

FROM THEORY TO TEXTUAL PRACTICE AT HIGH SCHOOL: CHALLENGES
AND PERSPECTIVES

*DA TEORIA À PRÁTICA TEXTUAL NO ENSINO MÉDIO: DESAFIOS E
PERSPECTIVAS*

*DE LA TEORÍA A LA PRÁCTICA TEXTUAL EN LA EDUCACIÓN SECUNDARIA:
DESAFÍOS Y PERSPECTIVAS*



Glícia Juliana Leandro LEMOS¹
e-mail: gliciajllemos@gmail.com



Suzana dos Santos GOMES²
e-mail: suzanasgomes@fae.ufmg.br

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¹ Secretary of Education of Minas Gerais (SEE), Belo Horizonte – MG – Brazil. Portuguese Language and Writing Teacher at the Minas Gerais State Education Network. Master's in Education (UFMG).

² Federal University of Minas Gerais (UFMG), Belo Horizonte – MG – Brazil. Associate Professor at the School of Education, Federal University of Minas Gerais (FaE/UFMG). Post-Doctorate in Education (ULisboa - USP).

ABSTRACT: This article presents the results of a research that investigated the conception of text and textual production in High School. The study identified limitations and potentialities in students' writing through observation in the classroom, interviews, analysis of textual productions and other methodological approaches. The research used a qualitative methodology that involved bibliographic, documentary, and field research. The results revealed that pedagogical practices in textual production classes still reproduce an environment of teaching-learning with artificial and decontextualized production conditions, typical of school writing activities.

KEYWORDS: High school. Text production. Writer proficiency.

RESUMO: Este artigo apresenta os resultados de uma pesquisa que investigou a concepção de texto e produção textual no Ensino Médio. O estudo identificou limitações e potencialidades na escrita dos alunos por meio da observação em sala de aula, entrevistas, análises de produções textuais e outras abordagens metodológicas. A pesquisa utilizou uma metodologia qualitativa que envolveu pesquisa bibliográfica, documental e de campo. Os resultados revelaram que as práticas pedagógicas nas aulas de produção textual ainda reproduzem um ambiente de ensino-aprendizagem com condições de produção artificiais e descontextualizadas, típicas da atividade de redação escolar.

PALAVRAS-CHAVE: Ensino médio. Produção textual. Proficiência escritora.

RESUMEN: Este artículo presenta los resultados de una investigación que averiguó la concepción de texto y producción textual en la educación secundaria. El estudio identificó limitaciones y potencialidades en la escritura de los estudiantes a través de la observación en el aula, entrevistas, análisis de producciones textuales y otros enfoques metodológicos. La investigación utilizó una metodología cualitativa que involucró investigación bibliográfica, documental y de campo. Los resultados revelaron que las prácticas pedagógicas en las clases de producción textual todavía reproducen un ambiente de enseñanza-aprendizaje con condiciones de producción artificiales y descontextualizadas, típicas de la actividad de redacción escolar.

PALABRAS CLAVE: Secundaria. Producción del texto. Competencia en la escritura.

Introduction

Brazilian public high school is predominantly propaedeutic and organized with the main objective of being a preparatory stage for higher education or/and for the world of work. Text production, in this context, emerges as a means by which young people can express their autonomy and freedom of expression so dear to today's society. This production involves not only skills such as cohesion, coherence, mastery of the Portuguese language, knowledge and organization of ideas and information inherent to the most diverse areas of knowledge, but also the critical and reflective sense and thinking so necessary for the formation of citizenship.

To become a proficient writer, the student is challenged to produce texts/discourses in the most varied communicative situations, whether formal or not, consciously using linguistic, stylistic and argumentative mechanisms in order to establish clear and effective communication. Thus, writing in an articulate, cohesive and coherent way, with knowledge of genres and attending to the communicative specificities are basic skills to be developed by students in High School and are essential for their active participation in society and for the construction of their autonomy, facing one of the ways of using language

Language, in a social approach, is constituted in a "sharing with the other", establishing in the language an interaction process, performed in the enunciation process, the relations of meaning are thus highlighted as being of dialogic origin (BAKHTIN, 1981, 1998). Hence the relevance of working with writing in a way that creates interactions between students, their peers and their historical-social context, the activity of writing being at the same time an individual and collective exercise. From the Bakhtinian dialogical point of view, the subject and the meanings are discursively constructed in verbal interactions, in the relationship with the other, in a given sphere of human activity. The formulation of thought goes through the representation and the constitution of the consciousness of the other, and in this way "I become conscious of myself, originally, through others: from them I receive the word, the form and the tone that will serve for the original formation of the representation that I will have of myself". (BAKHTIN, 2003, p. 378, our translation). Therefore, it is considered that the place of the subject's interaction is language, thus, "the word wants to be heard, understood, answered, and once again respond to the answer, and so *ad infinitum*" (BAKHTIN, 2003, p. 334, our translation).

In this regard, the student, when entering school, already has a lexicon and mastery of colloquial language; the school, in turn, becomes a mediator between the knowledge, new for this student, the knowledge that he already has, providing the expansion of knowledge of the

language, the expansion of its lexicon and the systematization and knowledge of new linguistic structures, while moving into the world of writing. Thus, when producing texts, the student expands his forms of communication, as he can also express himself through written language, throughout Basic Education, and in this way, it is expected that the student will be able to become proficient as a writer.

