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Employability and Professional Profile by Skills in a Period of Changes in the Labor Market

By Dr. María Isabel Núñez Flores, Dr. Yolanda Ramírez Villacorta
& Dr. Cynthia Lizette Hurtado Espinosa

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Abstract- The study set out to analyze the relationship between the professional profile by skills and employability in the face of the changes generated in the labor market in the period of the COVID-19 Pandemic, these connected variables structure a perspective of the educational reality and expectations in development and the country's economy. The sample consisted of the students of the X cycle of the Faculty of Education of a public university. A descriptive analytical design was applied through a survey and a checklist. The data was processed with SPSS software. The knowledge of this problem is provided by the application of the skills to the professional profile, the possibilities of labor insertion based on the demands of the labor market, with a comprehensive vision and contextualization of its elements.

Conclusions: There is a relationship between the professional profile by skills and employability. Students do not clearly define the professional profile by skills and its relationship with employment; however, they have clear roles in research, management and evaluation, and TIC. The most defined are the expectations about the professional title.

Keywords: employment, teaching skills, work market.

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Employability and Professional Profile by Skills in a Period of Changes in the Labor Market

Dr. María Isabel Núñez Flores ^a, Dr. Yolanda Ramírez Villacorta ^o & Dr. Cynthia Lizette Hurtado Espinosa ^p

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I. INTRODUCTION

The complexity of aspects to be considered in the current professional profile, in the context of permanent uncertainty, is concomitant with the context of global uncertainty intensified in the period of the COVID-19 pandemic. Faced with the changes in the horizon that higher education is defining according to the implementation of the competency-based approach, educational quality and the development of society, science, technology, economy, culture and humanities, necessary in the sustainable integral growth of a country, it is up to the functions of the university to respond to these demands as a developing society. It is pertinent to reflect on whether the university is training professionals for adequate employment, from the professional teaching profile that demands the new skills of their performance. As well as employment and employability generate better conditions when growth indicators are visible in GDP and in the investment of the education budget, due to their impact on educational quality.

Professional insertion is a constant of interest in academic degrees and degrees in the last decade,

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evidenced in research on the employability of graduates, their knowledge and skills necessary for the labor market. Ruiz et al. (2019)

The study relates relevant aspects for education with an impact on the economy, since the competences of the professional teaching profile must incorporate the demands of greater academic demands and the functions in a changing labor market, in which ICT and innovation transfer and articulate cognitive processes through digital competences, it means knowledge and application of new tools in learning processes, both in face-to-face and virtual classrooms of remote education.

II. COMPETENCES OF A TEACHING PROFILE

The data collection was done through a sample of the students of cycle X of the Faculty of Education of the Universidad Nacional Mayor de San Marcos (UNMSM), on the knowledge they have of these relationships of professional profile and employability: social, economic and their professional future. Not only conceptual, but the integral and complex relationship of the profile, skills, employment, the labor market, the new functions that educational changes demand such as the use of ICT and TAC, as well as quality, and the development of their skills. There is no very clear link between the profile and the labor market and in the current situation it merits a review, Núñez, et al. (2021).

Among the skills developed for employability, transversal ones, internationalization, educational programs and the gravitation of the labor market stand out. The low employability or high unemployment of young professionals drives research regarding employability based on the ideas of Boyer, Díaz (2020). Educational research should contribute to the teaching-learning process and higher education institutions promote employability.

Universities assume the changes with a global vision of vocational training, the production of knowledge, science and technology from the competency-based approach, proposed by the Organization for Economic Cooperation and Development (OECD) that radiate to many countries in the world. The implementation of this in educational systems brings new challenges and before these, research is the best way to provide data and evidence of their achievements or not in professional careers, in order to address deficits and improve results. The study brings the purpose of knowledge of these aspects of



the educational reality of the Faculty of Education of the UNMSM, and the scopes generalizable to other institutions, Núñez, et al. (2021)

A new professional profile by competencies is a relevant element of the educational system, since it promotes innovative teaching, Bozu, and Canto (2009), regarding the profile of university teachers, argues that to ensure quality it is necessary to define a transformational, flexible and versatile profile in order to adapt to the continuous and diverse changes in society. Located in these complex relationships and dynamic processes, it must respond to contextualization focused on the vision of an interdisciplinary system, for new functions of the teacher, which will require their projection in practice by placing their center in the student. Broad mastery of strategies, methods, techniques and evaluation integrated to the development of the student's competencies in the production of knowledge and in learning to achieve it.

The application of ICT, multidisciplinary teamwork, research, evaluation, innovation, involved in the processes, and used effectively will be evident in the teaching performance, and gravitating in the reflection and elaboration of the new professional profile responding to the changes and implementation in the universities, in the production of knowledge, in the training and teaching performance.

Pavié, A (2011) affirms, the teacher for his work has a specific professional profile and different from that of other professionals. The professional isolates the problem, raises it, conceives and elaborates a solution, from this statement are deduced competences that relate teaching and research, we can explain with foundations that the teacher is a professional. This explains the relevant scientific trend in current teacher training, such as the increase in subjects and undergraduate and postgraduate theses.

The challenges arising from the changes of educational paradigms in competences and functions of the teacher are oriented to the employability of the graduates and originate reflections, questions and decisions regarding a critical reading of the training and its employment possibilities. The international standards with which universities are accredited establish high fences revealing the quality of education, and training from models in Europe and developed countries, an obligatory reference that the professional university teacher must achieve. The changes generated by the globalization of knowledge and accessibility to information are reflected in the demands of the labor market that implies skills for effective performance, such as: teamwork, mastery of digital technologies, critical thinking. Geeregat et al. (2016) analyze the employability of Pedagogy graduates from the reality of higher education in Chile, with questions about the quality of teacher training programs and skills, and external and internal factors that influence the employability of

graduates. The prestige of the university, influence of the educational institution of origin, and the salary. Among interns, standardized tests, adaptation to the context and the perception of self-efficacy. The independent observation of the factors, decontextualized, brings limitations to the analysis and recommend contextualizing the various dynamic factors of employability and its measurement. Also, that the construction of student-centered learning has little relation to the sociocultural context in which they live. Questions arise about the development of employability skills, determined by the context and the individual in a standardized teacher training process.

These nodal points for the university are more critical in countries with greater diversity in their socioeconomic and cultural development. Contextualization is relevant in the practice of the process of lifelong and continuous learning to respond to new employment conditions.

Pascual et al. (2016) make a case study of the employability of graduates of the Master's Degree in Secondary Teacher Training, at the University of Oviedo, characterized by transversality and specialization. The economic situation is not very encouraging due to the reduction in the replacement rate of public and private officials that makes it difficult for teachers to access the public network in Asturias. The purpose is to know the training given by the master's degree and the professional performance, and the employability of the graduates, the skills acquired, in a sample of 274 graduates. Results: change in the profile of students in age, with rejuvenation in years. 52% work, 58% do not work in employment of their training, and 41% work with skills acquired in the master's degree. Of the unemployed, most have never worked as teachers. The highest employment rate is between 30 and 34 years old. There are expectations in the master's degree in teacher training, since bachelor's degree graduates aspire to work in teaching.

González, and Martínez (2016) express a concern about the scope and alignment between professional skills and the needs of the labor market from an international perspective, at the University of Murcia and the Catholic University of Córdoba, Argentina, about the perception of students in the last year of the degree. There are high unemployment rates and overskill indices in Spain, based on observation of profiles and factors influencing the perception of the labor market and its access. The students of the University of Córdoba have higher expectations to find employment, 87%, those of the University of Murcia about 70% have a more negative perception.

Vega et al. (2017) analyze the formation of transversal and digital skills in higher education in Mexico, as a great challenge in the face of labor needs in the highly technical environment for competitive work. They observe that the competences are based on the



specialization of the sources of work and insufficient, since transversal projects with different teams and areas are required. They conclude that it is pending to close the digital gap of graduation from universities with innovative, competitive and highly trained human capital for social and economic development according to the reality of the country and global educational practice. Relevant in various analyses, in the labor field the competencies achieved cognitive, attitudinal, procedural and integrated ethical practice, which justifies the professional status of the teacher, must be showed.

Cifuentes (2017) differentiates the importance of generic and specific competences in graduates of the teaching staff and translation and interpretation professionals of the University of Murcia, for job performance, consulting students, teachers, employers and professionals. The results express some commonalities and differences on the core competencies for employability. Ability to understand and apply knowledge, gather, interpret data and transmit information, development of learning skills. Express yourself correctly in Spanish, know a foreign language, self-learning.

a) Employability

The academy focuses a relevant discussion on training for employment and development of skills for employability evidenced in the increase in research based on the study of 46 articles regarding education and employability, Díaz, (2020).

There is growing interest in employability linked to initial teacher training in Chile, internal and external factors in Pedagogy graduates. The sample of 59 graduates consider of greater significance the work experience on the academic training, they recognize their disciplinary training more solid than the pedagogical one. They highlight the importance of social networks generated in undergraduate studies in the achievement of the first job. Before the accreditation

of the career, the strengthening of the pedagogical aspects and the observation of the curricula are required. Cifuentes et al. (2018).

The insertion to the labor market requires defining, developing professional skills in initial training and deepening those for employability, the study was carried out in two Spanish universities: Murcia and La Coruña, with similar results in the attention in initial training, González, and Rebollo, (2018). Professionalization proposes training and specialization aimed at the acquisition of a job, so professionalization and employability have a necessary link, and leads to a rethinking that better defines the expectations of the teacher in the face of reality, Mercader (2021). In times of crisis such as the COVID-19 pandemic, it is urgent to take into account this context of labor market demand and vocational training.

A characteristic of the transition from university work is the transition from employment to unemployment and further training. By evaluating the knowledge of the students of the University of Vigo, self-knowledge and knowledge of the labor market as well as that of the laws of professional insertion that implies the development in the career, it reveals a result in which the professional experience is important related to the career. Dapia et al. (2016).

III. METHODOLOGY

The research is quantitative, with the use of statistics in the measurement of the variables, empirical, verified the hypothesis through fieldwork. Descriptive and explanatory, transversal. A questionnaire and a checklist were applied for the collection of the data, it was processed using the SPSS software.

Those enrolled in cycle X of the Faculty of Education 2019, 134, the sample was delimited in 81 students, 60.45%.

IV. RESULTS

Table 1: Answers to the question: Does the elaboration of the professional teaching profile develop the skills demanded by the labor market?

	Frequency	Percentage
Trains and develops skills required by the labour market	27	33,3
It dispenses with the demands of the labour market.	14	17,3
Relatively emphasizes labor market competencies.	32	39,5
It proposes changes in the perspective of competency demands.	8	9,9
Total	81	100,0

Source: Own elaboration

Relatively, 32 students respond, as perception not as theory, 39.5%. It trains and develops skills required by the labor market, 27 students, 33.3% are right. Dispenses with the demands of the labor market

14 students, points out the lack of relationship between profile and labor market, 17.3%. It proposes changes in the demand for competence, 8 students, 9.9%.



Table 2: Answers to the question What does employability mean in relation to the professional profile by competences?

	Frequency	Percentage
That professional skills and employability as capacity, knowledge, skills demanded by the labor market is developed in a professional profile.	37	45,7
Possibility of employment that is developed in a professional profile	30	37,0
Profiling incorporates market competencies.	13	16,1
The profile does not fully assume the demands of a changing market	1	1,2
Total	81	100,0

Source: Own elaboration

Employability in relation to the professional profile occurs because the professional skills, capacity, knowledge, skills demanded by the labor market is developed in a professional profile., 37 students are right, 45.7%. Possibility of employment that is developed in a professional profile, answer 30, the relationship

established does not rigorously involve the competences, 37.0%. The elaboration of the profile incorporates the competences of the market, 13, is imprecise, non-specific, 16.0%. The profile does not fully assume the demands of a changing market, 1, it is very ambiguous, 1.2%.

Table 3: Answers to the question What is the relationship between employability and job placement?

	Frequency	Percentage
Employability implies the possibility of labor insertion	33	40,7
Job placement is subject to personal factors and market opportunities.	37	45,7
They involve personal variables and external socio-economic variables.	11	13,6
Total	81	100,0

Source: Own elaboration

The relationship is that employability implies, by definition, the possibility of labor insertion, 33 students are correct, 40.74%; the choice of personal factors

and market opportunities, 37 students, 45.7%. They involve personal variables and external socioeconomic variables, 11, it is the most ambiguous option, 13.6%.

Table 4: Answers to the question What are the skills demanded by the labor market in education?

	Frequency	Percentage
Basic and specialized professional skills	36	44,4
General and transversal competences because they are common to all careers	29	35,8
Especially personal and external competences of the context	11	13,6
Communication skills	5	6,2
Total	81	100,0

Source: Own elaboration

The labor market in education demands basic and specialized professional skills respond 36 students, 44.4%. General and transversal competences because they are common to all careers, answer correctly, 29 students, 35.8%. Personal and external competences of the context, 11 students, 13.6%, and communicative skills, 5 the furthest from the success, 6.2%. The trend is for professionals, specialized and transversal, general that add up to 80.2%.

V. DISCUSSION

It coincides with Bozu, and Canto (2009), in reference to the profile of university professors to ensure quality it is necessary to define a transformational, flexible profile, in order to adapt to the continuous and diverse changes observed in society. Although we emphasize that they are generated in science and technology. These complex relationships and dynamic processes must respond to contextualization focused

on the vision of an interdisciplinary system. This also implies new competences of the teacher, such as continuous and integral learning, for which the labor market demands, competency and coherent with projection to performance.

The students express their criticism regarding fundamental aspects of quality such as the deficient infrastructure of laboratories, lack of specialty classrooms as a limitation of training in the face of the demands of employment and as a characteristic of limitations in employability. Geeregat et al. (2016) make an analysis of the employability of Pedagogy graduates from the reality of higher education in Chile, with questions about the quality of teacher training programs and skills, and other external and internal factors that influence the employability of graduates. Contextualization is relevant in the practice of the lifelong and continuous learning process for new employment conditions.

Access to the public network is one of the limitations observed by students, insufficient access to ICTs and TACs. Pascual et al. (2016) study the employability of graduates of the Master's Degree in Secondary Teacher Training at the University of Oviedo, characterized by transversality and specialization. The economic situation is not very encouraging due to the reduction in the replacement rate of public and private officials.

Regarding the professional competences of the teacher, there are various classifications and on which they should be contained in the profile, however, it is undoubtedly that digital competences are incorporated into teaching performance, according to Vega et al. (2017) the formation of transversal and digital competences in higher education, are a great challenge in the face of labor needs, highly technical for competitive work.

The position assumed in our study on the relationship between skills and work performance is affirmed in order to train for better employability conditions. Cifuentes (2017) differentiates the importance of generic and specific competences in the training of graduates of the teaching staff and translation and interpretation professionals of the University of Murcia, for work performance, and the results express some points in common and differences on the fundamental competences for employability. Ability to understand and apply knowledge, gather, interpret data and transmit information, development of learning skills. In our studio teamwork, information and communication technologies, critical thinking, research, innovation; the transversal ones.

Given the process of implementation in universities of the competency-based approach in professional profiles towards a teaching quality that accredits access to employment, the results of this research mean a contribution that evidences in the

Faculty of Education how it is projected towards the expected goals. The results will provide valuable information by generalization useful for decision-making or criteria for review and evaluation on this complex process of substantive changes in higher education.

VI. CONCLUSIONS

There is a relationship between the professional profile by competences, what it proposes as training and supply, and employability due to the skills demanded by the labor market, however, in universities there is a gap with the new skills demanded in the current educational reality. Students do not clearly define the concept of professional profile by competences and its relationship with employability, but the trend is positive. A more definite relationship is observed with respect to the expectations of the professional title.

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Relationships between Bourdieu and Moscovici to Rethink Teacher Education

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RELATIONSHIPS BETWEEN BOURDIEU AND MOSCOVICI TO REHINK TEACHER EDUCATION

Strictly as per the compliance and regulations of:



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INTRODUCTION

This text is the outcome of studies conducted within the scope of the International Center for Studies in Social Representations and Subjectivity-Education (CIERS-ed), the Carlos Chagas Foundation/FCC, and the UNESCO Chair on Teacher Professionalization. Its main objective is to systematize principles and concepts of the theory of action (BOURDIEU, 1997, 1998a, 1998b) and the theory of social representations (MOSCOVICI, 1961, 1978, 2012), to rethink the field of education and, in particular, teacher training. The goal is to understand the "map of relationships and social interests," according to Moscovici (1978, p. 27), to give new meaning to it as an "object of struggle, both in its representation and in its reality," as Bourdieu teaches us (2002, p. 29).

Thus, it is a matter of "deciphering" or "reading" the clues of these two theories. It is, as Moscovici (2003, p. 16) would say, making "bread available to the intellect." In other words, it would be trying to build, as Bourdieu says (1998b, p. 55), a "space of interaction," which, to him, is "the place where the intersection between the different fields is updated."

We understand, here, that one of these fields may be that of education, and, above all, of teacher training, which intertwines with the others, and which,

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like the others, results from "objective relationships," which are "symbolic relationships of force that manifest themselves in the form of rhetorical strategies" (BOURDIEU, 1998b, pp. 56-57).

In this perspective, this study seeks, first, to present a brief systematization of the principles and founding concepts of the theory of action, in Bourdieu (1997, 1998a, 1998b), to then identify a few central elements of the theory of social representations (TRS), in Moscovici (1961, 1978, 2012), to weave a few approximations/relationships between them, addressing the contribution these theories have made to teacher education.

I. PRINCIPLES AND NOTIONS IN BOURDIEU

To rethink the field of education and, in particular, that of teacher training, we consider the structuring principles/notions of Bourdieu's philosophy of action (1996a, 1996b, 1997, 1998a, 1998b), selecting those that allow us to gain a better understanding of this conception matrix: The *objective structures* (of the social fields) and the *built-in structures* (of the *habitus*).

In this sense, we consider it necessary to raise a few points that we believe to be essential: 1st this author rejects (MICELI apud BOURDIEU, 1998a, p. XL) the theory of action "as a mere execution of the model (in the double sense of norm and of scientific construction)"; 2nd there is, then, Bourdieu's effort to think about the *practice*, which results from the "dialectical relationship between a structure – through *habitus* as *modus operandi* – and a conjuncture understood as the conditions for updating this *habitus* and that it is nothing more than a particular state of the structure" (p. XL); 3rd Bourdieu (1998b) also begins from the need to construct the object, and, for that, he highlights that "it is necessary to question pre-constructed objects" (p. 21), which is, above all, to "break away from common sense" (p. 34); 4th he also emphasizes that it is "necessary to think relationally" (p. 28), and, in this sense, creates a "relational analysis" (p. 29), and 5th, he points to the need to "understand the social genesis of a field and to apprehend what makes the specific need of the belief that sustains it, of the language game that is played in it..." (p. 69). To bring clarity to these statements, we highlight, below, a few Bourdieusian principles and notions/concepts. A fundamental principle of the philosophy/theory of action, in Bourdieu (1997, 1998b), is the *principle of*



relationship. According to him (1998b, p. 31), what is "real is relational," and it is necessary "to think relationally" (p. 28). And that means thinking about a social space in which agents or groups are distributed according to their position, formed by objective structures, which the author calls *social fields* and embedded structures, i.e., the *habitus*. To him, the most global social space is considered a *field*. Also called the *field of forces* or field of power struggles, "[...] within which agents face each other, with different means and ends according to their position in the structure of the field of forces, to conserve or transform it" (BOURDIEU, 1997, p. 50). The *principle of relationship*, explains Bourdieu (1997, p.18), is the first condition for an adequate reading of the analysis of the *relationship* between social positions (relational concept), dispositions (or *habitus*), and the taking of positions, that is, the "choices" that social agents make in the most different domains of practice.

