

## VERNACULAR AND DOMINANT LITERATE PRACTICES IN LATIN AMERICAN SCIENTIFIC LITERATURE

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### Abstract

This text focus on the results of a documentary, qualitative, and hermeneutical-comprehensive research whose objective was the categorization of the theoretical and conceptual repertoires that support the proposals for understanding and textual production in social spheres, cultural, and school. Initially, the search parameters for articles in Scopus were defined. The formula focused on publications that had the descriptors “practical”, “literary” and their plurals, initially obtaining 79 documents in three languages (Spanish, English and Portuguese). In addition, only research articles published in Latin American open access journals between 2018 and 2023 were selected. The unit of analysis was delimited through Rayyan (<https://www.rayyan.ai/>), a free-to-use collaborative web application, which allowed automated duplicate elimination processes to be carried out. Two of the researchers carried out the review of the titles and abstracts of the 79 documents, independently and blindly evaluating compliance with the inclusion criteria. Subsequently, the selected articles were read in full. Any discrepancies that arose during this process were resolved by consensus, with a third researcher. Once this sequence was completed, a unit of 36 articles was obtained. Subsequently, the rubric and the completion protocol were designed, which were validated by experts (two thematic and one methodological). The rubric allowed each article to be reviewed in three aspects: bibliometric, conceptual, and discursive. The completion protocol allowed the 36 articles to be distributed among the researchers, standardizing the evaluation process and the collection of information. As a conclusion, theoretical trends and conceptual constructions were diversified geographically and epistemologically centered, with some political influence on the academicians.

**Keywords:** *Legitimate publications, literate practices, state of art, text production fields.*

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### 1. Introduction

Reading and writing are linked to training processes, particularly in school settings, where students interact with texts constructed with a training purpose, especially in primary and secondary school (Pérez and La Cruz, 2014). and are characterized by specific communicative structures and purposes, within some disciplines, predominantly in university studies (Zamora and Venegas, 2013). Hence, textual comprehension and production, in the school environment, not only require linguistic and rhetorical-discursive skills, but also situational and disciplinary contexts, becoming, at the same time, evidence of discernment. of information and conceptual assimilation (Irvin, 2010).

However, upon arriving at the university, students present some difficulties in relation to the processes of disciplinary textual comprehension and production; since appropriating predominant discursive structures requires an approach to knowledge, genres and specialized lexicon; and, on multiple occasions, the epistemic potential that writing carries with it is wasted (Carlino, 2006); given that, it is assumed that students, by knowing the linguistic codes, are able to interact autonomously with genres, whose structures may be novel in their training processes and, therefore, are not explicitly taught to them (Cassany and Morales, 2008). Furthermore, those students who cannot overcome their writing difficulties in the university environment are prone to face academic problems, obtain low averages or drop out of the training program (Olave et al., 2013).

Therefore, within the current social and cultural dynamics and the constant efforts of the school environment to strengthen the levels of reading and writing, it is pertinent to review the reconfigurations of literacy in Latin American scientific literature, revealing the predominant traditional bets that continue emphasizing reading and writing from the perspective of literacy as a process of (de)coding and semiological construction, as well as those more sociocultural and multimodal bets that have allowed the conceptualization of textual understanding and production in terms of literacy and literacy practices.

## 2. Method

It is documentary, qualitative, hermeneutical-comprehensive research (Latorre et al., 2021) derived from the research Vernacular and dominant literate practices in master's students in Social Sciences from the University Institution of Envigado in 2023-I, corresponding to the categorization of the theoretical and conceptual repertoires that support the proposals for understanding and textual production in social, cultural, and school environments.

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The systematization of the 36 rubrics was done based on a multiple-entry matrix, designed in Excel, which facilitated the identification of the keywords of the articles and their duplicity to compare them with the concepts recognized in the rubrics, allowing analysis categories to be consolidated by grouping (Fusch, et al., 2018). In this way, two theoretical categories were obtained:

1. From traditional literacy to literacies in context
2. The role of literacy and literate practices in the formation of a critical, autonomous, and democratic citizenship.

## 3. Discussion

Next, discussion is presented in two theoretical categories built from the methodology previously stated:

### 3.1. From traditional literacy to literacies in context

Literacy has become a social practice that refers to a process related to the encoding and decoding of linguistic signs in the specific contexts generated by the user communities of a certain language (Sousa, 2019; Nemirovsky & Menendez, 2023). Likewise, what is related to literacy has been observed as one of the forms of social inclusion and the exercise of citizenship, which can be observed with the introduction of the concept of “reading citizenship”:

In this sense, reading is considered a political-cultural practice, which is not outside the forms of agency of citizen action and participation from culture and ways of understanding the world. This criticism shows that, to a large extent, literacy can result in a form of imposition on the ways of seeing the world and representing it. That is why the importance of creative writing and reading and writing literature is highlighted (Sousa, 2019) in the processes related to literacy, mainly in the school years.