According to Freire (1996a), the teacher contributes significantly to the constitution of the student's subjectivity, at every moment that reinforces the student's critical curiosity and/or presents new ways of approaching the knowable objects and their possible relationships. The student, in turn, exercises more elaborate forms of argumentative structures, as well as thought and language, understanding the world and understanding himself in it, critically discerning relationships and the multiple dimensions and hypotheses of the connections of phenomena that form reality, problematizing to learn to argue and think more elaborately. Writing proficiency enables students to have autonomy, develop the ability to create their own representations of the world, think about strategies for solving problems and learn to understand themselves as subjects. Autonomy, according to Freire (1996b), is fundamental for the construction of a democratic society and for creating conditions for social and political participation, contributing to the construction of a new society.

In this sense, the educational process in its different aspects and forms aims to train subjects who can act, express themselves and participate in social construction autonomously and with freedom. It is considered, therefore, that textual production, as a possibility of individual and collective expression, is directly associated with the principles listed in the Law of Guidelines and Bases (BRAZIL, 1996), referring to High School, such as: the consolidation and deepening the knowledge acquired in Elementary School, enabling the continuation of studies; the student's basic preparation for work and citizenship; the improvement of the student as a human person; understanding the scientific-technological foundations of productive processes, relating theory to practice (BRAZIL, 1996).

Difficulties related to writing pervade the entire High School. A considerable portion of students conclude this teaching stage without mastering and adequately producing textual genres and present in the written text problems related to cohesion, coherence and organization of arguments. It appears that there are several issues that influence the student's relationship with the knowledge of textual production, and among them are: lack of depth and discussion of textual genres, lack of didactic material with diverse and attractive genres to students, lack of preparation of some professors to streamline and elaborate the textual production classes. It is

also observed that there are few courses or programs for the specific preparation of public high school teachers with regard to textual production, often jeopardizing the way in which the professional understands the subject and its importance, sometimes having, as a result, writing classes in which the contents are “pulverized”, without adequate preparation and greater intention than simply giving grades or complying with what is in the school's curriculum planning; this has repercussions on learning and on the way students produce their texts.

In view of the above, this article explored, through documental, bibliographical and field research, the concepts attributed to textual production in High School, with the objective of generating subsidies for the improvement of the teaching-learning process of textual production in this stage of Basic Education.

Research Methodology

Qualitative research in a social-historical approach was chosen as the methodology for this study, since its principle is to understand the events investigated, describing them and looking for their probable relationships, associating the individual with the social. It is a method in which one has the opportunity to observe human problems from the perspective of their relationship with culture and as a product of social relations.

This methodological choice took into consideration aspects that are the basis of qualitative research, such as: the major concern with the meaning of the phenomena, social and cultural processes that surround social relations and phenomena, so necessary for the understanding of the object of this research. In this sense, the methodological path of the research involved, in its stages: the bibliographic, the documental, and field research. For the understanding and analysis of the literature and the documents related to the object of the research, the discourse analysis was used, a valuable instrument to infer meaning and to understand the concepts and ideas contained in the texts, since they offer the means to reflect on the structure and generation of meaning. Also, semi-structured interviews were chosen as instruments used in the third stage of the research. These procedures collaborated greatly with the investigation and analysis of the concepts, affective and evaluative aspects of the research subjects and revealed personal meanings of their attitudes, behavior and knowledge, being of great use for the research.

The field research was conducted at the Adélia Prado State School (E.E.A.P.)³, of the State Public School System of Minas Gerais (RPEE-MG), located in the East Area of Belo Horizonte, M.G, with 3rd year high school students and the Portuguese Language teacher who taught text production in the classes. The study was carried out over one school year, with text production classes being observed, as well as the activities performed by these students throughout the year. To preserve the identity of the research participants and the school investigated, fictitious names were created for the teacher and the student subjects.

Concept of text, textuality and textual production

In order to understand the conception of text, textuality and the textual production itself, semi-structured interviews and observation of the text production classes were carried out, aiming to seek the contextualized construction of the discourse, being analyzed, not as solitary speeches and disconnected from the context in which they are inserted, but as a socially shared discourse, considering that the speeches are implicated, since their meaning is linked to the social contexts of their production. Thus, the students and the teacher, when formulating their answers, emitted a discourse that does not represent only a personal point of view, because subjectivity is constructed in the social context.

The school space and the textual production in the view of the subjects

The semi-structured interviews carried out with the students, had the purpose of observing the different experiences lived by them in the school environment, their knowledge about textual production and its elements. The first relevant point was to observe and analyze the students' perception of the school where they study. For the student Ellen, school provides knowledge for adult life, as expressed in her statement,

[...] For me school is very important, it is important! Because it is there that we learn and can achieve a better future. I don't know, going to college or working, [...] today we have no chance if we don't have at least the 3rd grade. I know this, because my brother just finished and he hasn't gotten a job yet [...]" (ELLEN, 3rd YEAR, E.E.A.P).

Another student stated,

³ Adoption of fictitious names for the school, students and teacher in order to preserve the identity of the research participants.

Well, school for me is a place that I come to learn, to have experiences that we don't have at home. It is important to have school as something good in our lives. I like to always learn something new in class and from the teachers. I think our school is very nice, we have good teachers, I think this is good.!(GIOVANA, 3rd YEAR, E. E. A. P).

According to the students' statements, school is seen as the place of socialization, and because of this, the research participants repeatedly cited school as an environment where they met friends and articulated themselves beyond the walls of the school environment. According to Dayrell, Gomes, and Leão (2002), school is also a place of socialization for young people, having an influence that can conduct the dynamics of their social life, which does not exclude the experiences lived in other places, such as in the family.