We also highlight another principle, that of *difference or differentiation*, which completes the meaning of the relational principle to the extent that it is registered in the very structure of social space. According to Bourdieu (1997,p.19), there are two related principles of differentiation in societies: *Economic capital* and *cultural capital*. To clarify, he illustrates using the following example: Teachers, who are relatively richer in cultural capital than in financial capital, are opposed to entrepreneurs, who are relatively richer in economic capital than in cultural capital. In the name of this distinction, there is a more generic expression that the author calls *symbolic capital*. To him (1998b, p. 145), symbolic capital "is nothing other than capital, whatever it may be, when perceived by an agent endowed with categories of perception resulting from the incorporation of the structure of its distribution, that is, when known and recognized as something obvious."

It is clear is that agents hold specific powers based on the capital they assume and in proportion to the recognition of the group to which they belong (BOURDIEU, 1998b, p. 145) since what is at stake is the power to impose a vision of the world. As for the *principles of vision, division, and identity*, Bourdieu (1998b, p. 113) highlights that the struggle for identity involves "the power to impose a vision of the social world through the principles of *division* which, when imposed on the group as a whole, bring about the meaning and consensus on meaning and, in particular, on the identity and unity of the group."

Also, together with the author, it is necessary to understand the specific logic of the practices: The *principle of reality*. This principle guides the relationship between the agents' positions and dispositions, translated, by Bourdieu (1997, p. 208), as the *principle of disposition or habitus*, which "guides action in the manner of a logical necessity." Therefore, it is through the agents' personalities that potentialities, registered in

the positions, are realized. The confrontation between *positions* and *provisions*,between the effort to build the "post" and the need to get used to the "post" (BOURDIEU, 1996a, p. 303), and the resulting *position taken* vivify the principle of reality. To think about this principle is also to reflect on two others:relevance and *historical action*.

The *principle of relevance* or of *belonging* to reality, allows us to position ourselves in a given field, to constitute it, thus occupying a place in the structure of distribution of specific symbolic capital and having some autonomy to make a few decisions.

Belonging to a group is to incarnate a little of the social world, the fruit of historical movement. Therefore, this is the *principle of historical action*. As Bourdieu (1994, p. 40- 41) says, "it resides neither in consciousness nor in things, rather in the relationship between two states of social, i.e., between History objectified in things, in the form of institutions, and History embodied in bodies, in the form of these systems of durable dispositions," which he calls "habit." In other words, "the body is inside the social world, but the social world is inside the body" (p. 41).

Indeed, the principles set out here – *relational, difference, vision and division, disposition, reality, relevance, and historical action* -, didactically linked, had the intention, although incipient, to think about the theory/philosophy of action proposed by Bourdieu (1997, 1998a, 1998b). To us, the question of principles underlies a possible consensus about the meaning of the world. More than that: It opens up a space "of what is possible, conceivable, within the limits of a certain field" (BOURDIEU, 1996a, p. 267).

There is no doubt, however, that when delineating this space of possibilities about the issue of principles, we are convinced that it is the *principle of alchemy* that stands out because, as the author reveals to us (1997, p. 89), it is "the one who transforms the appetite for recognition into an interest in knowledge." It gives meaning to the production of belief and symbolic power in the conception of specific fields. However, to better understand this space of relationships, characterized by these structuring principles, we consider it necessary to make an incursion into some of Bourdieu's (1997) notions, taking them as "an instrument of rupture with an enchanted and mystifying vision of human conduct" (p. 137).

Among the *notions*, we emphasize that three of them are considered fundamental to Bourdieu (1998b, p. 23-34) and underlie, as mentioned, "thinking relationally." As this author (1997, p. 10) reveals, his philosophy, sometimes called *dispositional*, is "condensed into a small number of fundamental concepts – *habitus*, field, capital – and it has as its central point the two-way relationship between the objective structures (of the social fields) and the incorporated structures (of the *habitus*)."

Reinforcing what has already been written, habitus would be, according to Bourdieu (1998a, p. 349), a "system of internalized schemes that allow engendering all thoughts, perceptions, and actions characterized by a culture" (p. 349). To this author, *habitus* also means "generating and unifying principle" (BOURDIEU, 1997, p. 21-22).

Field can be described as a global social space, "that is, at the same time, as a field of forces, whose necessity is imposed on the agents who are involved in it, and as a field of struggle, within which the agents face each other, with different means and ends according to their position in the structure of the force field, thus contributing to the conservation or transformation of its structure" (BOURDIEU, 1997, p. 50). To Bourdieu (1997), the notion of *capital*, whether economic, cultural, educational, or social, reinforces the principle of difference or differentiation, as already mentioned. Also, the author draws attention to *symbolic capital*, stating that it is any type of capital and is "perceived according to the categories of perception, the principles of vision and division, the classification systems, the classificatory schemes, the cognitive schemes, which are, in part, the product of the incorporation of the objective structures of the considered field, that is, of the capital distribution structure in the considered field" (p.149).

In addition to this conceptual triad, Bourdieu develops several notions, among which we have selected a few, starting with the idea of *interest*. According to the author (1997), there is always a reason for agents to do what they do, "a reason one has to discover to turn a series of apparently incoherent, arbitrary behaviors into a coherent series..." (p. 138). In this regard, agents do not perform impersonal, disinterested acts.

The idea of interest is opposed to that of disinterest, and to that of indifference. It is being involved, being stuck in the game. It is having the illusion of playing. That is, the notion of *illusion* (*illusio*), "a Latin word that comes from the root *ludus* (game)" (p. 139), reinforces the sense of interest as a social game, perceived by those involved, those who "are in it." It should also be mentioned that the notion of interest has two other dimensions: That of *investment*, in the psychoanalytic and economic sense, and that of *libido*, which turns drives into specific, socially constituted interests, as stated by Bourdieu (1997).

Another concept that arises from interest is the notion of *interaction*. According to the author (1998b, p. 55), *interaction* can be understood as the visible and purely phenomenal result of the intersection between agents in the struggle to make their view of the world and the relationship of forces of their respective positions recognized. According to Bourdieu (1998b, p.

55), the space of *interaction* functions as a "linguistic market situation," which: 1st is a pre-built space, as the group's constitution is already determined; 2nd has group formation laws, defining who is excluded and those who exclude themselves; 3rd init, it is possible to exercise (or not) a form of domination over a game space, imposing norms of "objectivity" and "neutrality," and 4th is the place where the intersection between the different fields is updated (depending on the degree of belonging).

It is also essential to revisit the idea of *difference*, which is the base of the principle of differentiation. According to Bourdieu (1998b, p. 98), "differences in attitudes and differences in position [...] are at the origin of differences in perception and appreciation and, therefore, of genuine divisions." *Difference* allows us to understand the social space, in itself a structure of differences, of a "distribution of forms of power" (BOURDIEU, 1997, p. 50).

Another idea that is linked to the others is that of *strategy*. The author sees it as a practical action inspired by stimuli of a particular historical situation. *Strategy* also involves a "bet(in the sense of committing oneself)" (BOURDIEU, 2002, p. 196); that is, risk in the game of life. At the same time, "it aims to limit the insecurity that correlates with unpredictability" (p. 197).

Finally, a broader concept is that of *representation*, which includes the previous and other notions related to the complex system of symbolic and non-symbolic relationships that permeate the conditions of material existence. As Bourdieu (1998b, p. 129) emphasizes, it is necessary to recognize the "contribution given to the construction of that which is real by the representation that agents have of what is real, and also to understand the real contribution that the collective transformation of collective representation makes to the transformation of reality." From this perspective, reality is, first, *representation*, and "depends very deeply on the knowledge and recognition" (p. 108) that one has on the organization of the symbolic field.

We chose these notions to operate our hypotheses concerning what was possible to systematize regarding the principles/notions of Bourdieu's philosophy/theory of action (1997, 1998a, 1998b) so that it is possible to identify a few structuring structures - spaces of the possibilities (BOURDIEU, 1997). In this sense, the questions that arise are: To what extent does this philosophy/theory contribute to reflecting on the field of teacher training? Given that, what could be the possible relationships between Bourdieu's theory of action (1997, 1998a, 1998b) and his relational analysis and Moscovici's (1978) theory of social representations and his dimensional analysis whose elements we will present below?



II. CENTRAL ELEMENTS OF MOSCOVICI'S THEORY

To Moscovici (1978, p. 26), "social representation is a particular type of knowledge whose function is building behaviors and communication between individuals." Given this, and as we did about the Bourdieusian theory, we seek to point out a few of the founding points of the theory of social representations so, at a later time, we can reflect on the relations/approximations between these two authors and highlight to what extent they contribute to fostering discussions on the field of education and teacher training.

We believe it necessary, therefore, to highlight that Moscovici (1978): 1st considers that representations "have a constitutive function of reality" (p. 26) and that "a social representation is, alternatively, the sign and reproduction of a socially valued object" (p. 27); 2nd recognizes the existence of social representations as a characteristic form of knowledge, that is, "as one of the ways of apprehending the concrete world, circumscribed in its foundations and consequences" (p. 44); 3rd thus, he highlights the "symbolic function" and the "power of construction of the real" of social representations (p. 14); and 4th he also formulates the "hypothesis that each universe has three dimensions: Attitude, information, and the field of representation or image" (p. 67). To us, such concepts and dimensions will theoretically support his "dimensional analysis."

Therefore, starting from the notion of *social representation*, it was also necessary to understand, according to Moscovici (1978), that representation maintains an opposition between two aspects: *Perception*, which implies the object's presence; and *concept*, its absence (p.57). To the author, it is a logical construction, in which the structure of representation "unfolds" and "has two sides as inseparable as the front and back of a sheet of paper: The figurative face and the symbolic face" (p.65). And, "on this basis, a kind of genetic development was described that goes from the perceived to the conceived, passing through the represented" (p. 65).

Faced with these questions proposed by Moscovici (1978), we consider it necessary to expose the "map of social relationships and interests" (MOSCOVICI, 1978, p.27) and to understand the processes at stake, which have the following function: "[...] to duplicate a meaning by a figure, therefore, objectify, on the one hand [...] - and a figure by a sense, so, consolidate on the other [...] - the materials that go into the composition of a given representation" (p. 65). In other words, Moscovici (1978, p. 110) thus considers that there are "two fundamental processes: Objectification and anchoring," and he explains that the objectification process takes place in three

moments: Selective construction, schematization, and naturalization.

Selective construction is when information, beliefs, and ideas about the object of representation undergo a process of selection and decontextualization. The second moment is called *schematization*, or better, *structuring schematization*. The third is *naturalization*. Now, it is a matter of understanding how these concepts "retained in the figurative scheme and the respective relationships" constitute themselves as natural categories and gain materiality (MOSCOVICI, 1978, p. 467).

A second category of processes associated with the formation of representation is, according to Moscovici (1978), *anchoring*, which occurs when the "lag between the mass of words that circulate and the objects that accompany them is reduced... (this has to do with coupling the word to the thing)" (p.112). Anchoring takes place when the unfamiliar becomes familiar, when it becomes an organizer of social relations, also stating that anchoring, as a process that follows objectification, refers to the social function of representations and their social effectiveness. In sum: Moscovici (1978, p. 174) emphasizes, in a word, that "objectification transfers science to the domain of being, and mooring (or anchoring) delimits it to the domain of doing to circumvent the barring of communication."

We also seek to understand that these "senses," constituted by "universes of opinion," as Moscovici (1978, p. 67) would say, could be taking on the same three dimensions he described: Attitude, information, and the field of representation or the image.

To the author, attitude is the most lasting dimension in representations. It presented itself as a previous evaluative dimension, that is, preceding the other two. It is a structured dimension relative to the object, which integrates the affective and emotional levels of the subject. Information concerns the subject's knowledge about the represented object. It varies based on the social group and the means of access to reach it. This dimension reminds us of the quality and quantity of information the subjects possess and of its characteristics. And the field of representation or image constitutes the hierarchical organization of the elements that make up the social representation. In this dimension, social coordinates, space, and time are integrated; in short, all ingredients needed to contextualize the represented object.

Thus, social factors form representations. In this sense, Moscovici (1961) states that, to understand the evolution, the organization of the content, and the extent of a social representation, one must: 1st perceive it as an element of the social dynamics "determined by the structure of the society in which it develops" (1961, p. 337); 2nd consider that the social structure includes

cleavages, differentiations, relations of domination, which will be reflected in the construction of different social representations of the same object; 3rd consider that differences in the social field are registered at two levels: a) the level of socioeconomic conditions, and b) the level of guidance systems, which include more persistent norms and values, as well as specific attitudes, motivations, and should not be reduced to the former or considered independent of it.

It is also essential to consider what Moscovici (1961) considered relative to the three conditions that affect the emergence of social representation: a) the dispersion of information, which leads us to a lag in available quantitative and qualitative data, and the information that is necessary for understanding the object to be analyzed; b) focus, which is one of the conditions for quality analysis to be carried out, and depends on the involvement of the subjects, on the resources to be used, and on either professional or ideological interests, and c) the pressure for inference, which is materialized by the need for action, for taking a position to get recognition or adhesion from others.

As we have seen, social representations, for being multidimensional, have a diversity of functions. As systems of interpretation, they guide the individual's relationship with the world and with other subjects, organizing, as we have already mentioned, communicative behaviors and interactions. From this perspective, social representations take on four functions, according to Moscovici (1961): 1st *significant organization of the real*: This is the function that gives meaning to objects and social events, contributing to making the interpretation system more perceptible and coherent; 2nd *organization and orientation of behaviors*: As we know, most of the individual's behaviors are conditioned and guided by their representations; 3rd *Communication*: Social representations are essential in the interaction and communication processes among individuals and groups, and communication acts constitute not only acts of sharing consensus, but also of discussion and argumentation and refer to the genesis of representations, and 4th *social differentiation*: Social representations also intervene for the social differentiation of interacting groups.

Thus, we focus on the "degree of coherence" of the information, the field of representation, and on attitude, according to Moscovici (2012, p. 69), also considering that: "[...] we inform ourselves and represent something only after having taken a position, and according to that position." And this led us to consider the thought of Bourdieu (1997, p. 82), when he states that "the meaning of the movements that take subjects from one position to another [...] is defined in the objective relationship between the meaning of these positions at the moment considered within an oriented space."

III. CLUES TO PROBLEMATIZE THE FIELD OF TEACHER TRAINING

The task ahead of us now is to identify *clues* in the Bourdieusian and Moscovician theories that, in addition to drawing them together, can effectively problematize a few of the elements presented above. But the logic here is to prepare, as Moscovici (1978, p. 28) would say, "an organized *corpus* of knowledge" and to release the "powers" of "imagination." Or, as Bourdieu (1997, p. 202) would say, begin from a "fundamental epistemological question mark, because it is directed to the epistemic posture itself." In this sense, we decided to distinguish three clues that offer us a space of possibilities, as Bourdieu (1997, p. 72) would say, so we can reflect on the field of teacher education.

- a) Assume either a position or an attitude based on intentions

Where do Bourdieu and Moscovici begin? We would say that there is an approximation in the *intentions* of each of the proposed theories. For example, Moscovici (2011, p. 557) makes this clear when he states that both psychology and sociology "[...] have as their main basis and procedures to naturalize the original sin in the modern world, showing that nothing happens in it innocently and without *intention*, often an intention to harm" (emphasis added).

On this *intentional* plane, the two authors indicate where they start. Bourdieu (1997, p. 27) begins from the *social space*, which, according to him, "is the first and last reality because it commands even the representations that social agents may have of it." He explains that this social space encompasses us as a "point," which is a "point of view, the principle of an assumed vision" (p. 27). This indicates a "perspective defined in its form and content by the objective position from which it is assumed" (p. 27). Moscovici (2012, p. 71), in turn, also proposes to qualify a social representation not based on the agent that produces it, as he emphasizes that "knowing who produces these systems is less instructive than knowing why they are produced" (MOSCOVICI, 1978, p. 76, emphasis added). On this path, he seeks to reflect on "the knowledge that individuals and groups have and use about society, others, the world, and also the specific organization of this knowledge" (p. 80-81).

Thus, we can observe a certain approximation in the *intentions* and their forwarding, as both turn to the social space, considering the position and assuming a position of the agents/actors in the world; however, without neglecting the social structure, which includes relations of domination, differences in socioeconomic conditions, in the guidance system (norms and values), and in attitudes, as both authors emphasize.



This *first* relationship between the two theories leads us to bring up a few aspects (other clues) to think about teacher training, based on the premises that:

1st Every activity the teacher conducts either in the classroom or in other moments of reflection on their training and teaching profession is based on an *intentionality* that has already been outlined through their training, professional experience or their social representations about these issues. According to Bourdieu (1996a, p. 267), this intentionality then opens a space "of what is possible, conceivable, within the limits of a certain field";

2nd The teacher has information, beliefs, and practices, and, as Moscovici (1978) points out, assumes social representations about the field of his or her education/profession that are revealed through a particular "doctrine," which we call "theories," and which guide and try to "facilitate" the "task of deciphering, predicting, or anticipating their acts" (p. 27);

3rd In the field of teacher training, one cannot, however, consider that everything is resolved with "good intentions," even more so at the personal level. We believe that it is necessary to put these intentions at the service of more collective work projects, "toward safer, more established possibilities, or toward the most original possibilities among those that are already socially constituted, or even possibilities created from nothing" (BOURDIEU, 1997, p. 63).

To us, then, the *space of possibilities* takes place, first, by taking on a position and/or attitude from the moment we intend to follow a certain path, and when we become aware of the necessary ruptures so that the actions that are conducted can have sense/meaning. Even more, when in these difficult times, still in a context of a pandemic and unstable political and social movements, we need to consider relationships of uncertainty and exclusion, which plagues us, but which also makes us reflect on which strategies to use to overcome these educational challenges (ABDALLA, 2021).

In addition to the aspects developed here, it is also necessary to think about the meaning of the teachers' actions relative to the intentions they propose to their students in training. To us, this implies understanding the second clue to follow.

b) Make the relationship between theory and practice a construction of sense/meaning

The *second* relationship between these two authors certainly has to do with the task with which they explain their respective theories, indicating the paths of research and proposing a systematization for the analysis, whether it be *relational*, as shown by Bourdieu (1997, 1998b), or *dimensional*, in the case of Moscovici (1961, 1978). This also helped us to think

relationally/dimensionally, trying to decipher the clues offered by these two authors in the pursuit of "building a coherent system of *relations* (emphasis added), which must be put to the test as such," as announced by Bourdieu (1998b, p. 32).

In this sense, we put a set of principles and notions to the test in Bourdieu, which contributed to thinking about the need to understand the principles that generate and unify a system of relationships, which takes place, as shown by Bourdieu, Chamboredon, and Passeron (1999, p. 72), in "satisfaction with the demands of rigor in the order of proof and of fecundity in the order of invention, these being, in fact, characteristics that define a theoretical construction."