On the other hand, the variety of specific contexts in which literacy processes take place has allowed us to talk about family literacy (Campos and Marco, 2021), initial (Campos and Marco, 2021), academic literacy (Villabona and Villalón, 2022), scientific (Queiruga, et al., 2020) and informational (García, 2021). However, in the different contexts linked to literacy, such as workspaces and professional performance, ICT has led to the opening of new scenarios for human action that, in addition, are considered to contribute to the processes of social integration (Sunkel and Trucco, 2010).

These implications, derived from what ICTs have brought about, generate new conditions for the treatment of matters related to literacy, textual production and comprehension practices, and their formalization. In this sense, to the spaces that give rise to processes related to literacy generated in everyday and academic contexts, it is pertinent to add virtual contexts (Buendía, et al., 2009).

Literacy as a process that involves the (de)coding of signs used in “literate” contexts makes children think that they do not know how to read and write if they have not gone through school (Nemirovsky and Menendez, 2023). On the other hand, in the literacy practices present in school, perspectives are proposed that allow the child's possibilities to be enhanced with pedagogical practices

that consider what children know how to do and not focus on what they do not know. This invites us to take into account children's understanding of the world in the processes that take place in the classroom, and that pedagogical practice must take into account the perspective of the child and not only that of the adult, and that linguistic awareness is not become a prerequisite for reading and writing, but rather what is achieved through the different significant activities of interactions between teachers and students (Goulart and Corais, 2020).

### **3.2. The role of literacy and literate practices in the formation of a critical, autonomous, and democratic citizenship**

As evidenced in the previous section, historically, literacy has been understood as the ability to (de)code linguistic signs within a specific language and, from this perspective, different training programs have been designed in Latin America (Druker, 2021), allowing substantial indicators to be achieved regarding people's ability to identify these linguistic signs, associate them with phonemes and graph them (Gélvez et al., 2022). However, being able to interact with the language, from this more traditional perspective, does not necessarily represent having the elements to understand and produce a text (Taboada, 2022). And, especially, when this text is expected to fulfill the communicative, social, and epistemic function demanded by some environments such as study, employment, community participation, social interaction, emancipation, among others (Queiruga et al. 2020).

Hence, the term literacy has emerged to describe a new way of understanding reading and writing, representing a conceptual change that goes from psychological ability to a set of social practices with a predetermined function (Hernández, 2019). Furthermore, this shift led to the rethinking of some basic questions that had focused particularly on linguistic and metacognitive aspects to concerns about people's relationship with texts and the development of their literacy practices (Navarro, 2019). In other words, literacy goes beyond mere (de)coding and focuses on the ability to understand, produce, and evaluate discursive genres of various types, formats, and platforms (Lorenzatti et al., 2019). In other words, from functionally interacting with a variety of discursive genres, both print and digital and multimodal, such as articles, laboratory reports or letters of recommendation, on the one hand, to emails, blogs, fan fiction, podcasts, videos, WhatsApp, on the other (León et al., 2022).

Regarding the topics of interest, four possible initiatives emerge: school and training, new literacy practices, literacy in higher education and citizen training for emancipation. In the first, the reading and writing practices of children are analyzed based on the uses and meanings assigned in the alphabet and it is observed how, based on the story, the relationships with the written culture at school are configured (Guerrero, et al., 2022). The training process can also benefit from the role of parents and their sociocultural conditions, which positively or negatively affect the process of internalization of reading and writing of first grade students of an educational institution (Ardila and Fernández, 2022). However, another aspect to keep in mind are the tensions and challenges that some situated practices of teaching writing in secondary education educational institutions go through, where a schooled conception continues between the objectives of advanced literacy and didactic decisions assumed from a traditional perspective (Taboada, 2022).

Concerning the literacy in higher education, this begins with a description of the context of higher education in Latin America, through three lenses: the study skills model, the academic socialization model, and the critical sociocultural model (Trigos, 2019), which is complemented with a critical overview of the study traditions and the features of a didactics based on discursive genres for the teaching of academic writing in higher education, defined as significant, articulated, socio-constructivist, critical and explicit (Navarro, 2019).

## **4. Conclusions**

Literacy has become a social activity that, although it initially involves the process of (de)coding language signs in the specific environments created by communities that use a particular language, also demands a series of elements. extralinguistic that draw the message with greater precision in the communicative act, a situation that is not necessarily present in the traditional approach of this concept.

There it is where literacy emerges with greater force to propose a contextualized, localized and situated act of communication, where the appropriation of linguistic signs is demanded, the recognition of the interlocutors and the sections that make up the textual genre, the visibility of the powers and forces present in the context in which said communicative act is constructed and the possibility of building, participating, proposing and contributing to the construction of a more just and democratic society. Therefore, it is evident how the reviewed publications delve, mainly, into literate practices as a sociocultural option that understands the significance of revealing not only the linguistic, but also the elements that constitute this communicative act, in the different scenarios, where the actions of the

participants are materialized through the texts. The approach to this situation can be from the hermeneutical-comprehensive or the critical-social perspective, ratifying the interest in the social implications contained in these reconfiguration processes.

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