Another important point in the interviews was the conception of text constructed by the participants, since several of them answered in a vague and sometimes confusing way. One of the students said:

[...] the text is [...] you know, it's what we do in class when the teacher asks us to. It is that train of arguing, with a lot of themes and things and ideas and you have to do it right and write a lot and conclude [...] not to lose marks. And do well on the tests and on Enem (PAULO, 3rd YEAR, E.E. A.P).

It was verified that other students confuse or vaguely define the concept of text, limiting it to a textual type: the dissertation. In the speech of one of them, this confusion of concepts was observed. For him,

The text has to have an introduction and an argument, with a beginning, middle and end. And also, punctuation, and have paragraphs and a conclusion, isn't that so? I have trouble writing texts, I can't put my opinion [...] (PIETRO, 3rd YEAR, E.E. A.P).

In this same sense, a slightly more elaborate conception of text was presented by another student,

Text, ah! [...] There are several types, it depends on what we want to write, but in high school we write more those who have to discuss and conclude, the dissertation. Always has activity in the production class to produce these texts [...] (JÚLIO, 3rd YEAR, E.E. A.P).

As it turns out, the conception of text presented by the students reveals a gap in the understanding of text and discourse. Based on the testimonials, it can be said that text for them is almost a training exercise, something that is practiced in school and for school, an unproductive activity, and that does not represent the social, cultural and communicative reality

of these students, it is no longer an exercise of man as a social, to represent an almost artificial activity of communication. According to Bulla e Silva (2017, p. 1987, our translation):

It is this conception of language, therefore, that underlies the teaching of school languages engaged in the formation of citizens, assuming that teaching languages (or educating in general terms, since the class event is performed by the use of language in social interactions) decontextualized and hygienist does not realize the complexity of the phenomenon itself.

Textual production activities at school are not observed by students as activities that develop around the expansion of their discursive repertoire, the construction of argumentative, critical and lexical possibilities that meet the construction of autonomy and writer proficiency. However, they observe textual production as something made for a unique purpose, that is, to get the grade, through the assessment, of the teacher and pass the Enem test. This is what is observed in the testimony of one of the students. For her textual production, most of the time, is a monotonous and repetitive exercise, and as a result, the student said,

[...] I write texts because I have to, I don't like to write! For me, writing is a very boring thing! It's always the same: the teacher gives us a bunch of texts to look at and then asks for something, what is it called? I forgot, that text that we give arguments for (dissertative argumentative text, says the interviewer), that's it! I don't like it very much, it's always a demand! Do it, because it is to get a grade in Enem! People don't even know if I'm going to take the Enem! [...] (JANE, 3rd YEAR, E.E. A.P).

In this perspective, when describing the importance of textual production, a student emphasizes the way textual production activities are performed and how students are "charged" to deliver the activities within a deadline set by the teacher. Therefore, the student points out that,

[...] the writing activities are almost always on Wednesdays. The teacher comes, gives us texts, we read them, sometimes [...] discuss about some of them, but not always. And here comes the part that I don't like so much, is that the teacher always asks for a dissertation, she always says it is important! I understand, but every week! It's very tiring and it's not just her class, it's a lot of work for us to do. But I do it, I don't skip an exercise, it is worth points and it is good to train for Enem, for the Enem exam. So, I do it, like that, but I do it! [...] (BIANCA, 3rd YEAR, E.E. A.P).

It was also verified in some statements, such as those of the students Jane and Bianca, rehearsed speeches about the importance of writing a good text and practicing writing, without any reflection on the act of writing. This posture tends to empty the meaning of this act, losing

its dialogical dimension, builder of a discursive and critical repertoire, inserted in a context, and not just a mechanical and repetitive act.

In the observation of the text production classes of the teacher Dahlia, traditional classes were observed, which were closer to a writing class, with the text configured as a ready and finished product, an exercise that began and ended in class, without there really being a reflection on the act of writing, its intentionality and its contexts. The concept of text production ended up remaining more on the ideal plane described in the course plan of the teacher in question, but which was not effective in his practice.

The students were sometimes apathetic and unmotivated with the activities proposed by the teacher, and it was common during the observations to hear comments such as: "Writing again!", "I can't stand writing anymore, I don't see the point?", or "Teacher, do we have to do it? Leave the class free, let's talk about it!" Such comments raised questions about how to develop attractive activities for these students, involving them in text production classes, giving them the opportunity to express themselves, relating to their peers and the world around them. This does not mean, however, to stop teaching the argumentative essay, but to relate it in a more contextualized way, so that students, in the exercise of writing, can understand themselves as active producers of knowledge and of their speeches, no longer writing for school, but writing in school. The act of writing needs to observe text production as a social practice; much more than a simple exercise, the production should be an instrument of interaction and insertion in the literate world that surrounds it, bringing subsidies to these students to exercise their autonomy and citizenship.

In order to understand how the teacher organizes her practice and the concepts surrounding text production, we conducted a semi-structured interview that included questions about the pedagogical practices and their effects on the students in question.

It can be said that pedagogical practice is a complex job that requires from teachers, besides academic knowledge, cultural and social knowledge that can bring them closer to their students and mobilize them toward knowledge. In this context, knowing the professional experience of the participating teacher was important to understand who this professional is and what references she uses in her pedagogical practice. Linked to this, it was also important to identify her vision of school, as well as to understand how she perceives her students, in order to understand how relationships are built with them and with her workplace. And, finally, it was considered of utmost relevance to understand what your references are for teaching text production. In this sense, the interview made it possible to analyze and better understand the

teacher's pedagogical choices and practices throughout the students' teaching-learning process. The first point observed in the interview with the teacher was her relationship with the school where she works. On this aspect, Dahlia said:

I have been working at this school for about 5 years, [...] I really like the school's philosophy, we are free to do projects. I always do projects during the Education for Life Week, a week that happens in November, and we organize several activities outside the classroom and with the participation of other subjects. I like to be able to organize my classes and the way they are organized with more freedom. And the school management gives me this freedom, of course within the required content. [...]! (TEACHER. DAHLIA, PORTUGUESE LANGUAGE, E.E.A.P).