Meanwhile, it was possible to reflect on what Moscovici (2012) suggests when he discusses the need for a theoretical examination of social representation to "distinguish two of its essential aspects: The description of the formation processes and the cognitive system that is proper to it" (MOSCOVICI, 1978, p. 288). We seek, therefore, to describe the processes that form social representations - *objectification and anchoring* – and announce a network of meanings around the theory of social representations, emphasizing the concept of *social representation*. This allowed us to understand the words of this author when he says that *social representation* 289).

In this perspective, the two authors come together once again. They agree that this whole system of relationships and interpretation penetrates and impregnates the "social representation of a scientific theory" (MOSCOVICI, 1978, p. 290).

Given this "theoretical conversion made possible by theoretical reflection on the theoretical point of view and the practical point of view," according to Bourdieu (1997, p. 205-207), because of the "practical research operations" (p. 206) and, in particular, the "orientation of change" (p. 63) in the "field of possibilities" (p. 64). We thus establish a "map of relationships," revealing a more or less structured network of meanings, but one that, above all, allows for structuring possibilities. This involves reflecting on theoretical-methodological transpositions, new placements/displacements: The transformation of the *habitus*, in the words of Bourdieu (1997, 1998b), or the understanding of a *cognitive polyphasia*, in Moscovici's terms (1978, 2012).

These theoretical-practical relationships between these two authors also give us other clues that make us think about the coordination of theory and practice in construction of sense/meaning, as we understand that:

1st There is, according to Moscovici (1978, p. 290), a "partially automatic system of interpretation and, therefore, an integral part of real and symbolic behavior."

2nd The teacher would need to take a position on this system, and when entering this game, as Bourdieu (1997, p. 64-65) would say, "he tacitly accepts the limitations and possibilities inherent to the game, which present themselves to him and to all those who perceive this game as 'things to do,' ways to create, ways to invent, in short, as possibilities endowed with a greater or lesser 'aspiration to exist'."

3rd It is necessary to determine that the relationship between theory and practice, and often the mismatch either between theory and practice or between theorists (those who think about education) and practitioners (those who carry it out), do not depend only on understanding the system/school/classroom to which the teacher is connected, instead that there is an entire context that involves other issues.

4th Also consider that other aspects need to be considered; because, in addition to the relationship between theory and practice, there must be, according to Abdalla (2017, p. 188), "[...] changes in working and remuneration conditions." These conditions often threaten teachers "[...] to lose their values and the meaning of their goals as teaching professionals" (ABDALLA, 2017, p. 189).

Indeed, in this regard, it is more than urgent to also reflect on the relationships between language, thought, and communication to understand how the interactive processes take place in the formation of new representations, which can lead to a "psychosocial approach to education as an epistemological stance" (ABDALLA; VILLAS BÔAS, 2018, p. 18-24), and, thus, to a social change.

c) *Establish a relationship between language, thought, and communication*

A third approach involves how these two authors explore the relationship between language, thought, and communication to form representations. In Bourdieu (1998b, p. 55), we locate the notions of *interest* and *interaction*, which condition spaces of communication and the "strength of representation" to the extent to which they function as linguistic market situations and which allow (or not) one to either make effective or update the degree of belonging of the subjects involved. In other words, in a situation of linguistic exchanges, on the one hand, there are the dispositions of the subject that speaks (linguistic *habitus*) and "which imply a certain propensity to speak and say certain things (expressive *interest*)," and on the other hand, "the structures of the linguistic market that impose themselves as a system of specific sanctions and censorship" (BOURDIEU, 1996b, p. 24).

What Bourdieu (1996b) highlights, and seems fundamental to us, is that "one must not forget that linguistic exchanges – communication relations par

excellence – are also symbolic power relations where the relations of strength between the speakers or their respective groups are updated" (p. 23-24).

In this sense, there are several points in common with Moscovici (1978, p. 234) since this author also understands the extent to which language contributes as a "means of building a representation of reality" (p. 241). As he says: "Word games are part of our most tenacious habits" and "their consequences should not be underestimated" (p. 241). Moscovici (1978, p. 241-242) also emphasizes that "language is the mediator par excellence, the most important and most precise instrument for attaining and constructing a true world of objects."

To these authors, representations are part of the processes of interaction and communication between individuals and groups. They collaborate with the process of forming social representations, as they constitute acts either of sharing consensus or conflicts and enable the genesis and dynamics of the groups involved.

In this line of thought, Bourdieu (1998b, p. 118) would say it is possible "to grasp, at the same time, what is instituted, without forgetting that it is only the result, at a given moment, of the struggle to make exist or *not exist* what exists." Therefore, the author understands that the *representations* are "performative enunciations" that enunciate and give back "[...] at the same time, the objective structures, and the relationships to these structures, beginning with the intention of transforming them" (BOURDIEU, 1998b, p. 118).

We understand that these theories' most significant contribution to teacher training has to do, above all, with the construction of critical social thinking that makes it possible to understand and problematize:

1st The meaning of symbolic power, in Bourdieu (1998b), is to understand the social space – *field of forces and struggles* – in which the teacher exists because we know that it is this symbolic power (strength of representation) that makes them learn to know their professional reality.

2nd The phenomenon of social representations, as Moscovici (1978) teaches us, because social representations not only make us understand the world but also guide us within it, giving dimensions to our attitudes, information, and the field of representations and images, affecting behaviors and the communications that are established in the field of education.

3rd The possibility of recovering the meaning of training as transformation and of endowing the social representations of subjects with meaning/intention, as Bourdieu would say (1997, p. 63): "Toward possibilities that need to be created from nothing."



IV. CONCLUSION

By outlining a map of relations between Bourdieu and Moscovici, the text systematized principles and concepts of their respective theories, seeking contributions to education, especially teacher training. In this perspective, clues were identified, which include the need for the teacher to take either a position or attitude based on their intentions, to make the relationship between theory and practice construction of sense/meaning, and to establish a relationship between language, thought, and communication. Such clues can also help us to rethink the collective struggle of teachers when they come up against contradictions and disillusionments. And this reminds us of the words of Moscovici (1978, p. 62) when he teaches us that: "It is only in this condition that the mental and real-world always becomes another and remains somewhat the same: The uncanny penetrates the gap of the familiar, and the familiar opens cracks in the uncanny."

Thus, socially constructed possibilities are guided, Bourdieu (1997) says, in a movement between the real and the mental world, permeated by complex relationships between objective structures and subjective constructions. To us, these *possibilities* should undoubtedly go through 1st The establishment of policies that can effectively contribute to the training and professional development of teachers in search of an education that is more democratic and has more social quality; 2nd The rupture with the task of managing educational reforms from the outside in, and from top to bottom, far from the reality of the schools and of the actors that work in them, and 3rd The promotion of material and working conditions in higher institutions and school units, increasing resources and means that can ensure training and professional performance of sense and meaning for all those involved.

Finally, we consider that understanding the principles and concepts of the theories addressed to rethink teacher education also becomes a space of possibilities, in order to defend a professional project that gives support to reflections and collective discussions in the whole of educational practices. And these practices must be committed to a fairer, more democratic, and more humane education because this is our struggle as educators!

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ICT in the Teaching and Learning of English as a Foreign Language: A Systematic Review of the Literature in the Dominican Republic

By Santa Cabrera

Ministry of Educación MINERD-IDEICE.

Summary- The development of education in the Dominican Republic has allowed teachers and management teams to carry out in-depth innovative work in guiding teaching and learning processes. The study makes a generalized vision of the types of technologies that lead to the formation of a foreign language. The purpose of the research is to inspire students in the formation of a non-native language, looking for alternative activities for the integration of a second language with the use of technology, promoting speaking, writing, listening and reading skills. The implementation of technologies inside and outside the classroom has promoted autonomous instruction, encouraging students to be independent and responsible for their learning processes in new educational environments.

Keywords: *information and communication technology (ICT), teaching a second language (English), teaching and learning, foreign language, english.*

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ICT IN THE TEACHING AND LEARNING OF ENGLISH AS A FOREIGN LANGUAGE AS A SYSTEMATIC REVIEW OF THE LITERATURE IN THE DOMINICAN REPUBLIC

Strictly as per the compliance and regulations of:



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I. INTRODUCTION

The transformations of teaching and training have evolved due to the Covid-19 pandemic, with it Information and Communication Technology (ICT), adding to these, virtual platforms to improve educational processes. Currently, the instruction of the English language has gone from being a luxury into something necessary for citizens to easily understand the global perception that is increasing more worldwide. Understanding the importance of the English language as an instrument of international communication is paramount in the life of communities. Also, educational institutions have been implementing ICTs to complement traditional education by consolidating language skills.

The study of a foreign language such as English has become a challenge in this 21st century, due to the various complications that it presents, in addition to worrying Latin American nations, since it manifests levels below in terms of its domain. Which is used worldwide. The European continent is where this language is most mastered and in any part of this region you can establish conversations with other people without presenting difficulties due to the level of preparation they have. The existing reality in the classrooms of educational centers for their training is the lack of preparation or the inefficient strategies implemented that affect the little progress of English.

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The Dominican educational system has shown enormous interest in guaranteeing universal development and training among nations, from childhood to higher education, incorporating English training and instruction. This art would not be a passive process where the student receives what the teacher instructs, but an active way in which he interacts in said development.

II. CURRENT STATUS OF ENGLISH AS A FOREIGN LANGUAGE

Mejía & Russi (2019) believe that the reality that countries live around the teaching and learning of English as a second language, as a result of the needs that seek the advancement of nations with international demands, caused by technological advances, tourism and social, becoming one of the causes that governments have been implementing through pedagogical strategies (p.26).

For the strengthening of strategic positions against globalization, defined by free trade agreements, universalization of cultural industries and the increase of the knowledge society, in which the State has the responsibility to establish the conditions for development mastery of a second language. In the Dominican Republic, students who graduate from secondary education must handle basic English, written and spoken. That is, show understanding of the texts they read as well as those they listen to in the foreign language, have the ability to prepare oral and written speeches and be able to converse with other people (Mejía & Russi, 2019:26).

Miranda, Gil, Otalora, Marín, González, Isaza (2021) comment that the incorporation of ICT as an instrument in the English processes, the training of teachers and students that means a position for a competitive universality that values the promotion in learning permanent, having a strong impact on improving the quality of life, making various users access the different means to improve themselves. With the advances, improvements and contributions that virtual platforms have had in learning and teaching for those who wish to acquire the necessary knowledge in all fields of study. These have become technological means that facilitate the interaction of people with the



tools, facilitating their activities. For the teaching of English as foreign languages, various instruments have been created, thus improving their learning. They have countless options to facilitate these processes (p.204-205).

Virtual platforms teachers and students intervene in the teaching and learning processes through their use effectively, with which they can communicate, share, create knowledge, among others that lead to learning. With these adaptations, didactic environments are created. Currently, the aim is to standardize the English language within institutions so that all professionals at a global level can interact and understand each other, facilitating cultural exchange between nations. The English language is a necessity and due to its relevance it is globalized with which the most important operations in the world are carried out (Mejía et al, 2021:205-206).

III. ENGLISH AS A FOREIGN LANGUAGE

Andrade (2019) comments that Information and Communication Technologies (ICT) integrate the mediating tools of the knowledge built by the students and of the teaching and learning processes. Therefore, ICTs are instruments used to think, learn, know, represent and transmit to others and future generations the understandings and training acquired. These transfers are implemented from the elaboration of cave paintings in the Paleolithic, to those that favor capturing and transmitting images and messages through a smartphone or the Internet through distance for the reproduction of certain data and their dissemination (p. 32).

The importance of studying a foreign language for strengthening the economic, social and cultural development of a country. Therefore, English has established itself as a mandatory language in educational training proposals. This is due to the fact that it is a foreign language that is not spoken in the local environment, because the daily conditions of society are not permanently required for communication. They can be learned in the classroom, where the student would be exposed during controlled periods of time. It is only used in academies or educational centers, students can acquire efficient performance to communicate when required. When conversing in English, it refers to a language that is not used in everyday life and is different from the mother tongue of the country where it is applied. The English language has become a language for business, work, entertainment and cultural exchange. Therefore, in Spanish-speaking countries they promote their training at an early age, because it has been shown that it has a greater incidence when the teaching of another language begins at a young age (Andrade, 2019: 38-40).

Belda (2020) argues that learning a second language should be done at an early age, because the efforts made to communicate in another language in adulthood are to a certain extent useless and insignificant. On the other hand, the academic exercise with digital tools is associated with the generations born in the digital age, putting older people aside. Likewise, society shows mistrust and indifference to the abilities that adults have to learn and communicate in a non-mother tongue, with the necessary fluency and the use of digital instruments effectively and efficiently (p.2-3).

Conventionally, the ideal age for learning a language was considered to be before reaching puberty. Logically, learning a foreign language at an early age is essential, but at the time of learning it does not depend on physiological issues, but also on other factors, such as motivation, frequency of use, type of learning, among others. That is, motivation changes with age, with educational and employment arguments being more important in youth compared to social and cultural reasons that are present in maturity (Belda, 2020:3).

Nicolás (2020) considers that understanding a foreign language is one of the basic elements in the training of students. The obligation to learn a second language makes it possible to participate in the fields of education, culture, science, technology and at work. You can count on the possibility of knowing, learning and using it, since English is currently a universal and commercial language, offering the opportunity to have a level of equality with people from other nations (p.5).

All those who have faced the teaching of a foreign language have ascertained that it is a subject that requires constant renewal in its technique, where the implementation of ICTs becomes relevant. Conventionally, the teaching of English was made up of the teaching of vocabularies and grammatical structures. As the communicative points of view gained importance in the learning processes, the increase in skills was focused on Listening, Reading, Speaking, and Writing. These in recent years have become relevant in changes in language learning thanks to the development and consolidation of multicultural education (Nicolás, 2020:5).

IV. MOTIVATION IN LEARNING A FOREIGN LANGUAGE

Rodríguez (2020) comments that learning the English language has become a unique and complex phase, due to the multifaceted nature and the relationships of languages with each other. This can be at the same time: a communicative coding system that can form as a school subject; and they are a general part of the identity of the people involved in all their cognitive activities; channel of importance in social institutions inserted in the associations that use it.

Valero (2021) states that learning a second language is one of the most complex issues in most English language students and teachers, since maintaining motivation to learn is a constant challenge that must be assumed, but with the emergence of the Covid-19 pandemic presented inconveniences in terms of the management of ICTs by the educational community in general. Although educational institutions have technological resources, they have been affected, because English classes were immersed in the development of educational materials and posted as evidence on platforms, without giving importance to learning. The approach would be to practice the language until you become an expert (p.7)

With the support of ICT, online activities are made possible with the various resources for strengthening grammar, vocabulary, reading, writing and complying with the study plans planned in the curriculum using educational materials. Through these techniques, problems are dealt with through action. In other words, work with the problem, present it and discuss it. The nature of the functioning of the roles consists of the commitment of the participants and observers in a real situation and the will to understand and solve what generates said commitment (Valero, 2021:9).

V. THE USE OF ICT AS MOTIVATION IN LEARNING ENGLISH

Rodríguez (2020) comments that information and communications technology (ICT) have become necessary tools for daily life, due to the use of computers, tablets, smartphones for various purposes, from professional to personal. . For the formation of a second language, it is possible to resort to ICT through video games, vocabulary applications, among others. Also, there are the computer, digital whiteboards, televisions, multimedia systems, internet educational services, among others. On the other hand, it allows several applications for teaching in different contexts, providing interaction, making classes more striking, colourful, favoring teamwork, encouraging interest so that new technologies are the mediators of training and construction of knowledge.

ICTs encourage the learning of the English language, because it allows access to materials, information, contact with entities and cultural values of the speakers of the language they are learning, enhances the action of learning, inquire about the information necessary to solve problems or proposed assignments, group work, which allows them to interact in the search for solutions, and at the same time, prepares them in socializations for future work situations.

Motivating through ICT allows better growth in the combination of skills for teaching the English

language, strengthens the acquisition of vocabulary and grammatical combinations with participatory instructions (Rodríguez, 2020).

Muñoz (2022) comments that it is essential for teachers to innovate, because they are in charge of training future citizens, putting into practice the potential in learning a second language and managing technology among their students. It must be carried out in a real communication scenario, which will favor motivation and the acquisition of communication skills. These can be made through virtual learning communities, that is, with virtual platforms. On the other hand, learning more than one language has become a matter of survival, since it is essential to obtain a job. Also, it happens with reading, movies, music, travel, among others, since the more languages you master, the wider the possibilities that may arise.

Globalization has brought with it a new social, cultural and political scenario, where ICT together with the transformations of the knowledge-based economy, requiring the active participation of the entire community that makes up the educational system. For these reasons, learning communities are created, where people learn in a common way, using the same instruments within the same habitat. To be carried out, it must have the following conditions: open participation, development of collaborative work, promoting equal conditions and opportunities, placing people at the center of the teaching and learning process, implementation of tools that favor modernity and flexibility (Muñoz, 2020).

VI. ICT AND ENGLISH

Rico (2017) highlights the work of the use of ICT in English classes, referring to the various technological tools that may be required according to the needs to be attended. On the other hand, reference is made to video formats, movies and original series. These can be used to reinforce oral expression and comprehension skills, since the materials used interpret what the native speakers experienced. Also, there are other types of instruments such as chats, e-mail, video conferences, among others. Rather, they serve to reinforce writing, grammar and oral expression (p.20).

Social networks are other types of tools that can be used, which are not advisable for primary and secondary schools, but are suitable for young people and adults who can take advantage of them as a learning mechanism if they cannot attend a classroom. On the other hand, podcasts, blogs, collaborative instruments, are of some use to teachers and students, since they can interact in real time and receive feedback from the teacher through contributions or true recordings. The use of these tools is to stimulate the work in a truthful way, the self-sufficiency of the students, the collaboration of the work in flexible



recreation. Finally, personal scenarios are presented so that each person can learn, thus reinforcing comprehension and written production skills (Rico, 2017: 20)

Lizasoain, Ortiz, Becchi (2018) are of the opinion that digital and English literacy go hand in hand, since both are considered essential for the growth and mobility of society. Although ICTs are presented as one of the effective means for education, the implementation of initiatives is deficient to be used in the teaching and learning of English.

Escobar & Ibáñez (2018) are of the opinion that learning English as a foreign language is essential in the tourism industry, driving changes in the methodologies of educational programs. For such purposes, an academic curriculum should be implemented that takes into account the obligations of presenting quality materials, using ICTs, in order to apply distance learning using all available technology, Tablet, mobile devices, among others (39-40).

ICTs have changed educational processes in all educational entities (universities, colleges, schools, institutes, among others) adding suitable didactic tools to collaborate with the learning process, requiring certain standards, among which are self-assessment, practice teaching and communication. The teaching of the English language has an approach based on action, of a communicative type, because it accepts key conceptualizations for the new methodologies that are to be implemented in the classroom, such as the concept of tasks and projects that collaborate with the approach based on the action. With this, the teacher does not perform the role of connoisseur and transmitter of knowledge, but rather acts as a guide to exploit the abilities of students working by competencies for their independence, to communicate, have initiatives and use technology responsibly (Escobar & Ibáñez, 2018:40).

Alvarez & Marrero (2018) talk about the possibilities offered by ICTs in the formation of a foreign language such as English, due to its wide and varied commercial, educational, cultural implications, among others, thanks to the universality with which it is used, transmit information between different nations worldwide. Technology favors virtual work from any place or part of the world, optimizing and improving resources in the various learning activities proposed throughout the course of the English subject. Creative and interactive methodologies are demonstrated where the interpreters are the students, who develop their abilities in the inquiries, selection, analysis and evaluation of information. Also, the teacher acts as a guide in the process of teaching and learning the English language. Through technology in the classroom, it contributes to facilitating learning, motivating and stimulating students in collaboration and cooperation with other classmates in increasing the various communication skills, turning classes into interactive

sessions that would encourage students in promoting expression, oral and written comprehension (p. 2783-2784).

