

# ENEM essay: articulation between the characteristics of the textual genre and the competencies required by the ENEM's Reference Matrix<sup>1</sup>

*Carla Aparecida Nunes de Souza<sup>2</sup>*

*Marilúcia dos Santos Domingos<sup>3</sup>*

## RESUMO

Este artigo tem como objetivo investigar quais as maiores dificuldades apresentadas em redações do ENEM produzidas por alunos do último ano do Ensino Médio, participantes da implementação de uma sequência didática de gêneros. Dificuldades no que se refere à planificação dos elementos característicos do referido gênero, bem como em relação à configuração prescrita pelo ENEM à redação. Para tanto, nos respaldamos no quadro de características do gênero, de Striquer e Souza (2023), e nos documentos orientadores do ENEM, como a Cartilha do participante (BRASIL, 2022). Os resultados demonstram que os maiores problemas identificados nos textos foi em relação a fazer progredir o ponto de vista sobre a temática, elaborar e articular argumentos em defesa do posicionamento exposto e fragilidade também para a construção de proposta de intervenção na estruturação estabelecida pelo ENEM.

**PALAVRAS-CHAVE:** Redação do ENEM. Matriz de Referência do ENEM. Sequência didática de gêneros.

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<sup>1</sup> English version by Marilice Zavagli Marson, PhD in Language Studies from the State University of Londrina (UEL). E-mail: [marilicemarson@gmail.com](mailto:marilicemarson@gmail.com).

<sup>2</sup> MA in Teaching, Department of Education of the State of Parana, Andira, Parana, Brazil. Orcid: <https://orcid.org/0000-0001-5271-6340>. E-mail: [carlaapnunes@yahoo.com.br](mailto:carlaapnunes@yahoo.com.br).

<sup>3</sup> PhD in Language Studies, State University of Northern Parana (UENP), Cornelio Procopio, Parana, Brazil. Orcid: <https://orcid.org/0000-0001-7511-3921>. E-mail: [marilucia@uenp.edu.br](mailto:marilucia@uenp.edu.br).

*ENEM essay: articulation between the characteristics of the textual genre and the competencies required by the ENEM's Reference Matrix*

#### **ABSTRACT**

The aim of this article is to investigate the main difficulties encountered in ENEM essays produced by students in their final year of high school who took part in the implementation of a didactic sequence of genres. In addition, difficulties in planning the characteristic elements of this genre, as well as in relation to the configuration prescribed by ENEM for the essay. To do this, we used Striquer and Souza's (2023) framework of genre characteristics and ENEM's guiding documents, such as the *Cartilha do participante* (BRASIL, 2022). The results show that the biggest problems identified in the texts were in relation to advancing the point of view on the subject, elaborating and articulating arguments in defense of the position put forward and also weaknesses in the construction of an intervention proposal in the structure established by ENEM.

**KEYWORDS:** ENEM essay. ENEM's Reference Matrix. Didactic sequence of genres.

*ENEM escritura: articulación entre las características del género textual y las competencias requeridas por la Matriz de Referencia*

#### **RESUMEN**

Este artículo tiene como objetivo investigar cuáles son las mayores dificultades presentadas en las composiciones ENEM producidas por estudiantes del último año de la secundaria, participantes en la implementación de una secuencia didáctica de géneros. Dificultades por lo que toca a la planificación de los elementos característicos del referido género, así como en relación a la configuración prescrita por el ENEM para la escritura. Para ello, nos apoyamos en las características del género, de Striquer y Souza (2023), y en los documentos rectores de la ENEM, como el Manual del Participante (BRASIL, 2022). Los resultados muestran que los mayores problemas identificados en los textos fueron en relación al avance del punto de vista sobre el tema, elaborar y articular argumentos en

defensa de la posición expuesta y fragilidad también para la construcción de una propuesta de intervención en la estructuración establecida por ENEM .