The importance of autonomy in the teaching work was sometimes emphasized by the teacher, who pointed out that this provides a more pleasant environment for professionals to work in. Another interesting point in the interview was how she observed the students, as well as her relationship with them.,

We have many nice students, who do everything and don't disturb the class, but we have some who are more complicated, who want nothing to do with anything! They don't want to do the activities, they don't respect our authority, and they want to talk all the time. Sometimes I lose my patience; the teacher's job is hard enough, and then there are some that don't cooperate [...] (TEACHER. DAHLIA, PORTUGUESE LANGUAGE, E.E.A.P).

This example shows that the lack of dialogue and understanding is one of the problems that interfere in the teacher/student relationship. In many cases, the student is considered bad and seen as the one who does not fully fit into the school rules. A certain tendency was observed in the school to standardize the students' behavior. This posture sometimes hinders a healthy relationship between teacher and students and can, in a way, negatively influence student learning. According to Charlot (2013), young people want their interests to be considered at school, so it is necessary that this institution establishes a dialogue between academic and curricular interests, youth and their interests, reinforcing a meaningful learning.

In this way, when the teacher understands the dialogue dimension as a necessary posture in his classes, students will be mobilized to get involved in school activities and, consequently, they will learn much more. In this perspective, the teacher is not a transmitter of knowledge, but is seen as a mediator, able to articulate the student's experiences and life experiences with the school knowledge, leading them to reflect about their surroundings, assuming a more humanized role in his pedagogical practice. For Vygotsky (1991), social interaction and mediation are relevant points in the teaching-learning process, since they are related to the

constitution and development process of young people as subjects. Thus, the teacher's role is important, as he/she acts as a mediator for the student's learning. For Caiado, Fontes and Barros (2021, p. 2688, our translation):

The new competencies will require the training of teachers with the profile of mediators, who know how to guide rather than to do, how to listen rather than to talk, how to keep quiet rather than to teach, who are concerned with solving real and concrete problems, prepared to rethink times, spaces, curricula, political and pedagogical projects, redefining concepts and actions, including teaching practice and the understanding of ICT, implementing changes, which challenges higher education institutions in the training of these professionals.

In view of the above, there are several questions that permeate the pedagogical teaching practices developed in order to better understand this pedagogical space that becomes the classroom.

The second moment of the interview was focused on the concepts related to their pedagogical practice. And, in relation to the text production classes, the teacher stated:

I think it is fundamental for the student to know how to express himself clearly and accurately. Text production is important for the student's development, so that he can write what he thinks and feels. I think that the school, in general, gives little space for the student to express himself. I, for example, always leave room in my classes for the student to read his dissertation and to bring his arguments and discuss them in class. Of course, time is short, I have to divide the classes with other demands within the discipline [...]. In High School we have to prepare our students for the Enem, and there is a certain pressure for that! And then we have to get by, and sometimes the classes become heavier [...]. (TEACHER. DAHLIA, PORTUGUESE LANGUAGE, E.E.A.P).

As we can see, the teacher's statement reveals the concern of many teachers about the challenges to be faced so that their students become proficient in writing, however, this proficiency is sometimes confused with writing a good essay, getting a good grade on Enem or being able to "pass all the content established by the National Curriculum Guidelines for High School", neglecting the specificities of each context or even of each student, aiming for a standardization that does not benefit and does not embrace the differences and difficulties of students (BRAZIL, 2000, 2006).

On this issue, the National Curricular Parameters of Portuguese Language for High School - PCNs (BRAZIL, 2000), state that the student's linguistic competence is developed in the interrelation between use/reflection/use, based on the analysis and reflection of the language based on texts. According to Moita (1996, p. 181-182, our translation), it is fundamental that,

[...] work with a model of language in use that considers aspects of its social nature, since [...] what the teacher wants is that the student learns to engage and involve others in discursive practices, both in written (literary and non-literary) and oral modality, in order to participate in the social construction of meaning [...].

Consistent with this perspective, it was considered relevant to know about the organization of text production classes, and the teacher described how she proceeds in her pedagogical practice. Thus, according to the teacher,

In alternate classes I always bring a motivational text for us to read and then produce a text. I bring everything beautifully, on separate sheets of paper, with a correction grid. I got the sheet with the correction grid from a school. They were going to throw it away and I got it; it helps the kids understand what an Enem composition sheet looks like. [...]. In the 3rd grade I always focus on essays, I think it is more productive for the students. Whenever possible, I evaluate the essays and give points within the bimester, so there is some pressure, because they have to do it during class time. I know that it is still too little, but I try to help them get a good grade on the Enem. I know that many won't even take the exam, because they have to work, but we try to give them a little help to have a better future. (TEACHER. DAHLIA, PORTUGUESE LANGUAGE, E.E.A.P).

It was verified, based on this statement, that the practices performed by the teacher are focused on the teaching of the dissertative textual type, emphasizing, in her speech, the importance of the National High School Exam (Enem) in everyday school life. The Enem, today, is considered the most important external evaluation policy of the government, since besides acting as a quality parameter for high school, it is the main form of access to public higher education and to scholarship programs for private institutions. However, this teaching procedure can contribute to the student's knowledge limitation regarding the production of texts of the most varied genres, as well as the promotion of writing proficiency.