For the organization and development of the teaching process, teachers put into practice a certain methodology that is characterized by the introduction of a series of strategies that encourage the participation and cooperation of students in the classroom, making it possible to increase skills and communicative skills in the English language. The integration of new technologies is important in teaching innovation, also, in reducing the disadvantages that may arise with teaching in large groups, where the teacher would have to include these resources in their pedagogical policies to improve the teaching and learning processes. . These have made this process more flexible, an environment in which classes become more interactive, participatory and motivating for students. (Álvarez & Marrero, 2018: 2784-2785).

Gómez, Ramírez, Martínez & Chuc (2019) are of the opinion that the various causes that intervene in the incorporation and use of ICTs are divided into two types of barriers: first and second order. The first covers external circumstances or circumstances that are unrelated to the teacher, such as lack of access to computer equipment, programs, lack of time to develop activities that involve the use of technologies, poor or no technical support from administrators. The second includes factors intrinsic to teachers, such as personal characteristics, beliefs about teaching and computer use, teaching practices, and attitudes toward change (p.78-79).

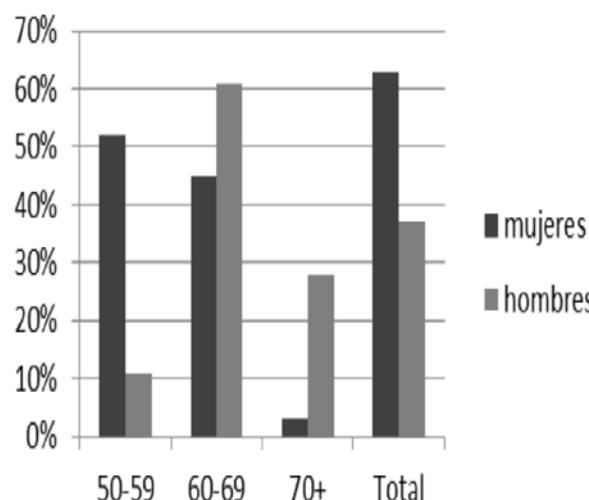
Various factors have been identified that serve as barriers to the integration and effective use of ICT by teachers, listing the following:

Barriers at the school level	Barriers at the teaching level
Lack of time	Lack of time
Lack of access to resources	Lack of trust
Lack of training	Resistance to change and negative attitudes
Technical problems	No perception of benefits
	Lack of personal access

Del Pezo (2020) comments that technological tools are methodological options that can be used to manage student learning, since in the current century, these types of media can be accessed. In other words, it is in the teachers who are willing to apply these innovative instruments in their subjects to obtain the desired results, taking into account that the way of teaching has changed over the years and the advancement of technology. These offer the opportunity to improve the quality of students, of education and can be the main character in each of the virtual activities (p.3).

In educational institutions, teachers have a limited command of the English language, thus maintaining a traditional way, since they use texts to transmit their knowledge, making it a routine learning, resulting in lack of interest in learning that language, since they do not there is motivation for such learning (Del Pezo, 2020:3).

The use of ICTs in educational tasks demands that teachers have a positive attitude in the activities, be trained for their application in the teaching and learning of English. Also, they show multiple benefits in the classroom, stimulating students' free learning, collaborating with the storage and joint memorization of information, making efficient use of time in the subjects of a second language. Therefore, methodological strategies and the use of technologies for teaching the English language are a series of procedures created by teachers to collaborate in the quality of educational processes (Del Pezo, 2020:6).

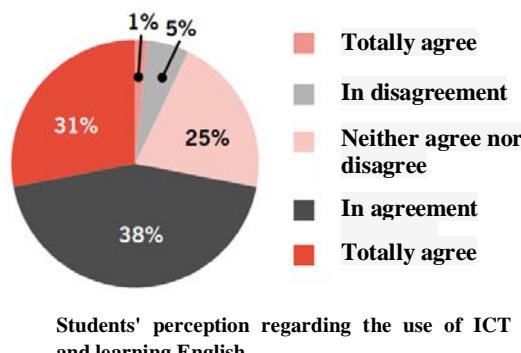


Mendo (2021) highlights that the teaching and learning of English through the use of technology is defined as "an activity that involves great determination, motivation and continuous practice of language skills, such as speaking, listening, reading and write in English" (p.19). On the other hand, the reality shown is that most students have few possibilities to interact using the foreign language, being limited to what is transmitted to them in the classroom, to the contents in the texts and to the planning of the teachers.

ICTs are very useful tools for improving the learning of the English language and it is what motivates research teachers to use different strategies, through the use of tools that are adapted to the needs and different realities in which they are taught. Students develop. There are various free tools that can be used in educational work to streamline the instruction process, because they are very useful for learning in the area of English as in other subjects (Mendo, 2021:19).

VII. PERCEPTION OF STUDENTS REGARDING THE USE OF ICT AND LEARNING THE ENGLISH LANGUAGE

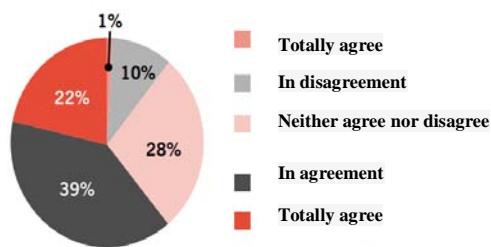
Carranza, Islas & Maciel (2018) state that the integration of ICT in the educational environment is due to the need to know to what extent, circumstances and conditions its incorporation into the teaching and learning processes vary the educational practices in the classroom. Class and find out if it has a positive impact on learning. The educational institutions show efforts in learning English, because the failures in the teaching of the English language reveal certain deficiencies in the educational system in the implementation of educational policies, showing a change in the paradigms of teaching and learning of this language (p.51-52).



One of the challenges presented by educational institutions in the teaching of a second language is the innovation and application of new procedures and instruments that help with the formation of the English language, together with technologies, which are an element that favors the educational process when it is available to teachers and students. In other words, English learning can be encouraged, allowing changes from the personal, attitudes, thinking, didactic-pedagogical elements, and the contents of work in the full sense of the teacher's practice. These optimizations cause educational environments that have repercussions on teaching and learning strategies and on didactic models.

The relationship between ICT and the teaching of a second language is produced by the changes that these can cause in student learning, which means going beyond instructing with technology, since it should stimulate a transformation in mentality, because the important thing is not the excess of information, but the ability to process it. As part of the globalization and internationalization of education, the use of a second language has been identified as one of the most urgent obligations in teaching at all educational levels. International business has increased and those who speak more than one language are highly sought after. (Carranza, Islas & Maciel, 2018: 52).





Perception of the students about whether the technological resources offered by their teacher reinforce the learning of the English language

Araya, Erna & Cid (2020) point out that the curricular bases implemented by the Ministries of Education in Latin America and the Caribbean, ICT are of great help for the process of teaching and learning a foreign language, in the study carried out, English. These allow to encourage and increase the productive and receptive abilities of the students. The curricular bases propose teachers to accompany their students in the learning process through technology to increase their ability to critically review materials and texts, identify reliable sources and be responsible in the subsequent use of said materials (p 35- 37).

In the course of teaching the English language, it would be possible to use ICT, enriching and favoring the points of view of the instruction of this language, because technology is something natural for students, because they use it in various places and in their lives every day. Currently they have been included in their academic training, so they must be properly integrated for the development of their cognitive skills. They have some relevance, because students can read texts online with a variety of learning aids such as translators, audio dictionaries, as well as voice interactions and auditions. These have evolved to have formats that stimulate the teacher's behavior in a certain way, offering freedom in the student's way of learning and even receiving automatic corrections. On the other hand, they are not a substitute for the teacher, but an ally in teaching and learning, in addition, there is no agreement on which tools facilitate effective learning (Araya, Erna & Cid (2020: 39-40).

VIII. THE USE OF ICTS IN THE FOREIGN LANGUAGE CLASS

Nicolás (2020) highlights that ICTs offer the possibility of real-time communication anywhere in the world with simple and immediate access to endless amounts of information that increases over time. Knowing a foreign language enables interaction between speakers, creating real and functional communicative contexts. On the other hand, its implementation in the classroom for the foreign language is a procedure that encourages students, since it stimulates them to be attracted by them and to be used in different ways (p. 30).

ICTs in the classroom have the following advantages: interest, motivation, interaction, development of initiatives, learning from mistakes, greater communication between teachers and students, cooperative learning, high degree of interdisciplinary, digital and audiovisual literacy, skills development search and selection of information, easy access to all types of data, visualization of simulations, among others.

Among the disadvantages and inconveniences are: dispersion, loss of time, superficial learning, unreliable information, very rigid dialogues, partial vision of reality, among others.

The use of the technology of a foreign language in the classroom entails a job for teachers who have to be constantly updating and receiving training to use these resources when instructing students. On the other hand, methodologies are constantly changing and in current times, the use of technology is mandatory in the teaching of any subject (Nicolás, 2020: 31-32).

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Adolescence: Self-Image & Self-Esteem

By Stourou Kalliopi

Abstract- Adolescence is that transitional period of human development, during which the immature racial child is transformed into a mature and capable adult for reproduction. The period of adolescence is a developmental period in the life of the individual that is characterized by evolution and changes in the structure of personality and psychosynthesis. The teenager has to struggle with many things, such as the changing self-image, the fundamental question "who am I", what is my identity, his attempt to differentiate himself from his family, to start his own autonomous course of life , issues that create potential risks of disorientation and claiming his image & his professional opportunities.

Keywords: adolescence, sense of self, self-perception & self-esteem, significant others, social support.

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Adolescence: Self-Image & Self-Esteem

Adolescence and Self-Esteem: Major Issue Nowadays

Stourou Kalliopi

Abstract- Adolescence is that transitional period of human development, during which the immature racial child is transformed into a mature and capable adult for reproduction. The period of adolescence is a developmental period in the life of the individual that is characterized by evolution and changes in the structure of personality and psychosynthesis. The teenager has to struggle with many things, such as the changing self-image, the fundamental question "who am I", what is my identity, his attempt to differentiate himself from his family, to start his own autonomous course of life , issues that create potential risks of disorientation and claiming his image & his professional opportunities.

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I. INTRODUCTION

Adolescence is the path that connects childhood with adulthood. It is a period of ecstasy & stress, happiness and problems, exploration & mental stress. From a sociological point of view, adolescence is a phenomenon that is distinguished by the difference in terms of universality & homogeneity of its characteristics.

Developmental psychology has endowed modern man with the entrenched belief that at different age levels people understand and represent the world differently (Dimitriou, 1996). Consequently themselves, since the image of the individual for himself and the world is formed and influenced by the involvement of the individual in relationships with other individuals, within various social groups, and in relation to the ecological and social context within the which lives.

The difference between the way of thinking and the sense of self between childhood and adolescence, considering that the changes that occur in the cognitive development of the individual are proportional to the changes that occur in the development of the sense of self and, therefore, the way children perceive themselves becomes more and more complex as they grow up (Nova - Kaltouni, 2008) and their social references increase.

Adolescence is a general term that refers to all the physical and mental changes that take place in the time period between a child and an adult.

During adolescence, where the transition from the world of the child takes place, with carelessness and complete dependence, in the world of the adult, with

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responsibility and complete independence, it is obvious that social demands increase dramatically.

Adolescence is considered to be one of the 'critical developmental transition periods', as significant changes occur in both the individual and his environment (Petersen & Hamburg, 1986; Gruber & Brooks-Gunn, 1996). Specifically, changes occur at the biological, cognitive, behavioral, social, and emotional levels (Gemelli, 1996; Cicchetti & Rogosch, 2002; ARA, 2002).

The teenager today is called in a highly competitive society, to face the enormous burden that accompanies social pressures & projected social patterns, making it difficult in his attempt to resolve the conflicts between his real, social & imaginary self.

II. DEVELOPMENT - DEVELOPMENT GOALS & ADAPTATION

Adolescence is one of the most important stages of human development: The size, shape and functions of the body determine the biological changes of man that begin at the end of the first decade of life.

Rousseau, in Emile's treatise on human nature and education, suggests three characteristics of adolescence:

- ★ Adolescence is a period of increased instability and emotional conflict caused by biological maturation..
- ★ The biological and social changes that prevail in adolescence are accompanied by fundamental changes in psychological processes. Conscious thinking and logical reasoning are activated.
- ★ These changes during adolescence are a kind of rebirth. Thus, adolescence summarizes, repeating in a coherent form, the previous stages that a child has gone through.

According to Freud and Erikson, adolescence is the time when all previous developmental crises are summarized and resolved to form an adult identity. Failure to resolve previous seizures during adolescence leads to neurotic personality in adulthood.

Adolescence is a period during which the young person needs to manage a variety of important developmental changes.

These changes affect many areas, and are often referred to as the 'developmental tasks' of adolescence (Cicchetti & Rogosch, 2002; Christie &



Viner, 2005; Chown et al., 2008): biological changes, cognitive, emotional, behavioral & social changes.

One of the most important developmental goals in adolescence is the formation of a complete and stable identity, ie a sense of self that is a mature and unique person, and that can create closer and more meaningful relationships (Gemelli, 1996; Martin, 1999; Cobb, 2010).

This process presupposes the synthesis of individual identities (sexual, ethnic, etc.) and the renegotiation of relationships and data so far (Tucker, 1999; Cobb, 2010).

Identity formation influences the way a young person perceives (self-perception) and evaluates (self-esteem) himself (Bolognini et al., 1996; APA, 2002).

The way a teenager perceives himself is related to his behavior, feelings, values, goals & ambitions.

Adolescence is associated with the existence of many emotions, which are experienced intensely and alternate at a fast pace. However, although negative emotions are more common in adolescence than in other periods, they do not outweigh positive emotions (Hauser & Smith, 1991; Nielsen, 1996; Arnett, 1999; Spear, 2000).

Adolescents 'emotional development is about increased understanding of others' feelings, more empathy, a greater willingness to cooperate, and a greater ability to recognize and manage their own emotions (Gemelli, 1996; Martin, 1999; APA, 2002).

III. THE ADOLESCENT'S SELF, SELF-PERCEPTION & SELF-ESTEEM

During adolescence, the adolescent thinks a lot about what a person is and what can be done. He may just daydream and then think seriously about his future career.

Initially in adolescence the adolescent may set professional goals that are ideal or unrealistic in relation to his or her given talents and abilities. Later in adolescence your teen can set more practical goals by choosing careers that best suit his or her abilities and interests.

Mixing ideal thoughts with practical plans is another part of the maturation process.

An important aspect of personality is the view of the individual, the adolescent about himself, his abilities & his characteristics.

The concept of self is a complex conceptual construction that includes cognitive, emotional & behavioral aspects. It is generally accepted that two basic components of the concept of self are self-perception & self-esteem (Makri - Mpotsari, E. (2001)).

Self-esteem differs from self-perception, although both are basic components of the concept of self, as the former represents its emotional side, while

the latter the cognitive, ie the belief that a person has about himself (Makri-Botsari, 2008).

Self-perception is the cognitive side of the concept of self & represents a statement, description or belief of the individual about himself. Self-esteem represents the emotional side and refers to the global view that one has of one's value as an individual (Makri - Mpotsari, E. (2001)).

During childhood the individual distinguishes several areas of self-perception, "such as school ability, social acceptance, physical appearance, athletic ability, behavior-behavior, emotional- transgender relationships and relationships with parents" (Makri-Botsari, 2002: 23). Adolescence is characterized by the addition of several, overlapping but not the same (Harter, 1990), categories of self-descriptions. In adolescence the individual will add another dimension to the categories of self-description, transforming specific biological, behavioral or social characteristics into comprehensive abstract concepts.

This is the result of the progressive socialization of the adolescent, who activates multiple selves, often opposites, to reconcile competing social demands: "this process of compromise requires a level of systematic thinking that goes beyond the capabilities of younger children" (Cole & Cole, 2002a: 98).

Identity formation is related either to the independent conception of oneself as an autonomous individual, or to the interdependent conception of oneself as directly related to others and a slightly differentiated individual (Marcia, 1966).

According to the model of Erickson (1968) the adolescent is called to form his identity on the basis of a reworking of the previous - age - developmental crises, in order to successfully face the challenges of adolescence.

Erickson believed that the process of identity formation involves the integration of more than one individual personality; therefore, to create a secure sense of self the individual must clarify his/her identities in both the individual and the social sphere. To identify the mental processes required to construct identity, he constructed a correlation with Piaget's cognitive descriptions, suggesting a correlation between Piaget's theory of mental development and Erickson's theory of personality development (Cole & Cole, 2002b).



IV. SELF-MANAGEMENT & SIGNIFICANT OTHERS

The process of identity formation requires the consolidation and unification of social roles and not only characteristics of the self, which is why the importance of others and the family is crucial in this direction (Makri - Mpotsari, 2002).

According to Bowlby (1989) theory of attachment, children will form relationships based on their interaction with different forms of attachment (eg secure attachment leads to personalization and acquired identity, while insecure attachment leads to donor identity). Therefore, the quality of intra-family relationships affects the relationships that children and adolescents form with 'significant others'.

Adolescents show an increased tendency for autonomy and independence from parents. Parents, again, from childhood have adopted practices of indirect control, through persuasions, advice, so that in adolescence they are withdrawn and folded so that the personality of the adolescent can emerge (Kourkoutas, 2001).

Individuals form many sub-identities in different areas of their lives. Two areas are:

- ⌚ The ideological field: includes profession, religion, politics & philosophy of life.
- ⌚ The interpersonal area: is family, friendship, emotional-interracial relationships, gender pole & entertainment. (Makri - Mpotsari, 2008).

The adolescent must develop a clear idea of the role he will play in the social environment to which he belongs. He must formulate a philosophy of life regarding the profession he will follow, the religious or political ideologies he will adopt, the choice of a partner, the adoption of life attitudes & at the same time embrace an action plan for their implementation (Makri - Mpotsari, 2008).

According to Cooley, adolescents feel that they are supported by important people in their

environment... Significant others (parents, educators, adult friends of the same age.. role models...)... believe that important others provide information on alternatives & take action on problem solving.

In contrast, adolescents who feel unsupported by their social environment, evaluate events as more stressful, lack self-confidence to deal with the problems that arise in their lives & quite often show depressive symptoms.

The degree of importance of a group in the socialization of adolescents is mainly determined by the criteria of the social support it provides. Social support refers to the acceptance, interest and help offered to adolescents, which is necessary to create a positive self-image and increase their self-esteem so that they can develop normally, with security and self-confidence, in order to build normal interpersonal social relationships.

Those who provide adequate social support to adolescents are described as "significant others". For teens, parents, teachers and peers fall into the category of "Significant Others".

The role of those parents who offer their children a supportive environment & strengthen their self-image & self-esteem is special. Only when the discipline applied by the parents is consistent, immediate & correct do the adolescents manage to understand the relationship between the act & its consequence, a fact that creates feelings of security and trust (Makri - Mpotsari, 2008).

At the same time, the role of support for adolescents by teachers is also important and often fills the gaps in the adolescent's relationship with his family.