**PALABRAS CLAVE:** Redacción ENEM. Matriz de Referencia ENEM. Secuencia didáctica de géneros.

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## Introduction

In our research and teaching work, especially with a focus on the final years of high school, we have seen the difficulties and questions that many students have when it comes to producing the text requested as an essay for the High School National Exam (ENEM as the acronym in Portuguese for *Exame Nacional do Ensino Médio*), which the exam calls a dissertative-argumentative text. These difficulties and questions are also present in the results of surveys published by the National Institute for Educational Studies and Research (INEP), a federal agency linked to the Ministry of Education (MEC). For example, in the ENEM of 2021, out of the 2,378,379 candidates who took the tests on the first day, only 22 managed to achieve the maximum score for the essay - 1000 points; 84,582 participants scored zero in that edition. And when we look at the participants from the state of Parana, there were no candidates who achieved the maximum score in the exam occurred in 2021. We are also struck by the fact that the number of participants who obtained the maximum score in the essay has been falling since 2013.

Those data lead us to reflect on the reasons why students have low performance in this type of textual production and how to help reverse this situation. Therefore, we designed and implemented a didactic sequence of genres (SDG as the acronym in Portuguese for *Sequência Didática de Gêneros*), aimed at teaching ENEM essays, in a classroom in the final year of high school, in a public school in the state of Parana, and from this we carried out a series of studies.

As a follow-up to this larger study, this article aims to investigate the greatest difficulties presented in ENEM essays produced by student-participants, in terms of planning the characteristic elements of this genre, as well as in relation to the configuration prescribed by ENEM for essays. For this purpose, we used Striquer and Souza's (2023) framework of genre characteristics and ENEM's guiding documents, such as the *Cartilha do participante* (BRASIL, 2022).

### **The characteristic elements of the ENEM essay**

Based on the principles of Sociodiscursive Interactionism (SID) and guided by the procedures for analyzing texts developed by Bronckart (2009, p. 39), Striquer and Souza (2023) present a theoretical model of the ENEM essay, i.e. a description of the sociocommunicative, discursive and linguistic-discursive elements that make up this textual genre.

The premise of SID is that all individuals, when participating and interacting in society, do so through language, materialized in texts, both oral and written. And due to the countless communicative situations in which the text can be inserted, there are several types of texts, known as "textual genres" (BRONCKART, 2009, p. 35). The definition of genres originates from the concept of discourse genres developed by Bakhtin's Circle and is based on the sociological perspective for the study of language:

1) the forms and types of verbal interaction in connection with the concrete conditions in which it takes place; 2) the forms of different utterances, of isolated speech acts, in strict connection with the interaction of which they are the elements, that is, the categories of speech acts in life and in ideological creation that lend themselves to determination by verbal interaction; 3) from there, examination of the forms of language in their usual linguistic interpretation (BAKHTIN, 2016, p. 129, our translation).

In this sense, Bronckart (2009) argues that in order to analyze a text, one must first consider the social sphere in which the genre under study participates, the social practice of language manifested by it and the phenomena that constitute it; the author's intentionality and the specificities that surround it; and the forms that the genre takes, which according to Bakhtin (2016) are: thematic content, compositional construction and style. These three elements are referred to by Dolz and Schneuwly (2004, p. 44) as:

- 1) the contents that are (become) sayable through it; 2) the particular (communicative) structure of the texts belonging to the genre; 3) the specific configurations of the units of language, which are above all traces of the enunciator's enunciative position, and the particular sets of textual sequences and discursive types that form its structure.

Following those precepts, Striquer and Souza (2023) analyzed a set of ENEM essay samples and identified their characteristics, which we transcribe below, since they are a category for analyzing the essays produced by the student-participants in our research:

**TABLE 1:** Summary of the characteristic elements of the ENEM essay

<b>Production conditions</b>	
Field/social sphere	Essay belongs to the school/academic sphere.
Social practice	The essay expresses the action of giving an opinion on a topic, this is its social function; as well as being a tool for access to public universities and also for selecting individuals to participate in scholarship programs funded by the federal government, destined for private higher education institutions.
Thematic content	The subject matter addresses social, philosophical, scientific and cultural issues that generate controversial opinions. The author of the essay must present a text based on his or her assessment of the topic (personal point of view).
Physical/social emitters	The author of the essay is a candidate for a place in public universities or social programs. To assume this social role is to follow the prescriptions laid down by ENEM.