Class observation and textual production

The observation of text production classes was one of the procedures used in this study. It was considered an important instrument to understand, in practice, how the teacher participating in the research interacted with the students, what didactic materials were used, and how her pedagogical practices related to text production were. In this sense, five text production classes were recorded at irregular intervals. These observations were relevant as a support to apprehend the complexity of a text production class.

It was found that the teacher used the following supports: the textbook, schemes and explanations transcribed on the blackboard, and loose sheets with activities and additional explanations about concepts related to text production.

The textbook called *Português: Contexto, interlocução e sentido* publicado by Editora Moderna was adopted by it as the main pedagogical support. At the time of the research, it was organized in three parts: the first consisted of a specific part, dedicated to literature; another part was dedicated to grammar and, finally, a third part was dedicated to text production. The units dedicated to textual production had, at the beginning of the chapter, a theoretical explanation about the genre or textual type that would be discussed in the teaching unit. Each teaching unit was composed of, besides the theoretical explanation, examples of the genres or textual types in question and text production activities, limited to one or two productions per study unit. It was also observed in the monitored classes that, although there were other textual types besides the argumentative dissertation in the units of the book, the teacher used only the activities that contained the dissertation genre.

It was observed that the students' statements, during the observation of the classes, were marked by a certain demotivation, due to the fact that they almost always produce the same type of text. Comments such as: "Teacher, writing texts again [...]" "To do this text, we didn't do one last week. Why else?", "Ah, no, teacher! Let's do something different? Sometimes, recurrent textual productions of the same text type were interpreted by the students as a monotonous exercise without innovations, which caused, in part of the students, a certain apathy in the text production classes.

The didactic approach taken in the classes was, sometimes, reductionist and did not embrace the complexity of social reactions and the importance that textual types have in communicative relations. The classes were divided into parts: first the directions were given, with an oral presentation by the teacher, then activity sheets or pages from the book were distributed. Then the instructions were read to the students for the production of their productions, all argumentative essays, and soon after, it was time for the students to write. Usually, they didn't finish the productions in class, being handed in the next class. This dynamic was repeated throughout the observation.

Given this scenario, it is important to emphasize that one of the prerogatives of Basic Education is to train critical and autonomous citizens, and for this training to be complete, students need to have contact with various genres and textual types and know how to use them according to each communicative situation, whether oral or written, in an articulate and

consistent manner with the communicative situation in which they find themselves. On this issue, Marcuschi (2005, p. 29, our translation) states that "[...] textual genres operate, in certain contexts, as forms of discursive legitimation, since they are situated in a socio-historical relationship with production sources that give them support far beyond individual justification". According to Pinheiro, Pantoja and Salmito (2017, p. 790, our translation):

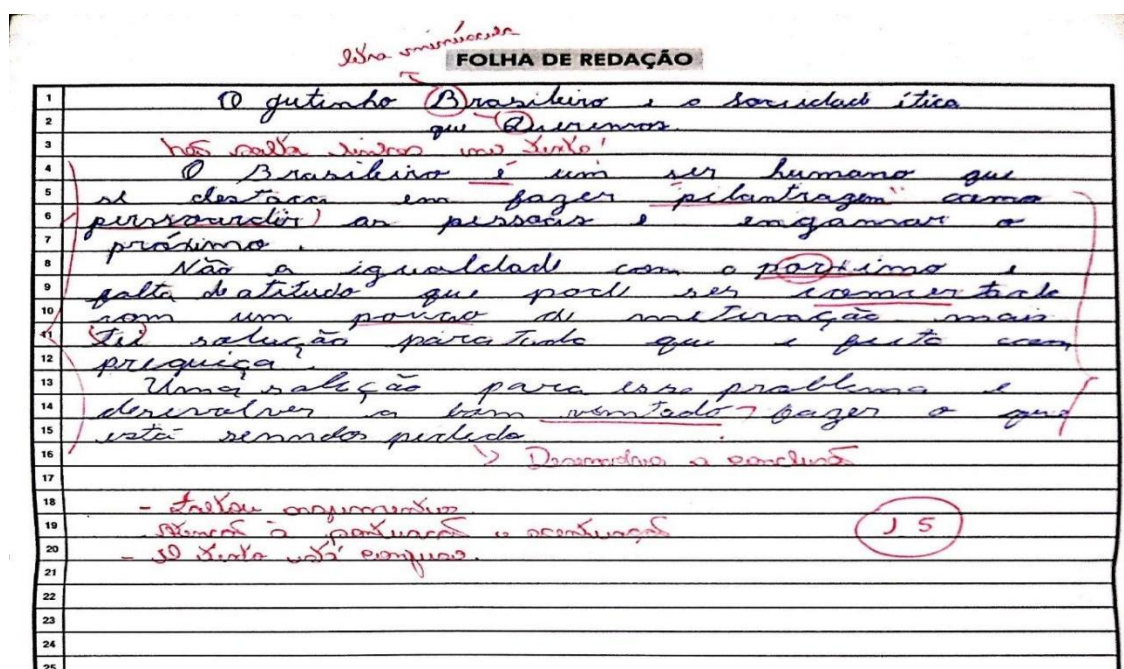
[...] it is necessary that professionals are trained and updated in relation to several topics that were not seen during their academic life; there must be an adequate planning period, so that one can select what is coherent or not and that more educational resources are offered in schools, so that teaching can be more dynamic and pleasurable, enabling meaningful learning.