When the teacher accepts the adolescent student, understands his/her problems, encourages him/her to discover his/her own possibilities, set his/her goals, make some decisions and direct his/her life, then he/she helps to improve his/her self-esteem level., in school success but also helps him in dealing with his problems.



In terms of peer support, a positive correlation has been shown between social support from peers and the psychological well-being of adolescents.

Research has revealed that some of the children who grow up in an unfavorable environment, in an environment of poverty, rejection, abuse or indifference by their parents, manage to move smoothly towards adulthood, aided by good interpersonal relationships with their peers.

Other times, however, the inclusion of a teenager in groups of peers, who show delinquent or aggressive behavior and use drugs, is largely associated with the development of antisocial behavior (Makri-Botsari, E., 2001, pp. 89-96).

Achieving a stable and dynamic identity of the Ego also depends on achieving the developmental goal of adolescence, while achieving mental balance, while

failure can lead to the manifestation of internal tensions and conflicts, loss of inner cohesion, emotional distress and emotional turmoil. Herbert, M., 1996, pp. 32-44, Paraskevopoulos, I., 1984b, pp. 57-81 and 160-173, Cole, M. and Cole, S., 2002, pp. 145-149, Erikson, E., 1968).

It is obvious that the adolescent needs understanding, emotional support, possibility of choices, knowledge about them as well as time to complete the developmental phase of adolescence & to move forward with confidence and self-esteem in his adult life. We, as adults, have a great deal of responsibility for this smooth transition & we must acknowledge the power of rebirth that characterizes adolescence & the ability to recreate the values & purposes that accompany it, which is so necessary today.



V. COUNSELING (INTERNAL BEHAVIOR CONTROL)

The help of a specialist, such as a counselor, can often be sought, who can be a specially trained psychologist but also an experienced teacher.

The counseling process helps teens to help themselves. It focuses on the element of self-help, ie the need to activate the internal strength reserves of the adolescent who is experiencing difficulties, resulting in the development of all aspects of the personality.

Thus, the adolescent adopts more mature modes of action and reaction, which will be characterized by less stress and conflict and the creative change of antisocial behavior is gradually achieved and the prevention of its continuation or recurrence in another form is achieved.

Of course, consultants cannot usually provide immediate solutions. Their role is to be able, through counseling, to create an environment conducive to finding solutions by the adolescents themselves, so that they can promote their own coping strategies.

There is a classic distinction of Counseling, in preventive and therapeutic, depending on the type of condition he is facing.

Individual Counseling is usually followed, where the counseling relationship is given between a counselor and a teenager. Sometimes, in the school environment, quite often, Group Counseling is applied, where the communication is expanded between the participating students, especially when there are common problems related to environmental factors.

Counseling is also applied to parents, relatives, teachers and those who are going to support the adolescent, helping them to develop skills for dealing with any problematic behavior (Herbert, M., 1996, pp. 254-257, Dinitropoulos, E., 1999, 19-23 and 28-32, Malikiosi-Loizou, M., 1998, pp. 277-296, Patsos, Ch., 2003).

VI. DISCUSSION & CONCLUDING REMARKS

Greek society is going through a period of rapid change at all levels. There are intense confrontations between traditional and new institutions, values and

lifestyles. This phenomenon results in the members of the society feeling insecure, anxious and uncertain about the future.

Things are even more difficult for teenagers, because they have to deal with these rapid developments and the intense psychosocial and mental changes that occur at their age.

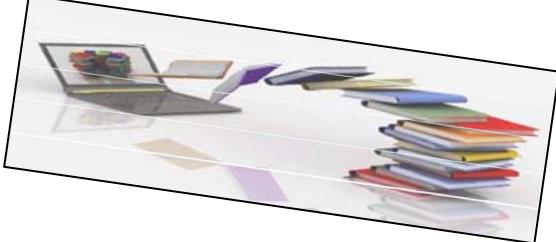
The search for the Ego identity and the complete development of the adolescent personality are necessary for the creation of whole social relations. The decisive influence of the family on the formation of behavior and personality of the adolescent, is a finding of all the sciences that deal with human behavior.

The adolescent experiences multiple emotional states, which are related to the development of sexual instinct, the social dimension of gender and the expansion of his social horizon. In this context, he must reconcile and balance the multiple self-roles he presents to the various reference groups, that is, to construct his own identity.

To achieve this, it must develop a more elaborate evaluation system (self-esteem and self-evaluation), while, at the same time, it must form new models of relationships with "significant others" (parents, peers, heterosexual relationship, teachers... standards ...).

It therefore implies that the state, through support agencies and parents, in cooperation with teachers, psychologists and counselors, should & can help in a variety of ways by providing social support, safety and care to adolescents.

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The Perception of Teachers, Managers and Pedagogic Coordinators about the Challenge of a New Teaching Constitution for the 1st Year of Nine-Year Elementary Education: An Immersion in the Capes Database between 2007 and 2017

By Lurdete Castelan Novicki

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Abstract- The immersion in the State of the Art of academic production having as research support the database of Theses and Dissertations of the Coordination for the Improvement of Higher Education Personnel (CAPES) aimed to bring a State of the Art of academic production on the transition of children from Early Childhood Education to Nine-Year Elementary School (EF9A), between the years 2007 to 2017. In this writing, we share the research that dealt with the perceptions of teachers, managers and pedagogical coordinators regarding the constitution of a new teaching for the 1st Year, after the implementation and implementation of EF9A. To this end, three categorical axes were mobilized: pedagogical practices, literacy cycle and continuing education. The incursion showed that the pedagogical practices of the 1st Year reproduce content from the former 1st grade, needing to review the various dimensions that constitute the teaching knowledge as well as the literacy cycle, respecting the new curricular requirements and the specificities of the child who started to access this stage of learning. I teach earlier, at the age of six.

Keywords: pedagogical practices. teacher constitution. nine years of primary education. literacy cycle.

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The Perception of Teachers, Managers and Pedagogic Coordinators about the Challenge of a New Teaching Constitution for the 1st Year of Nine-Year Elementary Education: An Immersion in the Capes Database between 2007 and 2017

A Percepção de Professores, Gestores e Coordenadores Pedagógicos Sobre O Desafio de Uma Nova Constituição Docente Para O 1º Ano Do Ensino Fundamental de Nove Anos: Uma Imersão No Banco Da Capes Entre 2007 A 2017

Lurdete Castelan Novicki

Resumo- A imersão no banco de teses e dissertações da coordenação de aperfeiçoamento de pessoal de nível superior (CAPES) objetivou trazer um Estado da Arte da produção acadêmica sobre a transição da criança da Educação Infantil para o Ensino Fundamental de Nove Anos (EF9A), entre os anos de 2007 a 2017. Neste escrito, partilhamos as pesquisas que trataram sobre as percepções de professores, gestores e coordenadores pedagógicos no que se refere a constituição de uma nova docência para o 1º Ano, após a implantação e implementação do EF9A. Para tanto, mobilizou-se três eixos categoriais: práticas pedagógicas, ciclo de alfabetização e formação inicial e continuada dos professores. A incursão demonstrou que as práticas pedagógicas do 1º Ano reproduzem conteúdo da antiga 1ª série necessitando rever as várias dimensões que constituem os saberes docentes bem como o ciclo de alfabetização, respeitando as novas exigências curriculares e as especificidades da criança que passou a acessar esta etapa de ensino mais cedo, aos seis anos de idade.

Palavras-chave: práticas pedagógicas. constituição docente. ensino fundamental de nove anos. formação continuada. ciclo de alfabetização.

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Keywords: pedagogical practices. teacher constitution. nine years of primary education. literacy cycle.

INTRODUÇÃO

A importância de fazer uma incursão ao Banco de Teses e Dissertações da Coordenação de Aperfeiçoamento de Pessoal de Nível Superior (CAPES) justifica-se pela oportunidade de acesso a trabalhos defendidos pelos programas de pós-graduação de todas as universidades brasileiras, os quais se responsabilizam pela veracidade das informações e dados publicados. É uma ferramenta que permite consulta por autor, título ou palavras-chave. Para o levantamento digitamos no espaço "assunto" o seguinte descritor: "a passagem do ofício de criança para o ofício de aluno". Em seguida, utilizamos como filtro o recorte de tempo 2007 a 2017, e obtivemos novecentos e oitenta e seis mil novecentos e trinta e cinco trabalhos (986.935). Num segundo momento, na "Grande Área do Conhecimento", foi aplicado mais um dispositivo de refinamento: "Ciências Humanas", resultando, por fim, vinte e oito mil cento e dez (28.110). Após fazer a leitura dos resumos, nosso corpus de análise somou um total de cinquenta e nove (59) trabalhos, sendo cinquenta e duas (52) dissertações de mestrado (91,5%) e sete (7) teses de doutorado (8,5%).

O objetivo deste artigo é partilhar as análises realizadas pelos autores do levantamento, principalmente as que trataram sobre as percepções de professores, gestores e coordenadores pedagógicos no que se refere a importância da constituição de uma nova docência para o 1º Ano, após a implantação e implementação do (EF9A). Para tanto, mobilizou-se três principais eixos categoriais: práticas pedagógicas, ciclo de alfabetização e formação inicial e continuada.

Embora esse debate não seja novo, pois a promulgação da Lei nº 11.274 que amplia o EF de oito para nove anos data de fevereiro de 2006, a imensa maioria das pesquisas que abordam o tema continuam a identificar desafios ainda a serem vencidos, sobretudo na segunda etapa. Ademais, os documentos



oficiais do Ministério da Educação¹ (MEC)¹ orientam que durante a transição deve haver uma coexistência entre as duas etapas, pela qual se reorganize as práticas pedagógicas e os conteúdos curriculares do novo 1º ano. Tal reestruturação precisa acolher as necessidades e aspirações infantis sem que possíveis impactos negativos possam intervir nas experiências infantis, preservando a infância e a trajetória escolar da criança que passou a acessar a nova etapa aos seis anos de idade.

Para cumprir o objetivo deste escrito foram selecionadas, daquele universo de 59 investigações, dezesseis dissertações de mestrado e três teses de doutorado que mobilizaram as três principais categorias de análises: práticas pedagógicas, ciclo de alfabetização e formação inicial e continuada. Ao identificar as especificidades de tratamento dado aos referidos eixos, teceu-se os apontamentos que serão apresentados com os seguintes subtítulos: 1. As práticas pedagógicas e o desafio da constituição de um novo ofício docente para o EF9A; 2. A importância da formação inicial e continuada dos professores frente à implantação e implementação do EF9A; 3. O que os professores pensam sobre a política do ciclo de alfabetização no sistema de progressão automática da criança até o 3º ano do EF9A.

I. AS PRÁTICAS PEDAGÓGICAS E O DESAFIO DA CONSTITUIÇÃO DE UM NOVO OFÍCIO DOCENTE PARA O EF9A

Frente ao desconhecimento das propostas que embasam a transição entre a Educação Infantil (EI) e o Ensino Fundamental de Nove Anos (EF9A), Araújo (2008) analisou os discursos das professoras participantes e verificou que as suas práticas pedagógicas estavam alicerçadas em seus estudos de graduação, suas especializações e em seu próprio fazer pedagógico, reafirmando a permanência de dúvidas e a necessidade de realização da formação continuada. No decorrer da pesquisa de Araújo (2008), compreendeu-se que os sentidos para a inclusão das crianças de seis anos foram se constituindo a partir do imaginário pedagógico a respeito do trabalho a ser exercido na EI e no EF, cujos sentidos foram sendo elaborados ao longo da vida destas professoras nas relações familiares, na construção da “identidade profissional de cada uma, no enfrentamento de suas dificuldades, no encontro com as possibilidades e necessidades, na própria prática docente, no contexto de trabalho e no encontro com o outro, colegas de trabalho, estudos realizados com alunos, pais, filhos, etc”. (ARAÚJO, 2008, p. 118).

¹ Os documentos podem ser encontrados no portal do MEC. Disponível em: [Ministério da Edu\(mec.gov.br\)](http://mec.gov.br). Acesso em: 5 Abr. 2022

Possidônio² (2016, p. 147) revelou que “as concepções a-históricas de letramento que se ancoram numa visão restrita de linguagem, aparecem de forma quase unânime no discurso dos professores”. Por sua vez, a alfabetização encontra-se diretamente correlacionada aos sentidos de que para ser professor é preciso alfabetizar. A pesquisadora assevera que essa prática, ao ocorrer na EI, configura uma contradição nos discursos, ao se calcarem na idade ideal da criança para conciliar a alfabetização e ludicidade, faz surgir uma pré-escola como “espaço de equilíbrio”. Nasce daí uma contradição do fazer docente, estreitando o vínculo entre as duas etapas por via da alfabetização. Seus estudos inferiram, ainda, que a nomenclatura “professor” sofre um silenciamento na EI, devido aos seus objetivos gravitarem em torno do “cuidado” e do “amor”, produzindo um discurso que causa um entrave no reconhecimento e legitimidade referente ao trabalho do professor da Creche. Em linhas conclusivas, a autora ressalta a necessidade da construção de condições discursivas que esclareçam a importância da docência independente da etapa de ensino em que atua.

O principal objetivo de Pugliese (2016) foi compreender como os professores de uma rede municipal conseguiram compor a nova realidade imposta pelo EF9A, a partir de elementos provenientes de sua formação e de suas experiências profissionais. A autora ressalta que a adoção de um sistema apostilado de ensino em caráter emergencial impôs vários desdobramentos como, por exemplo, a organização de um “novo” currículo e a formação de professores de uma forma terceirizada. Esse sistema gerou divergências de posições, sendo que, entre os depoimentos desfavoráveis, houve ênfase no fato de ser um “material alheio às realidades dos educandos, os quais não enriqueceram as suas experiências e aprendizagens”. Existiu ainda a falta de articulação entre as ações de plano local e os documentos legais dos governos federal e municipal. Pugliese (2016, p. 127), conclui que “as especificidades daquela realidade não foram respeitadas, sendo as práticas educativas homogeneizadoras e sem planificação substancial”.

Os apontamentos de Silva (2010) procuraram identificar quais os saberes docentes eram requeridos do professor para o desenvolvimento de práticas que perspectivassem a apropriação da língua escrita sem desrespeitar a condição infantil da criança de seis anos. O material empírico foi colhido do 1º Ano do EF de uma escola pública municipal. A autora percebeu que os saberes docentes começam a se delinear a partir da

² A pesquisa de Possidônio (2016), fundamentando-se na Análise de Discurso Pecheuxiana e nas concepções sócio-históricas desenvolvida por Tfouni (2006) e Street (1989), investigou como os professores atuantes nas diferentes etapas de ensino de rede municipal constroem sentidos sobre ser professor, sob o ponto de vista do trabalho pedagógico com a língua(gem).

formação inicial e se consolidam no decorrer do exercício da profissão, sendo a formação continuada fundamental para o seu processo de constituição. Para atender aos princípios dos documentos do MEC, independente da etapa de ensino, o professor precisa saber que o trabalho com a criança não poderá se reverter na negação da sua infância. A pesquisadora enfatiza a urgência de repensar os espaços e o currículo das duas etapas de ensino, de forma a expressar claramente seus objetivos, pois, em se tratando do EF, onde os objetivos de aprendizagens de leitura, escrita e cálculos ganham força ainda maior, o cuidado deve ser redobrado. A autora acrescenta ainda que, o professor ao tomar conhecimento das reflexões apresentadas em sua pesquisa, poderá somá-las aos saberes anteriormente construídos, permitindo intervir de maneira mais consciente na sua prática e justapondo-a às novas necessidades que a política de ampliação impõe.

Já o estudo de Pedrosa (2011) investigou como as mães representam a entrada da criança de seis anos no Ensino Fundamental, suas expectativas acerca da alfabetização nessas turmas, buscando verificar a existência ou não de influência delas sobre o trabalho de alfabetização realizado pelas professoras. Sua pesquisa constatou que a antecipação das crianças no EF é vista pelas mães como forma de prepará-las para o futuro, associando o 1º Ano com a antiga 1ª Série. Elas depositam nesse novo público e no trabalho docente as mesmas expectativas de aprendizagem referentes à antiga 1ª Série, quando as crianças tinham sete anos. Para elas, a entrada no EF significa a ruptura com a EI, também vista como momento de mudança em relação a posturas e práticas, esperando agora serem voltadas à leitura e escrita e não mais às brincadeiras. Embora muitas delas concordassem com o fato de seus filhos serem novos para tamanha responsabilidade e reconhecessem seus gostos pela brincadeira, elas acabam concordando que tais mudanças se fazem necessárias para atender às múltiplas demandas das sociedades modernas, assim como o imperioso ajuste de seus filhos a elas. O acesso ao EF também significou o afastamento de uma possível criminalidade, a garantia de um futuro melhor, de dignidade e de um portal para mercado de trabalho. No que se refere à alfabetização, a pesquisa de Pedrosa (2011) mostrou que as mães têm o desejo de ver seus filhos lendo e escrevendo, mas, por se tratar de um 1º Ano, pontuam a possibilidade de alguns não alcançarem tal objetivo, principalmente por conta da antecipação do processo, argumentando com especificidades/individualidades que devem ser respeitadas na infância, não sendo passíveis de nivelamentos.

A tese de Moro (2009)³ aponta que o trabalho pedagógico no 1º Ano do EF9A foi sendo estruturado em função da centralidade da linguagem escrita, cuja prática decorre das interpretações que as professoras fazem das determinações da Coordenação Pedagógica das escolas e da equipe técnica da Secretaria Municipal de Educação, e das pressões indiretas quanto às expectativas da comunidade escolar ampliada (pais e professores de outras séries) advindas da escolaridade obrigatória. Seu estudo enfatizou que o cenário dicotomiza a política da prática educativa, gerando dúvidas, ambiguidades e incertezas a seu respeito, ilustrando um processo permeado por contradições e inadequações. A autora enfatiza que documentos elaborados e publicados pelo MEC, não se tornaram instrumentos de estudo nos contextos pesquisados e, consequentemente, não são tidos como subsídio para a organização das práticas educativas. Por fim, Moro pondera que o distanciamento entre a política e seus agentes principais, os professores, faz afirmar o protagonismo docente em sua dimensão negativa. Ou seja, se a ampliação com o acréscimo de uma nova série inicial no Ensino Fundamental der certo, cumprir com suas finalidades (que são bastante pretensiosas), os méritos serão da política e dos seus formuladores. De outro lado, se por qualquer razão, tal política não vier a ser exitosa em seus propósitos, “a culpa será do professor: por não ter aderido ao que fora preconizado, ou por não ter entendido a proposição feita, ou por não ter obtido a colaboração devida dos pais e, inclusive, por não ter sido capaz de acolher na dimensão educativa essa nova criança”, que anterior à Lei, era sujeito da Educação Infantil (MORO, 2009, p. 280).

Por sua vez, a pesquisa de Loureiro (2010)⁴, por tratar-se de estudo exploratório no Colégio de Aplicação da Universidade Federal de Santa Catarina (CA/UFSC)⁵, mostrou que a implantação apresentou problemas muito parecidos com os das redes estaduais e municipais, parecendo repetir certa tradição em primeiro implantar políticas públicas para depois buscar as condições necessárias, em termos de qualidade, para sua efetivação. Destaca que é

³ A Pesquisa de Moro (2009) teve como objetivo conhecer e analisar o modo como os professores avaliaram a implantação e implementação da política nacional do EF9A na Rede Municipal de Curitiba, verificando quais as suas opiniões acerca dos critérios para o ingresso das crianças e da organização do trabalho pedagógico para aquele ano inicial do ensino, caracterizando as dificuldades e as soluções encontradas.