Physical/social receiver	The essay is assessed by a panel made up of two professionals with a degree in Literature, who score the text from 0 to 1000 points.
Place of production	The test is held at venues required by the body responsible for the exam.
Moment of production	The candidate has 5 hours and 30 minutes to write the essay and also the tests in the areas of languages, codes and their technologies and human sciences and their technologies.
<b>Discursive elements</b>	
General plan	The first paragraph(s) of the essay is the moment when the author sets out his or her point of view on the topic (the valuation of the thematic content); the middle paragraph(s): elaborates and articulates arguments in favor of his or her position; the final paragraph(s) is the moment when the proposal for intervention is presented. This structure reflects the social role that the candidate must assume and take a position on a controversial topic, argue about it and propose improvements, as well as the essence of a genre that is opinionated.
Types of speech	The construction of impersonal discourse is predominant, although an interactive discourse is established.
Type of sequence	The argumentative sequence predominates, which also reflects the essence of an opinionated genre.
<b>Linguistic-discursive elements</b>	
Textualization mechanisms	Use of: conjunctions in the organization of the argumentative sequence, as well as the general plan; verbs in the present tense, especially in the introductory paragraphs, but use of the past tense when presenting historical aspects to support the point of view and/or arguments; occurrence of temporal and spatial dictionaries in discursive-contextual relations and in the insertion of interlocutors.
Enunciative mechanisms	Use of the author's voice, with the use of the impersonal: the social voice, in the presence of voices from other areas of knowledge.

**Source:** Striquer e Souza (2023, p. 16-17).

Once we knew this set of characteristics, we chose which ones to transform into teaching content in our SDG, described in the Introduction to this article, thus making them categories for analyzing the texts produced by the participants, namely: (1) thematic content - for this investigation, the guiding questions are: does the essay manifest the social practice of discussing a theme?

Does it address the prescribed topic? Does it clearly and articulately present the author's assessment of the topic? (2) Point of view, issues: is the essay organized in a way that is appropriate to the general plan characteristic of the genre? (3) Arguments: does the candidate assume his/her social role in the interaction and is this planned in the essay? Does it adequately organize the general plan characteristic of the genre? Does he/she defend his/her position according to the argumentative sequence? (4) Intervention proposal: does the candidate assume his/her social role in the interaction? Does he/she adequately organize the general plan characteristic of the genre?

In conjunction with those categories, we also considered the 5 competencies prescribed in the *ENEM's Reference Matrix*, set out in *A redação no Enem 2022: cartilha do participante* (BRASIL, 2022):

**Table 2** - Criteria for evaluating essays prescribed by ENEM

Competency I	Demonstrate command of the formal written form of the Portuguese language.
Competency II	Understand the essay proposal and apply concepts from the various areas of knowledge to develop the theme, within the structural limits of the essay.
Competency III	Selecting, relating, organizing and interpreting information, facts, opinions and arguments to defend a point of view.
Competency IV	Demonstrate knowledge of the linguistic mechanisms needed to construct an argument.
Competency V	Draw up an intervention proposal for the problem addressed, respecting human rights.

**Source:** Brasil (2022, p. 5).

Clearly, the characteristics of the genre are intrinsically related to those prescribed by the Competencies, however, in a more didactic approach, we understand that the characteristics called: (1) Thematic content - relates to Competency II; in the case of: (2) Point of view, it contemplates Competency III; (3) Arguments, Competencies II, III and IV; (4) Intervention proposal, Competency V. We discuss below how these aspects materialize, or not, in our corpus.

## Analysis of the essays produced by the research participants

The SDG was implemented in the second semester of 2021, with a class of students in their final year of high school, from a public school in the state of Parana. It followed the rules of the Research Ethics Committee. The corpus consists of five ENEM essays, characterized as final production within the SDG methodology (DOLZ, NOVERRAZ, SCHNEUWLY, 2004). In other words, after taking part in a series of activities that made up the SDG modules and workshops, the students produced a copy of the genre. The participants and their texts are identified as follows: P1, P2, P3, P4 and P5. The theme proposed for the final production was "The challenge of reducing inequalities among Brazil's regions".

Firstly, considering the five productions, our finding was that all of them address the (1) thematic content in a partial way, since they show weaknesses in dealing with the "challenge of reducing", sticking to discussing the "inequalities among the regions of Brazil". As a result, this is also the case with (2) point of view; (3) arguments and (4) proposal for intervention, since, according to Bakhtin (2016), all the phenomena that make up a genre are always inseparable. However, this partiality is configured in different proportions with regard to the approach and textual planning of the five essays, which we will detail below.