During the observations of the text production classes, there were several moments in which students produced texts. For analysis in this study, the activity performed by students on one day of observation was chosen. From the set of activities applied, two texts produced by the students participating in the research were chosen. This choice was made according to the following criteria: a text with many structural and grammatical problems and one that presented a good structure and few grammatical inadequacies. The textual productions were corrected and evaluated by the teacher Dahlia, and there were no interventions or changes in the correction. We observed elements of textuality, cohesion, and coherence in the essays, checking the demands of the students regarding the formal aspects of the language, as well as the processes of elaboration of ideas and arguments that require reasoning and reflection by the student.

The analysis had as its main objective to observe the skills and competences consolidated by the students, as well as their possible difficulties and successes, contributing to understand how the practice of text production is done at school. The text production activity proposed by the teacher was composed of motivational texts and a proposal of an argumentative-dissertative text whose theme was: "The Brazilian jeitinho and the ethical society we want. In the exercise commands, the teacher asked the students to write an argumentative dissertation in standard Portuguese.

It was observed in the first text analyzed, deviations from the standard cultic norm, as well as a lack of organization and argumentative articulation.

Figure 1 – Textual Production Pietro, 3rd Year, E.E.A.P.



Source: Research data (2018)

Table 1 – Transcription of the writing sheet contained in figure 1

Writing sheet	
1	O Jeitinho Brasileiro e a sociedade ética (Non-capital letter)
2	que Queremos
3	(Não saltar linhas no texto!)
4	O Brasileiro é um ser humano que
5	se destaca em fazer "pilantragem" como
6	persoaridiz as pessoas e enganar o
7	próximo.
8	Não a igualdade e
9	falta de atitude que pode ser concertado
10	com um poucou de metinção mais
11	tei solução para tanto que e feito com
12	preguiça.
13	Uma solução para esse problema e
14	desevolver a bom vontade fazer o que
15	Está senndo pedido.
16	(Desenvolva a conclusão)
17	
18	- Faltou argumentar.
19	- Atenção à pontuação.
20	- O texto está confuso.
21	

Source: Research data (2018)

As can be seen, the analysis showed that the writing presents several problems that are not restricted to the standard structure of a dissertation (introduction, development and conclusion), but also involve spelling, accentuation and verbal agreement mistakes, and

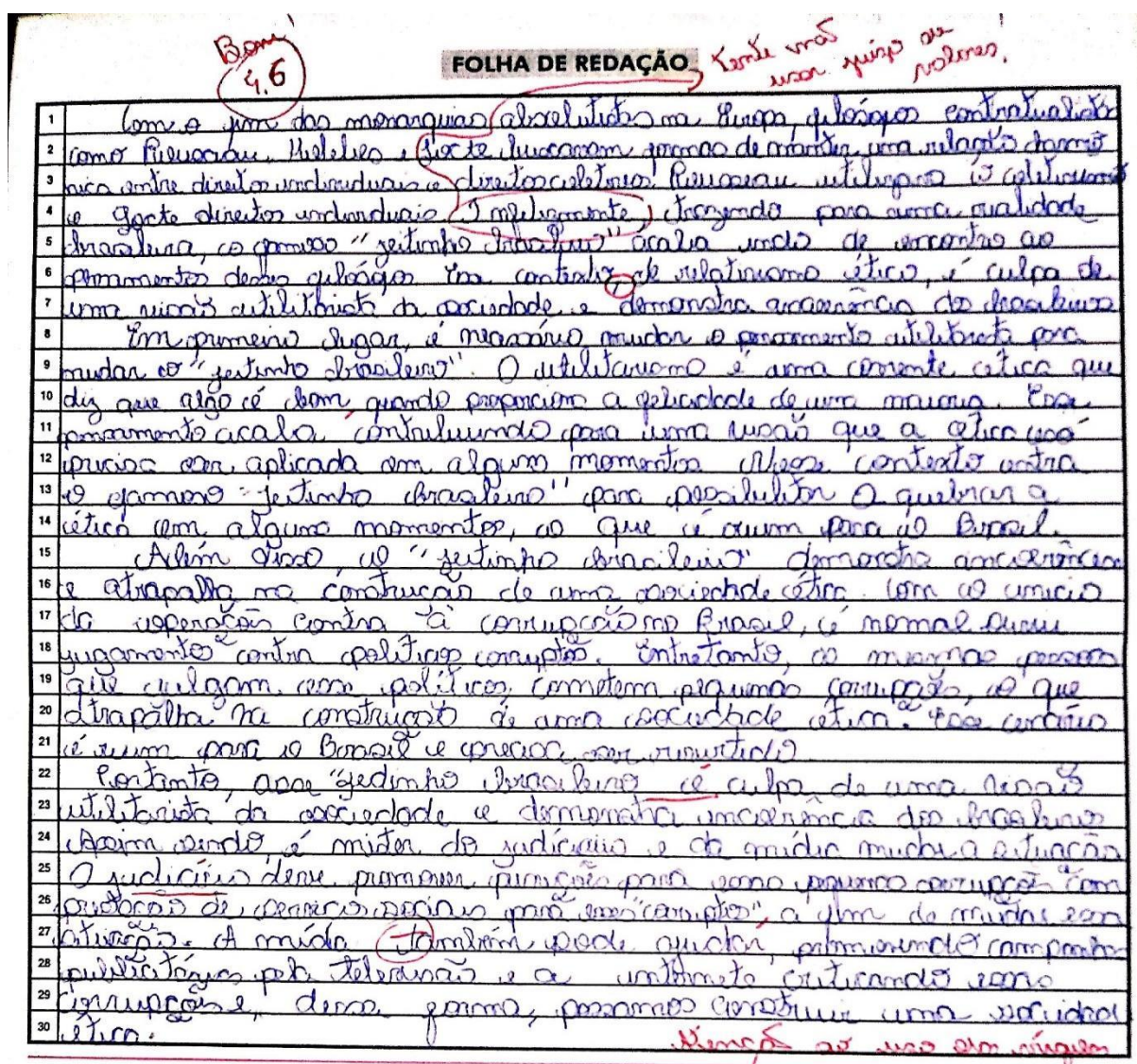
furthermore, it was observed that the student had problems in the development and articulation of his arguments. In addition, the student had problems in the development and articulation of his arguments. The title "O jeitinho brasileiro e a sociedade ética que queremos" does not present any innovation, since it is a copy of the theme of the essay. Moreover, the student was not able to establish the main thread for the elaboration of an original thesis. It was also identified, in the text produced, some problems related to the use of capital letters, being placed at the beginning of common nouns.