⁴ A pesquisa de Loureiro (2010) buscou identificar e analisar alguns aspectos da implantação/implementação do EF9A no Colégio de Aplicação (CA/UFSC), particularmente, sobre a organização do trabalho pedagógico dos anos iniciais, nos trazendo vários elementos para pensar o direito à infância neste contexto.

⁵ As siglas CAs/UFSC fazem referência aos Colégios de Aplicação da Universidade Federal de Santa Catarina



necessário rever a implementação do EF9A, bem como o isolamento pedagógico e político que parece marcar a história, não só desta, mas em todos os CA's. Neste sentido, é preciso que o coletivo de professores envolvidos nesse processo pense esta realidade politicamente, de forma a superar ações conservadoras, não ignorando as condições em que vivem seus estudantes. Para a autora, esta postura permeia a própria práxis desses profissionais, que só aprenderão na ação conjunta com o seu coletivo, promovendo a inovação dos projetos e, consequentemente, a melhoria do trabalho pedagógico, superando a fragmentação e o isolamento enfrentados atualmente pelo CA. Neste sentido, seu estudo constatou uma precarização das relações e de condições de trabalho que impede que todos os envolvidos tenham oportunidades de exercitar a participação política e pedagógica na discussão de projetos diferenciados que visam à formação das novas gerações. Isso prejudica a formação universitária de professores(as) e, consequentemente, do CA enquanto espaço de formação desses sujeitos. Assim, os CA's encontram-se isolados e cada vez mais distantes das suas origens e finalidades como campo de estágio e experimentação pedagógica, na medida em que os profissionais envolvidos não assumem a formação docente como seu projeto de escola.

Santos (2008)⁶ analisou as narrativas dos professores através do que denominou de movimento “retrospectivo”, relacionado a uma visão em que a organização pedagógica remete a pensar um processo de ensino pelo qual a criança é vista como um ser sem habilidades ou capacidades, incompleto e precisando ser “lapidada”. Por essa lente, a entrada mais cedo da criança na escola é compreendida como preenchimento por falta de algo, cujas práticas centradas no adulto desconsideram o que ela comprehende e sabe sobre o mundo, suas hipóteses, seus questionamentos, estabelecendo uma distância entre a vida escolar e as experiências de vida da infância: “As proposições se baseiam na repetição e cópia, com práticas destinadas a preencher um vazio, com foco na sistematização da leitura e escrita” (SANTOS, 2008, p. 161). Já as ações que dialogaram com a “narrativa prospectiva”, contrariamente, concebem a criança como um ser histórico, social, cultural e ativo, possuidor de vontade e especificidades próprias. A pesquisadora conclui que a elaboração de propostas permeadas pela concepção “prospectiva” atenderia as reais necessidades e possibilidades do universo infantil. Assim, a autora afirma que pensar em

organização pedagógica para o 1º Ano implica pensar em duas perspectivas: a formalização da escolarização e a construção dessa escolarização. A primeira vincula-se ao pensar dos professores na direção do movimento retrospectivo; a segunda vincula-se ao movimento prospectivo.

Os profissionais entrevistados por Cruz (2013)⁷ consideram que as crianças possuem experiências escolares anteriores que permitem apreenderem hábitos e noções claras do que podem ou não fazer quando chegam no EF9A. De acordo com o corpo docente das escolas pesquisadas, as crianças já trazem consigo regras e normas comportamentais anteriormente internalizadas, as quais são próprias da cultura escolar desse novo segmento de ensino. A avaliação é um dispositivo de apreciação dos conhecimentos prévios das crianças de seis anos, sendo um procedimento mobilizado para enturmá-las. Os apontamentos da pesquisadora indicam que a trajetória pregressa das crianças na EI é um aspecto que define não só perfil dos alunos, mas organiza o planejamento anual de todo o trabalho político-pedagógico dessas instituições. A pesquisa também mostrou que, embora a seleção seja feita por ordem de inscrição ou sorteio das vagas, todas as três escolas investigadas reconhecem aplicar atividades avaliativas que visam diagnosticar os alunos que ingressariam no 1º ano. Tais instrumentos são elaboradas pelos professores e coordenadores, havendo um grande envolvimento dos profissionais da escola. A pesquisadora assevera que tanto o processo seletivo como as práticas de alfabetização nas escolas particulares carecem de mais pesquisas. “*Refletir sobre de ótimo desempenho acadêmico também nos sugere novos campos de pesquisa na área do letramento digital, já que muitas crianças que formam o público-alvo dessas escolas passeiam com naturalidade por esse meio*” (CRUZ 2013, p. 148). Neste sentido, os apontamentos da autora mostraram como a ação da cultura escolar age sobre as culturas infantis, elucidando a forma como ocorre a transformação dos agentes sociais crianças em agentes sociais alunos. Elas aprendem a ser alunos sem deixar de compor um grupo social à parte, com características e cultura próprias, estabelecendo a relação entre a escolarização das crianças e as contribuições acerca das culturas de infâncias, das culturas familiares e das culturas escolares na atualidade, com o objetivo de ampliar a compreensão sobre as crianças brasileiras e favorecer uma “educação de qualidade”. Assim, ao se posicionarem quanto ao ingresso das crianças no 1º

⁶ Santos (2008) ouviu doze professores de escolas públicas da cidade de Santa Maria/Rio Grande do Sul, tendo como objetivo conhecer as suas percepções sobre o ingresso da criança de seis anos de idade na escolaridade obrigatória, bem como a implicação disso na organização no processo de ensino da leitura e escrita iniciais.

⁷ Cruz (2013) ao apresentar uma análise aprofundada sobre alguns aspectos definidores das práticas de alfabetização desenvolvidas em três escolas particulares, no contexto da implantação do EF9A, observou que as principais indagações do corpo docente acerca desse processo, tanto para a EI quanto para o EF, referem-se à adequação dessas práticas à faixa etária das crianças.

Ano do EF, a temática da cultura escolar foi um aspecto recorrente nos depoimentos dos professores e coordenadores. São questões que dizem respeito ao número maior de alunos por turma, tempo reduzido de recreio, a inserção de outras especialidades como: “aulas como artes, educação musical e educação física, o compartilhamento de atividades comuns às crianças mais velhas da escola, atividades avaliativas e notas passam a fazer parte do universo das crianças recém-chegadas ao EF” (CRUZ, 2013, p. 145). São fatores, segundo a autora, que transformaram as crianças em alunos.

Este aspecto é também retratado por Casagrande (2015) e, emergente de questões anteriores, diz que o ingresso mais cedo da criança no EF supõe uma nova significação social: ser estudante. Essa mudança em seu universo social faz com que ela viva uma dualidade: “ser criança” (ofício de criança) e “ser aluno” (ofício de aluno). Os dados e reflexões da autora permitiram afirmar que, “independente do conceito atribuído a essa criança na Escola de Anos Iniciais: aluno, escolar, estudante, educando ou discente; ela será sempre uma criança, um ser humano de pouca idade, um sujeito histórico e social, um sujeito que tem como direito aprender e brincar” (CASAGRANDE, 2015, p. 195).

E, por último, a investigação de Hashimoto (2012) mostrou que as escolas públicas pesquisadas esperavam pelo sistema de apostilado para então encontrar possíveis caminhos a seguir, demonstrando, por parte dos professores, o desconhecimento dos documentos norteadores da implementação do EF9A. Já nas escolas particulares essa mudança não foi levada em consideração, pois o sistema de apostilas já era o documento de fundamentação de suas práticas educativas. Por esse motivo, Hashimoto (2012) também menciona a necessidade de renovar a identidade docente do professor que atua no novo 1º Ano, muito por conta da demanda por novas metodologias e conteúdo que atendam não só a dimensão cognitiva e pedagógica, mas também a questões de ordem psicológica e sociais voltadas às crianças pequenas. Em linhas gerais, o sucesso do processo de alfabetização de crianças de seis anos deve ser analisado como uma combinação multifatorial de aspectos estruturantes que envolve todo o trabalho encaminhado pela escola e em sala, evitando as análises e reflexões descontextualizadas.

II. A IMPORTÂNCIA DA FORMAÇÃO INICIAL E CONTINUADA DOS PROFESSORES FRENTE À IMPLANTAÇÃO E IMPLEMENTAÇÃO DO EF9A

As análises de Silva (2012) evidenciaram que durante a implantação do EF9A os momentos destinados à formação continuada de professores

foram “esporádicos”, e não garantiram um caráter reflexivo de superação ao caráter de instrumentalização. Ausente nas escolas, os projetos ficaram apenas no plano de ideias ou ações muito pontuais, não atendendo às dimensões políticas, econômicas e sociais das crianças. Seus estudos apontam que a existência de vários documentos publicados pelo MEC e SEDUC/PA não sanaram as dúvidas sobre o funcionamento do Ensino Fundamental de Nove Anos na perspectiva do Ciclo da Infância. “Acredita-se que isso ocorreu pelo fato de que nem todos os profissionais da educação participaram das discussões. Além disso, como se constitui um processo, necessariamente, precisa-se de um tempo maior para compreendê-lo” (SILVA, 2012, p. 148). Para a autora, a organização do processo de aprendizagem voltado ao Sistema de Ciclos incitam reflexões em torno da questão curricular por meio da alfabetização com articulação entre EI e EF mas, ainda assim, esta proposta desvaloriza a infância na escola fundamental e não foi suficiente para que se efetivasse mudança de paradigma.

A sistematização da literatura de Chaves (2012, p. 143) conclui que a implantação da Lei 11.274/06 foi realizada na maior parte dos sistemas de ensino, salvo exceções, sem adequações dos espaços escolares, sem reorganização curricular e qualificação dos profissionais que atuam com crianças. Sua pesquisa asseverou que desde 2006 as matrículas em massa realizadas sem as devidas adequações pedagógicas dos espaços escolares apontaram um descompasso entre o que os documentos oficiais preconizam como imprescindível para um processo de inclusão educacional, respaldado por pressupostos de qualidade e equalização social e sua real efetivação. O novo modelo fez emergir a necessidade de ações que tragam mudanças na estrutura e o funcionamento do sistema educacional, para que o EF9A possa ser considerado um espaço de vivências significativas, pelas quais ocorram aprendizagens e a fundamental permanência da criança neste âmbito. Portanto, para Chaves (2012, p. 144), “a implantação da referida lei foi realizada com tímidas discussões com professores e sociedade em geral, entrave que coloca em risco a elevação das oportunidades de aprendizagens das crianças”, as quais deveriam ser as principais beneficiadas pela ampliação.

De acordo com as análises dos discursos das professoras pesquisadas, foi possível Araújo (2008) inferir que as formações não estavam sendo suficientes para sanar as dúvidas referentes à importância da não ruptura entre a brincadeira, o lúdico, a aprendizagem e o desenvolvimento entre as duas etapas. Já no que se refere ao espaço físico, a autora levantou que, ao contrário do que se pensou, não significou um entrave na implementação, pois mesmo a escola estando inadequada, a inclusão das crianças efetivou-se graças



ao engajamento de todos na organização dos espaços que a instituição já possuía.

Do mesmo modo, Rodrigues (2013) enfatizou que o novo sistema de ensino faz existir ainda mais a necessidade de formação continuada dos professores, exigindo uma maior atenção para as antecipações de conteúdos e cobranças não condizentes com a realidade das crianças de seis anos, evitando que não recaia sobre eles próprios a responsabilidade por um possível fracasso escolar dos alunos. Nos dois municípios pesquisados observou-se dificuldades enfrentadas pelas equipes no processo de implantação e implementação, tanto a infraestrutura quanto ao currículo a ser adotado, bem como confusões quanto às estratégias de matrícula. Neste sentido as adaptações curriculares estão em pleno processo. A cidade de Joinville colocou em prática o novo currículo desde o segundo semestre de 2012, mas houve muitas dúvidas acerca das concepções e práticas pedagógicas. No município de São Francisco do Sul foi discutido pelos órgãos municipais – Conselho e Secretaria de Educação - e as práticas dos professores foram subsidiadas pelas orientações da supervisão escolar que respondem pela Secretaria Municipal de Educação. Nos relatos dos professores foi recorrente a falta de orientações prévias que fornecessem indicativos para receber o novo público que antes era da educação infantil e que passou a frequentar o EF9A.

A tese de Hashimoto (2012)⁸ constatou que a implementação se deu de maneira “aligeirada e desastrada”, que não houve formações em que os professores pudessem entender as múltiplas dimensões que afetam as crianças com a implementação, acontecendo algumas ações isoladas de que participaram apenas os gestores. Assim, momentos de reflexões coletivas, que deveriam oferecer condições para desenvolver um trabalho de qualidade, que viesse ao encontro das especificidades da criança de seis anos, foram muito escassos, sendo que “as escolas pesquisadas não mostraram conhecimentos consistentes nas novas orientações legais quanto ao 1º Ano” (HASHIMOTO, 2012, p. 183). Para a autora as questões relacionadas à alfabetização precisam ser alinhavadas até o 3º Ano, demonstrando mais uma vez a urgência de formação continuada e a necessidade de rever a formação inicial mesmo de profissionais com larga experiência na EI e atuantes, hoje, no EF9A. Tais saberes adquiridos por meio da experiência deste profissional já não garantem por si só

⁸ O principal objetivo de Hashimoto (2012) foi investigar sob que condições ocorreu a mudança anunciada pela Lei 11.274/2006, tendo como hipótese inicial o fato de que “as mudanças só se concretizam a partir do momento que os agentes – professores e gestores – conhecem o teor das leis, pareceres e resoluções”. Procurou identificar quais subsídios oferecidos nos documentos podem fundamentar práticas que deem conta de acolher a criança de seis anos.

um trabalho com as crianças de seis anos, por conta de estarem agora num novo contexto, necessitando rever as antigas práticas e cambiá-las, efetivamente, ao encontro dos documentos orientadores da transição e do sistema de ciclos.

Ainda no que se refere a formação de professores, Vilarino (2016, p. 99)⁹ enfatiza que o processo não deve se dar apenas por meio do Pacto de Alfabetização na Idade Certa (PNAIC)¹⁰, mas também no espaço/tempo da escola. A autora pondera que embora seja possível ver os avanços em direção a um projeto pedagógico coerente que almeja qualidade educacional, “por outro lado, a escola ainda parece estar presa a um sistema educacional burocrático aliado a condições reais desfavoráveis, sejam de trabalho do professor, sejam de infraestrutura”. A autora problematiza os limites da implementação do Ciclo de Alfabetização, vinculando a educação de qualidade com as condições de trabalho (des)favoráveis, e questiona qual o tempo disponível o corpo docente têm para estudos e pesquisas; carga horária adequada incluindo, também, a histórica desvalorização e desprestígio social em se tratando, principalmente, na parca remuneração desta classe. Todos são fatores que incidem diretamente na prática do professor. Seu estudo considera que “o caminho de alfabetizar letrando está sendo construído a passos lentos e, ainda que seja possível ver os avanços no que diz respeito à educação, muito ainda precisa ser desmistificado, construído e aprimorado no âmbito das concepções que permeiam a educação escolar” (VILARINO, 2016, p. 97).

A investigação de Lummertz (2013), por sua vez, concluiu que persiste a necessidade de repensar toda a proposta pedagógica (mudança de paradigma) com vistas a superar ações de cunho mecânico que levam, por parte das crianças, à cópia e à repetição. O pesquisador enfatiza a necessidade de mais investimentos na formação de professores, visando

⁹ Vilarino (2016) buscou contribuições teóricas de Magda Soares, Emilia Ferreiro e Ana Teberosky, Isabel Solé, Paulo Freire, Cleoni Maria Barboza Fernandes e Marli André. Realizou, a partir da abordagem qualitativa, um estudo de caso em escola pública estadual de Porto Alegre (RS), e teve como lócus de investigação três turmas: 1º, 2º e 3º anos do EF. Seus instrumentos foram entrevistas semiestruturadas, observação contínua e princípios da análise documental (leitura dos planos de ensino).

¹⁰ De acordo com Silveira et al. (2016), todos os entes federados (Distrito Federal, estados e municípios brasileiros) firmaram adesão ao Pacto Nacional pela Alfabetização na Idade Certa (PNAIC). Nesta perspectiva, o PNAIC é considerado uma iniciativa de âmbito nacional que representa uma cooperação para que os estudantes dos sistemas públicos estejam alfabetizados até os oito anos de idade em Língua Portuguesa e em Matemática, iniciando o processo no 1º Ano e o consolidando no final do 3º Ano do EF9A. Esse processo é conhecido como progressão automática que compõe o Sistema de Ciclo. Essa consciência se reflete também na grande maioria dos municípios de nosso estado: dos 295 municípios catarinenses, 293 aderiram ao pacto.

superar a histórica dicotomização entre o brincar e o aprender no ensino formalizado. Seus estudos consideraram haver uma quantidade significativa de pesquisas científicos com essa temática. Assim, os vários olhares devem permitir constantes (re)avaliações.

Zambelli (2014) destaca que assegurar “a antecipação da escolaridade implica adequação na formação inicial dos professores e na reorganização de sua futura prática pedagógica”, articulando uma nova práxis que atenda as necessidades das crianças de seis anos e, assim, um redimensionamento do seu próprio trabalho educativo. O relato colhido de especialista em EI atribuí, à formação continuada, o melhor caminho para repensar o currículo e alinhar com as formas de avaliação, interna e externa da escola. O autor assevera que apesar da maioria dos professores afirmarem que “a ludicidade é importantíssima para o desenvolvimento desta faixa etária, ainda esbarram em uma prática tradicional e ortodoxa que parte da gestão e inclui os docentes e funcionários, além de espaços físicos nada estimuladores para as crianças” (ZAMBELLI, 2014, p. 57).

A investigação de Moro (2009)¹¹ evidenciou que o processo desconsiderou a participação dos professores em discussões prévias, como formações e/ou tomadas de decisões, desvelando seus sentimentos de angústia e frustração perante a incerteza quanto às metodologias e às estratégias educativas adequadas às mudanças requeridas pela lei e pelo programa de ampliação proposto pelo MEC. Fatores que levaram a – e revelaram uma – simplificação e acomodação administrativa do processo. No que concerne à realidade/dificuldades enfrentadas com o 1º Ano, Moro (2009, p. 275) diz que os relatos dos professores indicaram existir um “hiato entre as suas experiências reais e as expectativas quanto às condições necessárias para a efetivação de práticas educativas adequadas”, necessitando de um acompanhamento para avaliar o processo, além da falta de esclarecimento quanto à data de corte para o ingresso das crianças nessa etapa. Soma-se a isso o agendamento para o ano escolar seguinte da Provinha Brasil para as crianças egressas do 1º Ano e a ênfase no conteúdo dos cursos de formação continuada, os quais orientam, exclusivamente, o trabalho com a alfabetização.

Loureiro (2010) ressalta que, após a reforma do espaço físico e a contratação de professores, o que saltou à vista foi a urgência de rever radicalmente a formação dos professores(as), principalmente em seus aspectos conceituais e de valores, utilizando a política do EF9A como uma oportunidade privilegiada para exercitar o direito à infância na escola, com toda complexidade que tal desafio exige. Ela considera

também que esta escola pode (e deve) ser campo privilegiado da formação de novos(as) professores(as).