More specifically, when analyzing P1's essay, the text deals with (1) thematic content in part, since in four of the five paragraphs that make up the essay the focus is on social inequality, and only in the last paragraph, when the intervention proposal is presented, does the challenge of reducing it become part of the essay.

As for (2) the author's point of view on the subject, P1 refers to the social inequality experienced by Carolina Maria de Jesus, author of the autobiographical book *Quarto de Despejo: diário de uma favelada*, stating that the situation of inequality in the 1960s is still present today. Consulting the book, we see that the protagonist was a paper picker and went through many



needs, including hunger, along with her children. Therefore, the reference is convergent with the theme and demonstrates that the student knows how to apply concepts from an area of knowledge to develop the theme, which is required by ENEM's Competency II. In addition, P1 indicates two causes for the worsening of inequality: the "lack of interest from the State" in reducing the problem and the "lack of opportunities" for those who suffer from it. However, he does not develop any defense of these issues, they are not taken up at any point throughout the text, nor is there any explanation of what these opportunities might be and for whom in concrete terms they are lacking.

To see the whole picture and prove what we have said so far, we transcribed P1's text:

### Final output of P1

In the book "Quarto de Despejo", by Carolina M. de Jesus, we follow a few years of the writer's life, and in her stories we find hunger and growing social inequality in the North Zone of São Paulo, where Carolina lived. These situations, unfortunately, are still present in our society and are of extreme concern. In addition, the lack of interest on the part of the State in reducing inequalities, together with the lack of opportunities, aggravate the situation.

According to the IBGE, the Southeast and South regions of the country have a large share of the country's Gross Domestic Product (GDP), even though it decreased from 2002 to 2011, while the other three regions are growing, but compared to the other two, they are still small. This is due to the investment that the South and Southeast regions receive, but the others do not, due to the development conditions they present, given that, according to the IBGE, they have a Human Development Index (HDI) of between 0.6 and 0.79 in some regions.

Secondly, Brazil has an unemployment rate of 14.1%, according to the IBGE, leading people to look for jobs in more developed regions, such as the Southeast. With this, the lack of investment in the regions becomes a cycle, since people want better living conditions, and go where there are them. These conditions violate two articles of the Universal Declaration of Human Rights (UDHR), which states that everyone has the right to equality and to work. In this way, inequalities among regions need to be reduced. It is therefore necessary for the Ministry of Infrastructure and the Economy, the body responsible for formulating national economic policies, to plan and invest in ways to improve, such as investments by foreign companies, basic health services and national companies in the regions. In this way, it is possible that the reduction will not just be a dream, as Carolina M. de Jesus' was for many years.

Regarding (3) arguments, P1 mentions IBGE data, published in one of the supporting texts, that some regions of the country receive more investment because they generate more "GDP" than others. So there is an exposition of data, but not an argument. In the second paragraph, there is an implicit and incipient defense/argument that it is a challenge to reduce inequality, since people go looking for jobs and living conditions in more developed regions of the country, generating little investment in places that are not. However, how those factors are linked to reducing inequality, which is the essence of the issue, is not discussed. In view of this, our classification is that P1 has partially mastered element (3) arguments, i.e. Competency III, since his/her exposition of ideas is, for the most part, stuck to the supporting texts, and therefore does not demonstrate that he/she knows how to "relate, organize and interpret information, facts, opinions and arguments in defence of a point of view" (Competency III - ENEM).

In relation to (4) intervention proposal, the essay shows weaknesses in mastering this element. The *Cartilha do participante* (BRASIL, 2022, p. 21) states that it is essential to "not only propose an intervention action, but also the social actor competent to carry it out [...] determine the means of carrying out the action and its effect or purpose, as well as include some other detail". To this end, the *Cartilha* offers some guiding questions, which we set out in the table below, together with the identification of the presence, or not, of these organizing axes of the interventionist proposal in P1's essay.

**Table 3:** The organization of the intervention proposal in P1's essay

<b>Questions suggested by the <i>Cartilha</i> for the construction of the intervention proposal</b>	<b>Excerpts that answer the questions</b>
1) What can be presented as a solution to the problem?	"[...] it is necessary for the Ministry of Infrastructure and the Economy, the body responsible for formulating national economic policies, to design and invest in ways of improving, such as investments by foreign companies, basic health services, in national companies in the regions."
2) Who should do it?	The Ministry of Infrastructure and the Economy.
3) How can this solution be made possible?	"[...] investments by foreign companies, basic health services, in national companies in the regions".
4) What effect can it achieve?	
5) What other information can be added to detail the proposal?	