It can be stated that the argumentation was carried out in a predictable way, without variety of arguments and with low informativeness. Thus, the student presented a discursive repertoire considered insufficient and based on common sense, arguing that all problems of ethics and morality have their origin in the myth that Brazilians are lazy people. There was no proper development of the only argument presented, and, in view of this, the reader cannot understand, although there was an embryonic explanation, the relationship between the argument presented in paragraph 2 and the thesis presented in the introduction.

Based on this version, one can affirm the existence of the student's difficulties in consolidating skills and competencies that are worked on in pedagogical practice, that is, learned by the students in Elementary School, among them, argumentation, the logical articulation of ideas in a text, the basic rules of accentuation and punctuation.

The second text analyzed identified a more complex textual organization and few grammatical inadequacies.

Figure 2 – Textual Production by student Lúcio, 3rd year, E.E.A.P.



INSTRUÇÕES
1 Transcreva a sua redação com caneta esferográfica de tinta preta, fabricada em material transparente

Source: Research data (2018)

Table 2 – Transcription of Lúcio's writing sheet, 3rd year, E.E.A.P. Contained in figure 2

Writing sheet	
1	Com o fim das monarquias absolutistas na Europa, filósofos contratualistas
2	como Rousseau, Hobbes e Locke buscavam formas de manter uma relação harmo-
3	nica entre direitos individuais e direitos coletivos Rousseau utilizava o coletivismo
4	e Locke direitos individuais. Infelizmente ¹ , trazendo para uma realidade
5	brasileira, o famoso "jeitinho brasileiro" acaba indo de encontro ao
6	pensamentos desses filósofos. Esse contexto, de relativismo ético, é culpa de
7	uma visão utilitarista da sociedade e demonstra a incoerência dos brasileiros
8	Em primeiro lugar, é necessário mudar o pensamento utilitarista para
9	mudar o "jeitinho brasileiro". O utilitarismo é uma corrente ética que
10	diz que algo é bom, quando proporciona a felicidade de uma maioria. Esse
11	pensamento acaba contribuindo para uma visão que a ética essa
12	precisa ser aplicada em alguns momentos. Nesse contexto entra
13	o famoso "jeitinho brasileiro" para possibilitar o quebrar a

14	ética em alguns momentos, o que é ruim para o Brasil.
15	Além disso, o “jeitinho brasileiro” demonstra incoerência
16	e atrapalha na construção de uma sociedade ética. Com o início
17	da operação contra a corrupção no Brasil, é normal ouvir
18	juízos contra políticos corruptos. Entretanto, as mesmas pessoas
19	que julgavam esse político, cometem pequenas corrupções, o que
20	atrapalha na construção de uma sociedade ética. Esse cenário
21	é ruim para o Brasil e precisa ser revertido.
22	Portanto, esse “jeitinho brasileiro” é culpa de uma visão
23	utilitarista de sociedade e demonstra incoerência dos brasileiros.
24	Assim sendo, é mister do judiciário e da mídia mudar a situação.
25	O judiciário o deve promover punições para essas pequenas corrupções com
26	prestação de serviços sociais para esses “corruptos”, a fim de mudar essa
27	situações. A mídia também pode ajudar, promovendo campanhas
28	publicitárias pela televisão e a internet criticando essas
29	corrupções e, dessa forma, possamos construir uma sociedade
30	ética. (Atenção ao uso das vírgulas)

Source: Research data (2018)

It was observed in this text, a good level of argumentation, few spelling and accent inadequacies, as well as the correct use of elements of cohesion and coherence resumed. In the 1st paragraph, for the presentation of the thesis, there is an attempt at contextualization, for which the student cites thinkers and their philosophical currents to delimit the concepts used in his text. The student demonstrates, by citing references that go beyond the motivational texts, interdisciplinary knowledge, as well as an ability to relate the given theme to knowledge acquired during his education. Even with the mismatches in the elaboration and articulation of ideas, the paragraph fulfills its role as introduction and presents the thesis that will be developed throughout the text.

The arguments that support this thesis are presented. In paragraph 2, the student presents an argument that is based on the definition of the concept of utilitarianism, which, according to him, is “[...] an ethical current that says that something is good when it provides the happiness of a majority.” (LINES 9, 10). Such definition serves as a justification and rationale for the claim that the “Brazilian jeitinho” is a breach of ethics that aims at a greater good. There is, in this form of argument, an articulation of more elaborate ideas than those found in the previous essays, since the author used more than common sense to develop his argument, he justified his point of view, based on a concept, and what this concept brings when applied in a society.

