as well as what is expected of the participant, in relation to each of the skills assessed. Each year, the booklet brings, as examples, Nota Mil essays from previous years, analyzed by the team of brokers.

In this way, the presentation of the ENEM Writing test points out that, in relation to the assessment carried out through skills, we observed a correction process based on previously established criteria, according to a traditional conception of teaching writing as a result and not as a process of autonomous learning. This time, it is observed that there is a methodology that deals with the frequent routing of a limited practice between the one who produces and the one who reads; the one who will be right or wrong and the one who will consider the right/error.

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Based on these proofs, we arranged our study in order to observe the content read, the reflections of the authors researched, leading us in this sense, to understand the conceptions of reading, text and writing and their relationship with the argumentative dissertation text, a genre proposed for the ENEM Editorial Team.

3 METHODOLOGY

The methodology used in this study used bibliographic research mechanisms.

theory was defined based on reading the work of authors who are references in the area, such as Kleiman (1995), the PCNs (1997), Coracini (2002), Marcuschi (2008), in addition to the Participant's Booklet (2019), among others. theoretical support. According to Lakatos and Marconi, this relevant research "covers all bibliography already made public in relation to the topic of study, from separate publications, newsletters, newspapers, magazines, research books, monographs, theses, cartographic material, etc., to the means of oral communication and visual" (LAKATOS and MARCONI, 2002, p. 70).

In view of the above, the methodological procedures also include reflections by the author with the aim of deepening learning on the topic, finding out about the opinions of scholars, getting to know different theories and practices of everyday teaching, learning about experiences regarding the difficulties encountered in the process of teaching and learning, understanding the challenges faced in the experience of reading and writing, which thus involves students with certain skills and teachers with their methodologies in conducting work with these skills.

4 RESULTS AND DISCUSSION

The excerpts of the theme presented were constructed, based on the objectives of the article, based on the researcher's records and notes, with the aim of reflecting on the details included in the content of the authors' "reports" and other "materials" read.

The act of writing involves reading, understanding and interpreting a text. In view of this, reading and writing, understanding and explanation go together; complement each other and are therefore inseparable. Without efficient reading, a good text cannot be written. According to Freire (1989), reading "[...] always implies critical perception, together with the interpretation and re-writing of what has been read" (FREIRE, 1989, p.14). Reading allows the student to acquire knowledge, exercise criticality, enrich vocabulary, improve written production. Hence the relevance of highlighting the role of reading in text production, since, with the practice of this skill, competent readers and consequently good writers are formed.

Therefore, this discussion highlights the need for the teacher to always be the professional who encourages, guides, accompanies, talks, reads, writes, and works with the student. During the study, we saw that the strategies of the Writing classes took place with a certain slowness, and that the teaching material available was not able to adequately serve students who were at different levels of argumentation and writing. It is therefore essential to teach methodologies capable of expanding students' socio-cultural repertoire, so that they can apply it effectively in a cohesive and coherent text.

Having said that, investigations were added to other articles, to find out what was being done by other professionals in the same area, as we believe that if the teacher is attentive to the issues that surround him, to interdisciplinary content, the work with reading and production text could be better developed.

5 CONCLUSION

From this research, after reading and reflecting on the "content" read in the articles that supported the aforementioned work, it was found that students need much more than knowledge about the particularities of writing; they need to have literacy about different genres. This work highlights the interaction of reading and writing skills in supporting the argumentative dissertation text, a typology required by the ENEM writing.

Reflecting on the way students and teachers conceive reading and writing in textual production practices, highlighted the great challenge that school institutions face today, a context that instigates the search for improvement, training, rewriting, the final text .

We know that guiding written production is not easy. We are aware of the various difficulties faced by Portuguese language teachers, those immediately responsible for commanding this practice, and how the student body is varied and heterogeneous. Our research sought to reflect on "teaching and student experiences", read in previous scientific research, understanding that work of this nature is done on a daily basis, based on different strategies that are used, discarded, expanded, remade, improved, in a way that best suits the reality of the class, in light of the pedagogical objectives, and that the focus is on student learning.

Another important aspect to consider, from reading projects that contained "reports" of experience on the topic, concerns the justifications of teachers and students, when they point out that the proof of



Writing presents a medium degree of difficulty and the factors responsible for low performance.

In this context, we observe that competencies serve as an evaluation parameter for the text, as they also act as guidelines for its construction. This time, when we come across the main difficulties in applying these skills, we come to the opinion that, in addition to the precariousness of teaching the production of dissertation-argumentative texts in our schools, the lack of students' reading and writing habits also contributes to the DIFFICULTIES when producing the text.

It is important that the exercise of these skills be worked on constantly and together, just as it is interesting to insist on the fact that students need to know the five skills required by the exam, so that they feel able to produce an excellent dissertation-argumentative text.

Reading is INTERPRETING a perception under the influences of a certain context LEADING the individual to a PARTICULAR understanding of reality. The ENEM Editorial Team, "owner" of a protagonist evaluation status in the exam classification process, influences the possibility of raising the grade in the final average, a context in which it leads us to reflect on the importance of constructing a well-prepared text, considering the pedagogical strategies used in the writing process.

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