**Source:** the authors.

The table shows that out of the 5 aspects that must make up the intervention proposal in order to achieve a top mark in Competency 5, P1's essay fails to meet two of them: it does not provide an effect that the proposal can achieve, nor does it add information for better detail. Furthermore, by presenting the executing agent, the Ministry of Infrastructure, as part of the Ministry of Economy, the student creates a fallacy, by the fact that those bodies have specific and different functions and responsibilities, they are not the same portfolio. Above all, it is preamble to project the reduction of inequality "with investments from outside companies", without indicating what the investments would be and what kind of companies could participate in the proposal. It is possible to interpret that the investments would be in "basic health services", which would be an aggravating fallacy, considering that just investing in health, of course, does not guarantee a solution to the problem of social inequality. Moreover, the way the syntax of the last paragraph is structured makes the meanings incoherent.

We also discussed P1's limited command of the formal written form of the language (Competency I). Examples of some problems: a) use of the verb "are" instead of "are" (as a state): "These situations, unfortunately, are still present in our society"; b) inappropriate use of punctuation in Portuguese language: "The Southeast and South regions of the country have, according to IBGE, a large share of the Gross Domestic Product (GDP), even though it decreased from 2002 to 2011, while the other three regions have shown growth, but compared to the other two, they are still small"; c) regency: "due to the conditions of"; "infringe two articles of the Universal Declaration of Human Rights (UDHR), to the one that says that".

P2's essay is configured in such a way as to show very similar results to P1's text, in terms of incomplete mastery of the characteristics investigated. Some highlights: the essay is largely tied to the supporting texts, for instance, the question of citing globalization as one of the causes of inequality - this information is part of supporting text IV; the disparity in income distribution in the country - dealt with in supporting texts II and III. Thus, with regard to: (1) thematic content and (2) point of view, P2 makes explicit the position that it is globalization that generates inequalities in Brazil and that this situation has created the challenge of reducing inequality, which is a "false truth", in the sense of propagating something that is not necessarily absolutely true. In other words, P2 makes globalization out to be the sole cause of the problem, which is a false truth. In addition, he credits Milton Santos with this statement, which is also not true, since the interviewee, in supporting text IV, when asked "What specific moment in the occupation of Brazilian territory has most accentuated social inequalities" - the answer was: "Globalization". Therefore, the question is about globalization having accentuated social inequality and not being the cause, as P2 presents in this essay. We have transcribed the text for better viewing:

### First production of P2

The phenomenon of globalization has been spreading across Brazilian territory in a disorderly fashion, as geographer Milton Santos warned, bringing inequalities to the country's regions. The challenge of reducing inequalities among Brazil's regions has therefore arisen.

Firstly, the distribution of wealth in the federal territory is unequal, with a few regions having a monopoly, such as the Southeast and South, which benefit most from the large concentration of public funds in these places. On the other hand, the North and Northeast regions are the most affected by little government activity, with a large concentration of people living in poverty and with poor social systems, such as poor educational institutions and public transport, etc. In addition, the Brazilian Institute of Geography and Statistics (IBGE) has released data showing the inequalities in the federal regions. This exposes the government's negligence, since the distribution of capital is occurring in the wrong way, with gaps in social services, such as the UBS (Basic Health Unit), leisure areas, among others.

It is therefore necessary to plan for the correct distribution of funds. As a result, the government, in conjunction with the Ministry of the Economy and the state governments, is carrying out economic projects and innovations in social systems in all units, through the equal distribution of funds. These actions benefit a large part of the population living in a state of vulnerability. Only in this way, as Milton Santos said, will globalization not have a negative effect on the country's regions.

Regarding the (3) arguments, P2 does not have the skills to elaborate and articulate this element. Having pointed out globalization as the cause of inequality in the introduction to the text and, implicitly, the same cause as a challenge for reducing it, which is explained in the paragraphs in between, these ideas are not taken up in progression in the essay. The opposite is true, i.e. new causes of inequality are pointed out, for example, poor distribution of wealth; concentration of public funds in the Southeast and South to the detriment of the North and Northeast, which are the most affected "by little government activity".