Por fim, a tese de Rabinovich (2012) teve como objetivo conhecer as expectativas das crianças, pais, professores e gestão a respeito da implantação do EF9A e verificar como as escolas se prepararam para receber as crianças de seis anos. Na implementação, a pesquisadora percebeu que a adaptação a essa nova realidade não se restringia às crianças, mas aos professores, gestores, famílias e a todos os envolvidos no processo. Tal medida não teve como efeito propostas concretas de subsídio à passagem e recepção ao novo público infantil. Não houve mudanças, cada nível de ensino trabalha da mesma maneira. Nesse sentido, o acesso da criança ao 1º Ano acarretou preocupações quanto à perda da sua infância. Principalmente quanto à tentativa de apressar a alfabetização e a aquisição de determinadas habilidades, bem como pela ausência de jogos/brincadeiras, de momentos vivenciados através das artes, de histórias lidas, contadas e/ou dramatizadas, entre outros, evidenciando, mais uma vez, a necessidade de repensar o EF9A e a interseção entre as duas etapas. A pesquisadora assevera que a matrícula da criança de seis anos no EF representa a efetiva diminuição do tempo na Educação Infantil e sua inserção prematura na segunda etapa, tendo como agravante a ausência de uma proposta clara e sólida de acolhimento e respeito às especificidades desse momento de sua vida. Neste sentido, com a antecipação da entrada da criança no ensino formal “não há ganhos e, sim perdas, muitas vezes irrecuperáveis, devido à falta de experiências próprias e necessárias nessa idade” (RABINOVICH, 2012, p. 338).

III. O QUE OS PROFESSORES PENSAM SOBRE A POLÍTICA DO CICLO DE ALFABETIZAÇÃO NO SISTEMA DE PROGRESSÃO AUTOMÁTICA DA CRIANÇA ATÉ O 3º ANO DO EF9A

Os discursos dos professores analisados por Silva (2012)¹² revelaram que as atividades pedagógicas nas turmas eram realizadas porque existiu uma determinação nacional e estadual e, mesmo desconhecendo alguns aspectos da organização do

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¹² Silva (2012) analisou, ao mesmo tempo, os discursos do MEC, Secretaria de Estado de Educação (SEDUC) e do professor do EF9A sobre a perspectiva do Ciclo da Infância, com o objetivo de identificar sua relação com os documentos oficiais e com a política de implantação. Para tanto, valeu-se da pesquisa empírica de caráter documental, com pressupostos teóricos baseados na abordagem qualitativa, por meio de autores do campo das políticas públicas educacionais.



Sistema de Nove Anos em Ciclo da Infância¹³, sentiam-se responsáveis pela efetivação da proposta, revelando a transferência de responsabilidade dos órgãos competentes aos profissionais e gestores envolvidos no processo. Tais estratégias evidenciam-se quando mostram as ambivalências ou polifonias de palavras em tom de persuasão nos documentos do Ministério da Educação (MEC) e da Secretaria de Estado de Educação (SEDUC), quanto ao discurso sobre o ciclo da infância estar carregado de regras comuns de orientação universal, tendo como alvo os professores, gestores e pais. Houve a tentativa, portanto, de torná-los únicos, ou principais responsáveis pela concretização das propostas necessárias para uma educação de qualidade. O Estado ficaria apenas com a dimensão legal, ou seja, as mudanças educativas viriam apenas pelas instituições de leis, decretos, resoluções, etc., sem garantir a concretude de tais discursos oficiais, justificando-se pela “tentativa” de uma educação pública menos excludente. A pesquisadora ressaltou a necessidade de desvelar quais “práticas no EF buscam enquadrar a criança na categoria de aluno, fazendo incorporar todos os comportamentos tidos como pré-requisitos para que a acelerada aprendizagem das letras e números aconteça”. O estudo permitiu entender por Ciclo da Infância a singularidade nos diferentes tempos que perpassam a valorização da identidade infantil, num amplo campo de atuação, não apenas geográfico, mas em suas dimensões sociais, afetivas, cognitivas, emocionais e físicas, concebendo as crianças como seres singulares indivisíveis, mobilizando uma categoria enquanto construção social e não apenas como um dado etário.

A partir do universo docente, Vilarino (2016) compreendeu como as professoras concebem os três primeiros anos do EF para o processo de aquisição da leitura e da escrita. Para a pesquisadora o EF9A é uma das políticas educacionais mais relevantes por instituir o Ciclo de Alfabetização. No entanto, sua pesquisa revelou que essa política precisa ainda ser compreendida pelas professoras e, com isso, temas subjacentes como avaliação e planejamento mesmo não sendo novos, são pouco discutidos e compreendidos no contexto educacional brasileiro. A autora argumenta que vivemos numa lógica em que “ensino bom é ensino que reprova”, exigindo esclarecer que a avaliação é realizada no sentido de promover e não de reter a criança, devendo ser entendida como processo indissociável e constante do planejamento. Ademais, as pesquisas realizadas sobre a organização do ensino em ciclos no Brasil, “surgiu na tentativa de superar fatores como evasão e reprovação no contexto escolar. No entanto, a maioria das experiências não

alcançou os objetivos, pela descontinuidade das propostas por parte dos Governos” (SILVA, 2012, p. 146). O aprofundamento acerca dessa temática permitiu a pesquisadora observar que a política do Ciclo de Alfabetização, por conceber os três primeiros anos na perspectiva da progressão continuada, tem gerado resistências em sua implementação até por parte dos professores, exigindo do corpo docente e da direção escolar importantes e novas compreensões. Por isso o Ensino Fundamental de Nove Anos, embora aponte para uma nova proposta curricular e um novo projeto político-pedagógico de escola, os binômios avaliação e planejamento ainda não são concebidos como processos indissociáveis e constantes. Ademais, seus estudos ressaltaram a necessidade de compreensão da historicidade do EF, pois, de acordo com a pesquisadora, “só por meio dela conseguiremos visualizar os avanços referentes à democratização da educação no Brasil e planejar as mudanças ainda necessárias para uma educação de qualidade” (VILARINO, 2016, p. 97).

Em consonância com as dúvidas dos professores em relação ao Sistema de Ciclos, o estudo de Pedrosa (2011) mostrou que a progressão continuada das crianças para a série seguinte é alvo de insegurança para algumas famílias. Isso se revelou em razão da possibilidade de os filhos não conseguirem acompanhar o novo ritmo exigido no 2º Ano. Assim, a criança que se alfabetiza ainda no 1º Ano torna-se motivo de grande orgulho e status para as famílias. A autora ressalta que, embora existam expectativas por parte da família acerca da alfabetização isso não representa um obstáculo que impeça o professor de realizar seu trabalho. Ao contrário, apontou para a falta de acompanhamento e maior colaboração das famílias em relação ao trabalho da escola. Algumas comparações com outras crianças e instituições realizadas pelos pais a partir do senso comum, bem como o desconhecimento da proposta da escola e do novo EF9A, organizado em ciclo, foram fatores confluentes para importantes obstáculos na consolidação de uma boa relação escola/família. Pedrosa (2011) considerou, por fim, que a garantia de uma educação mais longa não pode significar o rompimento com as práticas da EI, sendo de grande pertinência que os aspectos das singularidades infantis sejam valorizados e contemplados também no contexto do EF. O ciclo da infância deve ser melhor compreendido para ser mais respeitado, assim como a heterogeneidade e a ludicidade, tornando-se necessário rever o volume de atividades voltadas à leitura e escrita, de forma a garantir e atender aos respaldos teóricos que realmente embasam a proposta do novo EF9A.

Rodrigues (2013) enfatizava já ter se passado dois anos da data de obrigatoriedade da matrícula das

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crianças de seis anos no ensino fundamental e as dificuldades continuavam; a falta de preparo por parte dos professores para dar conta de um novo público infantil, o tempo maior que elas precisam para as aprendizagens e, o mais preocupante, as apropriações indevidas do que a política realmente se propõe resultando na antecipação das aprendizagens próprias do processo de alfabetização e letramento na educação infantil, com as turmas de cinco anos de idade. Esses impasses ficam ainda mais evidentes quando tem-se, por parte dos docentes, uma compreensão mal elaborada a respeito do sistema de ciclos: já se sabe que a criança tem até o final do 3º ano para concluir o processo de alfabetização, no entanto, nas duas redes municipais de ensino pode-se observar que as crianças tem sido cobradas para dar conta desse processo ainda no 1º ano. “Agora falo do lugar de profissional da educação, cada vez mais as crianças tem sido encaminhadas para atendimentos extra classe por não dar conta do processo de alfabetização e até mesmo já temos recebido queixas de crianças que chegam ao ensino fundamental II com sérias dificuldades referentes ao processo de alfabetização” (RODRIGUES 2013, p. 95). Todavia, a autora assevera que existe indicativos de que inserção das crianças pode ser exitosa, fazendo-se necessária a continuação da pesquisa no intuito de observar como as crianças estão chegando ao fim dos três anos iniciais como orienta o MEC, e que esse tempo se consolide num ciclo próprio às aquisições específicas do processo de alfabetização.

IV. CONSIDERAÇÕES FINAIS

Nossa incursão revelou a persistência de um forte impasse na transição entre a EI e o EF assentado na inadequação de práticas pedagógicas não acolhedoras das especificidades da criança de seis anos. Frente a isto, enfatizamos que a necessidade de rever as práticas pedagógicas destinadas ao EF9A não se situa exclusivamente nos conteúdos, mas encontra-se localizada nas inflexibilidades guardadas no processo como um todo e, sobretudo, na maneira pela qual essas ações foram conduzidas no novo 1º A no ao não conceber a interação humana como princípio elementar do processo educativo subtraindo sua dimensão política, reflexiva, emancipadora, interativa, lúdica e criativa.

Os relatos dos professores participantes dos lócus pesquisados revelaram o desconhecimento dos documentos norteadores da implementação do EF9A, elaborados pelo MEC. Assim, os novos saberes docentes foram sendo alicerçados nos estudos anteriores de graduação, nas especializações e no seu próprio fazer pedagógico, reafirmando a permanência de dúvidas e a necessidade de realização da formação continuada com todo o universo docente.

Observou-se que o ciclo de alfabetização, por conceber os três primeiros anos na perspectiva da progressão continuada, tem sofrido resistências de implementação nos contextos educacionais brasileiros pesquisados. Do mesmo modo, temas subjacentes à essa política, como avaliação e planejamento, precisam ser melhor compreendidos. Esses binômios, por serem poucos discutidos, ainda não são concebidos como processos indissociáveis e constantes.

Muitos desses aspectos já vem sendo discutidos desde a antiga 1ª série, mas continuam sendo merecedores de muita atenção da área e, em grande medida, colocam em xeque a política responsável por ampliar o EF de oito para nove anos. É contínua a relevância de aprofundar os conhecimentos sobre como vem ocorrendo a ampliação em suas dimensões sociológica, política, pedagógica e estrutural.

Para que o Ensino Fundamental de Nove Anos seja realmente implementado com sua nova proposta curricular e um novo projeto político-pedagógico de escola, são exigidos do corpo docente, da direção e de toda a comunidade escolar as devidas compreensões que torne possível a apreensão da multiplicidade e complexidade dos novos elementos que o compõem. Dimensionar, na medida do possível, seus impactos na trajetória escolar de milhões de meninos e meninas brasileiras que frequentam nossos sistemas de ensino, também seria um importante caminho a ser perseguido.

Esperamos que o levantamento também tenha contribuído para superar as divergências reducionistas geradas pela ampliação, que levam indivíduos a tomarem posições radicais, colocando-se de forma simplista contra ou a favor da mesma.

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Origin and Impact of Theories on Writing in Latin America

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Summary- This article analyzes the origin and impact that theories have had on writing in the countries of Latin America, but from a modeling that began in the Anglo-Saxon world. To this end, a sample of publications was selected that allowed an analysis of eight epistemic categories, among which those that are linked to discursive genres such as dialogic, semiotic, rhetorical constructs and their areas of use stand out. The results reveal the positive impact that foreign theories had in Latin America, as well as the impact on the quality and diversity of regional production. It is concluded that the production of specialized texts, in the area of writing and transformation of knowledge and beyond an apparent theoretical controversy between the meaning of "literacy" and "academic literacy", has given rise, rather, to the Pedagogy of Discursive Genres.

Keywords: theories of writing, discursive genres, academic literacy, literacy, pedagogy of discursive genres.

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Origin and Impact of Theories on Writing in Latin America

Origen e impacto de las teorías sobre la escritura en América Latina

Rudy Mostacero

Resumen- En este artículo se analizan el origen y la repercusión que han tenido las teorías sobre la escritura en los países de América Latina, pero a partir de una modelización que se inició en el mundo anglosajón. Para ello se seleccionó una muestra de publicaciones que permitió realizar un análisis de ocho categorías epistémicas, entre las cuales destacan las que están vinculadas con los géneros discursivos como constructos dialógicos, semióticos, retóricos y sus ámbitos de uso. Los resultados revelan el impacto positivo que tuvieron las teorías foráneas en América Latina, así como la repercusión en la calidad y diversidad de la producción regional. Se concluye que la producción de textos especializados, en el área de escritura y transformación del conocimiento y más allá de una aparente controversia teórica entre el significado de "literacidad" y "alfabetización académica", ha dado origen, más bien, a la Pedagogía de los Géneros Discursivos.

Palabras clave: teorías de la escritura, géneros discursivos, alfabetización académica, literacidad, pedagogía de géneros discursivos.

Summary- This article analyzes the origin and impact that theories have had on writing in the countries of Latin America, but from a modeling that began in the Anglo-Saxon world. To this end, a sample of publications was selected that allowed an analysis of eight epistemic categories, among which those that are linked to discursive genres such as dialogic, semiotic, rhetorical constructs and their areas of use stand out. The results reveal the positive impact that foreign theories had in Latin America, as well as the impact on the quality and diversity of regional production. It is concluded that the production of specialized texts, in the area of writing and transformation of knowledge and beyond an apparent theoretical controversy between the meaning of "literacy" and "academic literacy", has given rise, rather, to the Pedagogy of Discursive Genres.

Keywords: theories of writing, discursive genres, academic literacy, literacy, pedagogy of discursive genres.

I. INTRODUCCIÓN

Las teorías y prácticas de aula que se realizan con la escritura y la lectura y en los países de América Latina, provienen de los países de habla inglesa. Dichas prácticas empezaron a ser divulgadas, ya sea a partir de su perspectiva epistemológica o pedagógica, a partir de 1970. Esto se inició en el Reino Unido y de

aquí se proyectó primero a Estados Unidos de Norteamérica y, luego, a Australia, de tal manera que para comienzos del presente siglo estas innovaciones ya se habían extendido. En esta parte del mundo la enseñanza y aprendizaje de la lengua tenía propósitos específicos, ya que el inglés estaba en expansión, en cambio, en España y América Latina la enseñanza seguía siendo tradicional, centrada en los aspectos gramaticales y normativos de la lengua.

Varios sucesos condicionaron la transformación, por ejemplo, la formación que muchos latinoamericanos recibieron en universidades extranjeras, la traducción y divulgación de novedades editoriales, el influjo de la nueva retórica y de concepciones psicosociales, pragmáticas y multimodales. Lo sorprendente es que en tan solo dos décadas, entre 2000 y 2020, el impacto ha sido considerable y esto se puede evaluar por la cantidad y calidad de las publicaciones. El fenómeno de la proyección de las teorías anglosajonas hacia los países latinoamericanos se considera una propuesta de modelización, por tres razones fundamentales. Primero, porque el aprendizaje se realiza a partir de textos escritos por expertos; segundo, porque estas prácticas se focalizan en la estructura retórica de los géneros discursivos; tercero, porque priorizan las funciones dialógicas y semióticas.

Esto permite superar aquellas concepciones vinculadas con los elementos morfológicos y sintácticos de las oraciones, así como con el prejuicio normativo. Pero dichos modelos no se quedan en la formulación teórica, ya que se convierten en movimientos pedagógicos de gran incidencia. No obstante, debido a problemas de traducción de los términos *literacy* y *literacies*, las opiniones se han repartido en dos interpretaciones: o *alfabetización académica* o *literacidad*. Sin embargo, la existencia de esta disyuntiva no ha impedido la generación de una pedagogía de dichos géneros.

En este artículo analizaremos qué características presentan el origen y el impacto de las teorías sobre la escritura en América Latina, pero a partir de tres acontecimientos históricos, primero, el surgimiento de dos propuestas que en su momento, ya sea como traductor o como divulgadoras, propusieran Virginia Zavala y Paula Carlino; segundo,



qué relación tienen estas propuestas con los autores del contexto anglosajón; tercero, cuál es el número y la calidad de las publicaciones y otros eventos académicos que ocurrieron en América Latina entre 2000 y 2020.

II. EL ORIGEN ANGLOSAJÓN DE LAS TEORÍAS SOBRE LA ESCRITURA

La generación de modelos para el aprendizaje de la escritura ha tenido una doble peculiaridad. Por una parte, son modelos muy recientes, posteriores a 1980, y por otra, se han hecho propuestas fundamentales para la pedagogía del discurso escrito. Se han sucedido diversos enfoques, en principio, uno de filiación psicológica, influenciado por las teorías de Jean Piaget y Lev Vygotsky, y otro, de fundamentos semióticos y discursivos, cuyos aportes iniciales se deben a Bajtín (1982) y que fueron complementados con investigaciones sobre los géneros discursivos (Bhatia, 1993; Swales, 1990, 2004; Lea & Street, 1998; Russell, 2013, entre otros).

A partir de 1980, el interés cambiará de objeto, serán más bien los procesos cognitivos que ocurren durante la práctica escrita. Más adelante, finalizando los 90, el enfoque se amplía y se hace sociocognitivo y etnográfico, es decir, involucra las relaciones con el contexto. Sin embargo, otros acontecimientos habían ocurrido anteriormente en el mundo anglosajón, según ha sido reportado por Bazerman, Bonini y Figueiredo (2009), Russell (2002), Carlino (2005), en el sentido de que hacia 1960, en el Reino Unido y en Estados Unidos, ya se habían empezado a ensayar los primeros programas para enseñar el inglés con fines específicos.

De aquí en adelante se da un interés variado para enseñar el inglés como segunda lengua, con fines de traducción, como programa preparatorio para el ingreso a la universidad, etc., que va más allá de una concepción psicopedagógica, y como novedad se da una integración entre las teorías semióticas y enunciativas (Bajtín, 1982; Bhatia, 1993; Halliday, 1982; Swales, 1990, Bolívar, 2004) y los movimientos pedagógicos *Writing Across the Curriculum* (WAC) y *Writing in the Disciplines* (WID), que han sido reportados por McLeod y Soven (1992); Bazerman, Dean, Early, Lunsford, Null, Rogers y Stansell (2012); Russell (2013) y Castelló y Camps (2013).

A diferencia de los modelos por etapas, el centro del interés se desplaza hacia los géneros discursivos y la especificidad con la que deben ser construidos en cada disciplina y a través del currículum. De tal manera que se produce un cambio en los objetos que se van a escribir o leer, puesto que ya no serán los párrafos o los textos, las relaciones de cohesión y de coherencia, sino las estructuras y estrategias retóricas, los modos de organización del discurso y la diversidad

genérica. Por lo tanto, cambian las estrategias pedagógicas y la formación de los aprendices. Esta innovación tiene su origen en Londres hacia 1960 cuando James Britton y otros colegas (cf. Britton, Burgess, Martin, McLeod, & Rosen, 1975) empezaron a interesarse por el desempeño de los estudiantes de los *High Schools*.