It was verified the attempt to articulate different knowledge, the student continues his argumentation, developing it through concrete examples and general knowledge. In this sense, the text presents the construction of an argument that is supported by exemplification, and there is also a concrete example that is contextualized, corroborating, mainly for the substantiation of the thesis presented.

In the 4th paragraph, the student presents the conclusion of his text. In it, there is a resumption of the thesis, relating it to the initially explicit arguments. In addition, the student presents the final ideas and articulates them in a way that gives progression to the text. He also brings in this paragraph, possible solutions to what he describes as a problem for the construction of an ethical society, the utilitarianism, being interpreted as "Brazilian jeitinho". There are no relevant problems related to the articulation of ideas, and the connectors are used consistently, giving the paragraph fluidity in reading.

The reading of the text reveals that the author has a good knowledge of the argumentative structure, as well as of the elements that compose it. There is also articulation and argumentative progression in the text. And in this sense, the arguments used to support the thesis go beyond those presented in the motivated texts or those of common sense, which shows interdisciplinary and world knowledge on the part of the student. It was also verified that the discourse is well structured, contains implicit or explicit elements relevant to the overall understanding of the text and the defense of the thesis presented complies with the conditions of coherence, cohesion and elements of textuality.

In this sense, the analyses showed that the students, even being in the same grade, in the same school, and with the same teacher, have different pedagogical needs, reinforcing the idea that pedagogical practices should not be standardized or reduced to schemes, but understand the student as the center of the teaching-learning process, respecting his limits and mobilizing him towards knowledge.

The teaching-learning process of text production at school: what the data reveals

The data collected in the research were analyzed in order to understand the teaching-learning process of text production in high school. And also, to verify the pedagogical practices related to this teaching, as well as the reasons that lead students to constant resistance to the practice of text production.

The data from this research and from others reveal that, nowadays, a significant number of young people who finish high school are unable or have difficulties to produce coherent and cohesive texts that present basic elements of textuality. Given this context, the need to reflect on the teaching-learning of text production arose, as well as the interrelationship between teaching practice and the quality of students' text production.

It was observed, through the results presented in the research, that students have difficulties in expressing their point of view, presenting arguments that go beyond those

explained by the teacher or those based on common sense. Moreover, students have difficulties in conceptualizing and differentiating the textual genres, sometimes confusing the genres or limiting them to vague and mixed characteristics. Thus, along with the difficulty to follow the standard model of writing, there was a mix between colloquial language and the standard norm, as well as problems related to the use of connectors and elements of resumption. It was verified that some students are not aware that writing is an act inherent to social and cultural life and coexistence, and that this act is reduced to a school practice and with a valuative purpose.

Another relevant point for understanding the pedagogical practices, in terms of text production, was to learn how the teacher sees herself in this teaching-learning process of text production. According to the teacher, there is pressure for the professional to teach text production, literature, and grammar, without a pedagogical proposal collectively created to meet this purpose.

According to the Curricular Guidelines for Secondary Education, this level of education demands a basic preparation that "guarantees to the student [...] the continuation of studies, for the insertion in the world of work and for the daily exercise of citizenship, in line with the political and social needs of their time" (BRAZIL, 2006, p. 18, our translation). For these premises to come true, it is necessary that the student becomes proficient and able to read, interpret, argue and write, not only a genre or textual type, but also the most varied texts that circulate in the public domain of language, as well as to identify and position themselves critically in different communicative situations in which they are inserted.

The analyzed productions showed different levels of knowledge of the language and its mechanisms, as well as the ability to relate, reorganize, create and structure an argumentation, a discourse and even the text. From this point of view, it is important and essential to create strategies to mobilize students toward knowledge, and also to create differentiated activities and methodologies in order to ensure the greatest interest of students in the exercise of text production, since this practice is considered one of the biggest challenges faced by many teachers of basic education, and requires these educators a constant reflection of their pedagogical practices.

The results obtained in the research indicate, therefore, that the practice of text production in schools requires revision by teachers, so that writing becomes more attractive and meaningful for students and that they can position themselves as active subjects in the teaching-learning process and become active authors of their written productions.

Final remarks

The analysis of the data obtained in the study evidenced a concept of text and the textual making of the students and the teacher subject of the research. Most of them reproduced a ready-made discourse in the schemes of how to construct an essay, they limited themselves to report schemes and explanations related to the dissertative-argumentative textual typology.

It was verified that the students associated the concept of text with the concept of writing a dissertation, forgetting the other genres and textual types. Moreover, the text production classes were reported as classes in which the teacher dictates rules related to what should or should not be done in writing, with artificial and programmed writing moments, in which the student's role as a producer is neglected.

This leads to the conclusion that the formation of a proficient writer does not happen only with repetitive activities of text production and without adequate contextualization. This type of activity is more like writing than text production. However, the development of the students' writing proficiency occurs as a result of a longer process, which is only accomplished through pedagogical practices that prioritize a contextualized knowledge, which explores the various genres and textual types, as well as their constitutive, communicative, and socially relevant aspects.

Thus, it is advocated that the teacher, as a mediator in the teaching-learning process, organize coherent didactic sequences, to make the text production classes meaningful and interesting and that respects and values the students' knowledge, and considers them as subjects that think, act in the world, and have their own way of considering issues, not being limited to someone passive and alien to knowledge, but that is able to mobilize and, above all, build their own knowledge critically and autonomously.

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