In relation to (4) the proposal for intervention, the domain is also restricted, as it presents a solution to the problem, in this case inequality: that economic projects and innovations in social systems be created, through the equal distribution of funds. However, when indicating who should carry out the solution, the student points to the government in joint action with the Ministry of Economy and the State Governments. Nevertheless, the

ministry in question and the federal states already participate, by official regulation, in what can be understood as governmental power. The idea is therefore incoherent. This is also the case when the student does not explain what economic projects are, nor what they are and what innovations in social systems are. To make the proposed solution viable, P2 indicates "the equal distribution of funds", but the concept is generic and does not meet ENEM's requirements for this part of the essay. It is not clear whether the equal distribution should be made to the different social systems, for example, SUS (Portuguese acronym for *Sistema Único de Saúde*) and others; or to the Brazilian states. In addition, P2 presents the effect of the proposed solution as a benefit for "a large part of the population that lives in a state of vulnerability", but nothing about a state of vulnerability is covered in the introduction or development of the text.

In addition, we understand that in an attempt to return to the introduction of the essay, in the last paragraph, the student states that "This is the only way, as Milton Santos said, that globalization will not have a negative effect on the country's regions". This is again a "false truth", since Milton Santos does not make this statement in the interview that forms Supporting Text IV.

It is still necessary to address the issue of mastery of the formal written modality of the language. P2 has some problems with Competency I, but at a level that can be considered adequate, i.e. it would not harm his/her grade in this area, which can be seen in the transcribed essay.

P3's essay is the most jeopardized compared to the others under analysis. The text has problems with the organization of the paragraphs; there is a lack of articulation of ideas between one paragraph and another; and inappropriate use of punctuation, factors which directly affect the construction of meaning in the text. Those aspects are covered in Competency I - ENEM.

P3's essay is transcribed below:

### Final production of P3

The challenge of reducing inequalities among Brazil's regions. The inequalities in our country are often talked about as an alarming problem that should be resolved.

In the soap opera, "ETA MUNDO BÃO", social inequality occurs because the character Mafalda was in love with Zé dos Porcos, and her mother forced her to "flirt" with Romeo, a rich man from the city.

Generally, the number of employees is higher in some areas of the country and much lower in others. One of the articles of the UDHR - Universal Declaration of Human Rights - states that everyone has the right to work; if you have a job, you automatically have a per capita income. One way of trying to reduce the inequalities among Brazil's regions is through State intervention. The higher the country's employment rate, the higher the income, so states in the North and Northeast tend to improve their income per person, which until 2019, in a survey released by the IGBGE-Brazilian Institute of Geography and Statistics, these regions had the lowest income.

The State is not always able to act quickly, sometimes it improves some of the inequalities that occur and leaves aside something very essential, such as access to basic services like electricity, water and sewage, garbage collection and levels of education, which ends up causing inequality, for example, the children of current governors and the secretary of education, with their children enrolled in the best private educational institutions and both giving the greatest support to the public education network, but then the question arises, how can you support something that even your own children do not have access to?

As can be seen in the text, P3's (2) point of view on the (1) thematic content is that inequality in Brazil is "an alarming problem that should be solved" and in order to reduce it, which is the basis of the theme, the statement is that one way of "trying" to reduce it "is State intervention". This position is linked to a proposal for intervention (4), i.e. a solution to the problem, but this is not explored in depth throughout the essay. There is no explanation or example of how the State should intervene in the problem; the student mentions that there should be more jobs in the North and Northeast regions, but says nothing about actions to make this happen; that access to basic services should improve: "electricity, water and sewage, garbage collection and schooling levels", but does not indicate how the State should act on these issues either.

In an attempt to elaborate (3) arguments, P3 aims to apply ideas/concepts from other areas of knowledge, which would fulfill the requirements of Competency II - ENEM. In the second paragraph, he/she

alludes to what happens to a soap opera character, but explicitly does not articulate the configuration of social inequality to the situation exposed, nor how to reduce it using the characters' plot as an example. Again with regard to the structuring of (4) the intervention proposal, P3 aims to argue that "One way of trying to reduce the inequalities among the regions of Brazil is for the State to intervene". However, in the last paragraph this idea is contradicted: "The State is not always able to act quickly".

Below we transcribe another essay, written by P4.

### Final production of P4

The articles on human rights show that everyone has the right to a dignified life. In order to reduce inequalities in the regions of Brazil, we need legislative bodies to create projects and laws that provide the population with a basis for development.

Inequality has been present for a long time and it is an evil that surrounds us in our daily lives; we see it in different regions of Brazil. In the movie "Cidade de Deus", we are shown the vision of a boy living in a community in Rio de Janeiro, who, at a very young age, ends up getting involved in many problems, including drug trafficking, rebelling against society. These scenarios end up being commonplace for some people, where we see children with no schooling, a lack of basic sanitation and negligence on the part of public health bodies. All of this can be changed with the collaboration of the Ministry of Health and the Ministry of Education, with forms of teaching that make students interested in what is being taught and the implementation of vaccination and awareness campaigns so that people understand how to prevent diseases.

P4's text also shows that the author has not grasped the specific characteristics that make up the genre, so he/she has difficulties with Competency I and Competency IV, in the sense that, in the relatively fixed structure of the genre, established in the *Cartilha do participante*, the proposal for intervention (4) is what closes the essay. In this case, P4 already tries to propose an intervention in the first paragraph of the text, without even having presented his/her position on the subject. This means that her point of view (2) is not clear and objective, which is what happens with the elaboration and articulation of arguments (3). Looking at the whole



picture, our interpretation is that P4 has not mastered the characteristic elements of the genre defined as the object of investigation.

The same applies to P5's essay, which is mostly composed of paraphrases of the supporting texts, as shown in the table below.

**Table 4-** Comparison between P5's essay and the supporting texts he/she paraphrases

<b>Excerpts from the supporting texts paraphrased</b>	<b>P5's final production (excerpts transcribed exactly in the order presented in P5's essay)</b>
<p>Over the last forty years, there has been a significant improvement in living conditions in Brazilian cities. [...] However, wealth inequality among Brazilian municipalities has remained strictly stable. The improvement in coverage in the South and Southeast is the first cycle of expansion for all policies. Finally, the North and Northeast regions are the last area of expansion in the provision of services. <b>(Supporting text I)</b></p>	<p>Although four decades ago the cities showed an evolution and improvement in living conditions, the inequality of wealth among the states has unfortunately remained unstable. The North and Northeast regions are areas far from the first cycle, i.e. the last area to receive service offers.</p>
<p>The IBGE released data on income in each state in 2019. The survey showed a great disparity among the different units of the federation. The Federal District, São Paulo and Rio de Janeiro appear as the places with the highest per capita household income. [...] All the states in the North and Northeast regions had lower per capita incomes than the states in the South, Southeast and Midwest regions in 2019. <b>(Supporting text III)</b></p>	<p>After the research data was released, it was concluded that the municipalities in the North and Northeast regions had low per capita income compared to the other regions, and so it can be concluded that the 16 states most affected are exactly the 16 states belonging to the North and Northeast. As a result, the units with the highest incomes are in the South, Southeast and Center-West regions.</p>
<p>What specific moment in the occupation of Brazil's territory has most significantly accentuated social inequalities? Santos-Globalization. It represents brutal changes in values [...] The new technologies are a formidable promise. Globalization is an achievable promise, and integration will be realized. <b>(Supporting text IV).</b></p>	<p>Finally, globalization has significantly affected social inequalities, representing rigorous changes in values, but the integration of new technologies is greater and more possible, meaning that integration and globalization will take place in a few years.</p>

**Source:** the authors.

## Conclusion

After implementing a SDG aimed at teaching the ENEM essay, we analyzed five final productions with students from the last year of high school. The results show that even after taking part in various and sundry activities that take four characteristics of the genre as the object of teaching, the students have partial mastery of these elements, which are directly related to the competencies prescribed by ENEM. The greatest difficulties were in giving progression to points of view on the subject, elaborating and articulating arguments and also with some weaknesses in the proposed intervention in the structure established by ENEM.

Naturally, the findings lead us to review the workshops and activities that make up the SDG, in a quantitative and qualitative way, our actions during implementation, believing that such activities can help us, as well as other teachers, to improve teaching actions that can effectively collaborate so that students can adequately participate in ENEM.

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