Ahora se trataba de conocer y redactar los géneros especializados tal como los construyen los especialistas y de acuerdo con las tradiciones culturales de cada área del saber. Britton había divulgado sus experiencias de enseñanza por Sudáfrica, Australia y Canadá, pero cuando llegó a los EE. UU. el impacto fue mayor. Estuvo en las universidades de New York, Calgary y, por supuesto, en numerosos *National Council of Teachers of English* como conferencista invitado y fue así como la pedagogía de la escritura se propagó en Norteamérica.

Tanto Bazerman *et al.* (2009), como McLeod y Soven (1992) se han referido no solo a las condiciones que intervinieron en la gestación de dichas teorías, sino también en la proyección internacional que han tenido. Además, han proliferado congresos y publicaciones, sitios web, centros y programas de escritura, lo cual indica que han superado a los modelos de procesos cognitivos. De acuerdo con los especialistas estos modelos no solo están relacionados con *Literacy* y *Academic Writing*, sino también con los aportes que Halliday le dio a las teorías sobre la escritura desde el enfoque de la Lingüística Sistémico Funcional.

En ese sentido el libro de Thaiss, Bräuer, Carlino, Ganobcsik-Williams y Sinha (2012) daba a conocer, para ese año, la existencia de programas de esta índole en 40 universidades de los cinco continentes. Y en América Latina han sido Paula Carlino y Estela Moyano quienes desde el año 2000 comenzaron a divulgar estas innovaciones. Además, en 1998 se dio apertura al sitio *Academic Writing* y *Writing Spaces*, en el 2000 empezó a circular la revista online *Writing Across the Curriculum*, apoyada por la editorial Parlor Press de la Universidad de California, con lo cual se ha contribuido a la divulgación de estas novedades. Así mismo, instituciones como la *International Society for the Advancement of Writing Research*, la *International Writing Centers Association* (IWCA), la *European Association for the Teaching of Academic Writing* (EATAW), así como la *Writing Research Across Borders* (WRAB), han consolidado esta tendencia. Todo lo cual nos da una idea de la magnitud y del impacto que poseen estos modelos.

Por último, otro elemento decisivamente importante dentro de una pedagogía de la escritura es el relacionado con los géneros discursivos, no solo por el tratamiento teórico del tema, sino también por su análisis en términos de redes de géneros, esto es, en macrogéneros y subgéneros (Swales, 2004). Los autores que introdujeron estos temas fueron Hyland

(2003), Bhatia (2004), y los continuadores en América Latina han sido: Parodi (2008), Taboada (2012), Bolívar (2012), entre otros.

III. METODOLOGÍA

Los estudios que sobre la lectura y la escritura realizan los especialistas (investigadores, docentes, reseñadores, editores, etc.) y con una finalidad reflexiva, epistémica o pedagógica, siempre se hacen a partir de una búsqueda previa seguida de una lectura y toma de decisiones. Para esta investigación la búsqueda abarcó las dos últimas décadas del siglo pasado y las dos primeras del presente siglo. Es así como se pudo hacer una selección previa de más de 60 publicaciones, lo que derivó en una más acotada, de 48 que se distribuyeron en dos grupos: 10 para la década de 2000-2010 y 38 para la década de 2011-2020.

Se trata sobre todo de libros, memorias y algunos números monográficos de revistas, que documentan muy bien la producción científica latinoamericana. Esto nos permitirá conocer, para la primera década, quienes son los autores que proyectaron en nuestro ámbito las teorías anglosajonas y con qué criterios las asumieron, pero también, para la segunda década, la formulación de nuevos enfoques y posicionamientos que devinieron en dos interpretaciones: *alfabetización académica* y *literacidad*. Para eso se utilizó el análisis comparativo e interpretativo de ocho categorías epistémicas y, de esta manera se pudo determinar cuáles han sido las teorías, conceptualizaciones y aplicaciones pedagógicas predominantes.

IV. PUBLICACIONES SOBRE LECTURA Y ESCRITURA EN AMÉRICA LATINA (2000-2010)

Teniendo en cuenta la relevancia de los temas incluidos en las diez primeras publicaciones, los temas predominantes son: primero, la descripción, clasificación, análisis y sistematización de los géneros discursivos; segundo, su tipologización; tercero, los procesos de lectura, escritura y aprendizaje en las disciplinas y, cuarto, la investigación de los factores etnográficos y sociolingüísticos que intervienen en hablantes bilingües.

Con respecto al primer tema tenemos como referencias importantes el libro de Carlino (2005, *Escribir, leer y aprender en la universidad*), de Parodi (2005, *Discurso especializado e instituciones formadoras*) y el de Bazerman, Bonini y Figueiredo (2009, *Genre in a Changing World*). Son libros que aportan un excelente basamento teórico sobre los géneros discursivos y de acuerdo con múltiples enfoques disciplinares, en particular, los de la Lingüística Sistémico Funcional, los movimientos WAC y WID, la Lingüística de Corpus y, por lo tanto, el análisis tanto de la estructura como de las movidas

retóricas. El aporte de Parodi es muy valioso puesto que destacó la relación entre la lingüística y la informática, el inventario de los tipos textuales y el análisis detallado de aspectos lexicales y morfosintácticos. Igualmente, no solo amplió el corpus y diversificó el repertorio de los géneros, sino que también incluyó el estudio específico de ciertos géneros (como el manual, el texto disciplinar, los artículos especializados, etc.) y los conceptos de “colonia de géneros” y “macromovida”.

En segundo lugar, destacan los siguientes títulos: *Tipos textuales* (Ciapuscio, 1994), *Géneros académicos y géneros profesionales* (Parodi, 2008) y *Los textos de la ciencia. Principales clases del discurso académico-científico* (Cubo de Severino, 2005). El libro más antiguo, el de Ciapuscio, se fundamenta en la lingüística del texto desarrollada en Alemania y Francia. Tiene la originalidad de ser el primer libro que plantea la clasificación de los textos, para lo cual expone varios antecedentes, aunque termina destacando tres: las tipologías de Werlich, de Adam y la de Heinemann y Viehweger, pero además tiene como novedad que presenta lo más relevante de la teoría semiótico-discursiva de Mijaíl Bajtín.

El libro de Parodi ofrece una clasificación de los géneros universitarios y profesionales, en tanto que el de Cubo de Severino incluye un análisis retórico y descriptivo de catorce géneros discursivos, desde una perspectiva integral y coherente, como es la orientación de Heinemann y Viehweger, que ya había sido expuesta por Ciapuscio (1994). Por eso se convierte en el primer manual que en lengua española aborda la estructura, las funciones, las estrategias de construcción y una tipología muy representativa de los géneros en América Latina.

En tercer lugar, los procesos de lectura, escritura y aprendizaje en las disciplinas, son los objetivos de exposición y análisis de los libros dados a conocer por Vásquez, Novo, Jakob y Pelizza (*Lectura, escritura y aprendizaje disciplinar*, 2010), así como por Parodi (*Alfabetización académica y profesional en el siglo XXI*, 2010), ya que no solo se incluye a un numeroso grupo de autores y de diversos países, sino también por la calidad del análisis centrado en la lectura y la escritura. Además, ambos tienen la particularidad de enfocarse en temas de alfabetización académica, lo cual contrasta con los dos libros de Zavala (2002) y Zavala, Niño y Ames (2004) que se refieren a la literacidad. En el libro de Parodi, asimismo, un total de ocho autores se interesaron por el tema de los géneros discursivos, según el área de conocimiento (Bioquímica, Psicoanálisis, Ingeniería, Ciencias Sociales, Lingüística) y el contexto de aprendizaje (individual o grupal, formativo o profesional), todo lo cual significa que para finales de esta primera década el impacto de las teorías anglosajonas ya estaba consolidado.



Por último, en cuarto lugar, las dos iniciativas de Zavala, en los libros de 2002 (*Des encuentros con la escritura*) y el de 2004, *Escritura y sociedad: Nuevas perspectivas teóricas y etnográficas*, (con la colaboración de Niño-Murcia y Ames), no solo son las referencias que instauran los Nuevos Estudios de Literacidad (NEL) en América Latina, sino que inician los estudios de la escritura en las comunidades rurales y donde, tradicionalmente, las lenguas originarias habían sido extinguidas y discriminadas. El texto de 2004, igualmente, posee 16 capítulos escritos por especialistas del Reino Unido, Estados Unidos y Canadá, cuyo tema central, la Literacidad, se vincula con el hogar, con la escuela y con las comunidades quechua del Perú. De aquí en adelante y hasta el día de hoy ambos libros, más algunos artículos que la autora ha ido incorporando (Zavala, 2008, 2011), son las publicaciones que más se citan a ambos lados del Atlántico. Las fuentes de su documentación están en los siguientes autores: Hearth (1983), Scollon y Scollon (1981), Street (1984, 1993), Barton (1994), Gee (1996), Kleiman (1995, 2006), etc.

La selección de estos diez títulos son la evidencia de lo siguiente: primero, todos los autores se basan en orientaciones teóricas que se consideran relevantes; segundo, allí están atestiguadas la concepción bajtiniana, la lingüística textual, la sistémico funcional, los NEL, el análisis retórico y evaluativo de las macromovidas, los movimientos WAC y WID; tercero, pero también están presentes la tipología, la función epistémica, la concepción etnográfica y sociolingüística y el análisis de los aspectos lexicales y morfosintácticos de los géneros, así como el estudio específico de sus variedades. Estas son las proyecciones de las teorías foráneas y del impacto que se reflejó positivamente en los investigadores americanos. Veamos, a continuación,

la repercusión y los aportes que se desprenden de 38 nuevas publicaciones.

V. PUBLICACIONES DE LA SEGUNDA DÉCADA (2011-2020)

En la Tabla 1 se incluyen, en orden cronológico, libros, números monográficos de revistas y actas de congresos de siete países americanos. Esta cifra es una muestra muy representativa, aunque no absoluta. La selección no se hizo al azar, todo lo contrario, ya que con base a ocho categorías se decidió incluir un total de 38 publicaciones. Esta muestra nos dará evidencia del impacto que han tenido las teorías anglosajonas sobre la escritura en la región. Dichas categorías se pueden dividir en dos grupos, en primer lugar, las que permitirán conocer la orientación de cada publicación en cuanto a si pertenecen a una concepción de *Alfabetización Académica* o *Escritura Académica* (AA o EA), de *Literacidad* (L), de *Análisis del Discurso* (AD) o de *Pedagogía de Género Discursivo* (PGD), si se considera que cada una posee un enfoque teórico y pedagógico explícito o implícito, predominante o mixto.

En segundo lugar, si la publicación se sitúa dentro de los *Estudios de Lectura y Escritura* (ELyE), los *Análisis de Géneros Discursivos* (AGD), las *Experiencias de Aprendizaje con Géneros Discursivos* (EAGD), así como el nivel de escolaridad al que pertenecen: *primaria* (P), *secundaria* (S) o *universidad* (U). Asimismo, en la tabla también se insertan tanto en la primera como en la última celda, de izquierda a derecha, el apellido autoral, el año de publicación y el área temática de cada texto. Por último, la categoría *Pedagogía de Género Discursivo* (PDG) contiene una doble opción: para indicar que dicha categoría es explícita (Xe) o implícita (Xi).

Tabla 1: Publicaciones sobre Lectura y Escritura en América Latina (2011-2020)

Autor(es), año	AA o EA	L	AD	PGD	Ely E	AGD	EA GD	Nivel de Escolaridad			Área temática de la publicación
								P	S	U	
Bosio <i>et al</i> (2012)	x		x	xi	x	x	x			x	Discurso especializado: estudios teóricos y aplicados
Moyano (2013)	x			xe	x	x	x			x	Programa de inclusión universitaria a través de la lectura y escritura
Natale (2013)	x				x		x			x	Tareas de escritura en tres carreras universitarias
Carlino <i>et al</i> (2013)	x				x		x	x			Leer y escribir en la formación de docentes de educación media
Pérez Abril y Rincón (2013)	x			xi	x		x			x	Para qué se lee y escribe en la universidad colombiana
Jarpa (2014)	x			xe	x	x	x			x	Descripción retórica de un macrogénero evaluativo
Navarro (2014)	x			xe	x	x	x			x	Manual de escritura para carreras de humanidades
Serrano y Mostacero (2014)	x				x	x	x			x	La escritura académica en Venezuela
Gabbiani y Orlando (2015)	x			xi	x	x	x			x	Escritura, lectura y argumentación
Venegas, Núñez, Zamora y Santana (2015)				xe	x	x	x			x	Aprender a escribir desde la pedagogía de género

Molina (2015)	x			x		x		x	Centros y programas de escritura en América Latina
García da Silva y Pardo (2015)			x		x	x	x	x	Los estudios del discurso en América Latina
Parodi y Burdiles (2015)	x			xe	x	x	x	x	Leer y escribir en contextos académicos y profesionales
Natale y Stagnaro (2016)	x	x		xi	x	x	x	x	Alfabetización académica e inclusión en la universidad
OREALC-UNESCO Santiago (2016)				x		x	x	x	Aportes para enseñar a escribir en educación primaria
Aguilar y Fregoso (2016)	x	x			x	x	x	x	La escritura académica en el posgrado
Bañales, Castelló y Vega (2016)	x			xi	x	x	x	x	Leer y escribir en el nivel superior
Hernández Zamora (2016)	x	x			x	x	x	x	La literacidad académica
Hernández Ramírez (2016) vol. I	x	x		xi	x	x	x	x	Enseñar a leer y escribir desde la literacidad
Lenguas Modernas vol. 50 (2017)	x			xi	x	x	x	x	Estudios latinoamericanos sobre escritura académica
Vásquez y Amieva (2017)	x			xi	x	x	x	x	Leer y escribir en las disciplinas universitarias
Romano y Amado (2017)				xe	x	x	x	x	Alfabetización lingüística y discursiva en el nivel superior
Hernández Ramírez (2017) vol. II	x	x		xi	x	x	x	x	Enseñar a leer y escribir desde la literacidad
Hernández Ramírez (2017) vol. III	x	x		xi	x	x	x	x	Enseñar la literacidad: experiencias pedagógicas
Ibáñez y González (2017)	x			xe	x	x	x	x	Alfabetización en la formación inicial docente
Navarro y Aparicio (2018)	x				x	x	x	x	Lectura, escritura y oralidad para ingresantes universitarios
Navarro y Mari (2018)	x			xi	x	x	x	x	Lectura, escritura y oralidad para economía y administración
Akademos vol. 20 núm. 1 y 2 (2018)			x	xi	x	x	x	x	Número monográfico sobre escritura académica
Bein et al (2018)	x		x		x	x	x	x	Ánalisis del discurso, glotopolítica y pedagogía de la lectura y escritura
Ortega de Hocevar (2018)	x				x	x	x	x	Nuevas tendencias para la lectura y la escritura
Íkala vol. 24 núm. 1 (2019)	x		x	xe	x	x	x	x	Número monográfico dedicado a la escritura académica
Íkala vol. 24 núm. 2 (2019)		x			x	x	x	x	Número monográfico dedicado a la literacidad
Didac (2020) núm. 75	x				x	x	x	x	Número monográfico para leer y escribir en la universidad
Brunel, Gouvêa y Lopes (2020) SIGET 01				xe	x	x	x	x	Géneros textuales/ discursivos para la formación docente
Brunel, Gouvêa y Lopes (2020) SIGET 02				xe	x	x	x	x	Géneros textuales/ discursivos en la universidad
Brunel, Gouvêa y Lopes (2020) SIGET 03				xe	x	x	x	x	Géneros textuales/ discursivos para la enseñanza
Brunel, Gouvêa y Lopes (2020) SIGET 04				xe	x	x	x	x	Géneros textuales/ discursivos y los medios
Brunel, Gouvêa y Lopes (2020) SIGET 05				xe	x	x	x	x	Géneros textuales/ discursivos y la tecnología
TOTALES	27	7	5	12i 13e	38	33	38	1 2 36	

Codificación de siglas: AA o EA (Alfabetización Académica o Escritura Académica), L (Literacidad), AD (Análisis del Discurso), PGD (Pedagogía de Géneros Discursivos), ELYE (Estudios de Lectura y Escritura), AGD (Análisis de Géneros Discursivos), EAGD (Experiencias de Aprendizaje con Géneros Discursivos), Nivel de escolaridad: P (Primaria), S (Secundaria), U (Universidad). En la celda de PGD, xi significa "implícito" y xe equivale a "explícito".

Fuente: elaboración propia

En la presente muestra se destaca que 18 de las publicaciones se hicieron en Argentina, 7 en México y 5 en Chile, mientras que Colombia, Uruguay,

Venezuela y Brasil están en 3 o por debajo de 3. Igualmente, existe un mayor número de libros (22), que de actas (8), de números monográficos de revistas (5)

y de manuales (3), y al observar la secuencia cronológica se aprecia que 2016 y 2020 han sido los años con mayor número de publicaciones, 7 y 6, respectivamente, mientras que en 2016, 2017 y 2020 se dieron a conocer 6 publicaciones. También se comprueba que salvo dos casos, los libros de Carlino et al (2013a) y el de la OREAL-UNESCO (2016), para el nivel secundario y primario de formación, respectivamente, el resto se concentra en el nivel universitario. Otro dato: para esta década se seleccionaron cuatro tipos genéricos, libros, actas, manuales y números monográficos de revistas, en cambio para la primera década solo fueron libros.

Ahora bien, considerando tres nuevas categorías, como son los *Estudios de Lectura y Escritura* (ELyE), el *Análisis de Géneros Discursivos* (AGD) y las *Experiencias de Aprendizaje con Géneros Discursivos* (EAGD), se encontró que la totalidad de la muestra se relaciona con la primera y la tercera categorías, mientras que 33 se relacionan con la segunda. ¿Qué significa esto? Que en la muestra se destacan tanto el interés por los aspectos teóricos como pedagógicos, se priorizan las funciones epistémicas, pragmáticas y pedagógicas que poseen los géneros a partir de intervenciones reguladas, pero asimismo, que el análisis de los géneros, sus variedades, su estructura y su función discursiva tienen un valor predominante para los equipos de investigadores.

Lo dicho anteriormente, a la vez, se correlaciona con el hecho de que un buen número de publicaciones provienen de grupos de investigadores que participaron en congresos y, por lo tanto, convirtieron sus ponencias en artículos de investigación. Por otra parte, estas ediciones se caracterizan por haber sido coordinadas por especialistas y por contener secciones especializadas, prólogos e introducciones que fueron redactados por expertos. Y la experticia tiene relación con las concepciones teóricas para el análisis de los géneros, pero también con las estrategias para su enseñanza/aprendizaje.

Igualmente, la Tabla 1 incluye cuatro categorías adicionales que permitirán determinar cuáles son las orientaciones epistémicas y pedagógicas que adoptan los autores sobre las teorías una vez que se difundieron por nuestra América. Dichas categorías incluyen las concepciones sobre la AA o EA, la L, el AD y la PGD. De las 38 publicaciones, 27 se relacionan con la AA, 25 con la PGD, 7 con la L y 4 con AD. Para la categoría PGD se incluyen dos maneras de participar en esta modalidad, de forma implícita o explícita. Pero por tratarse de dos categorías muy relevantes se realizará un análisis detallado de la disyuntiva que existe entre dichas conceptualizaciones que, como ya lo hemos indicado, fueron propuestas por Zavala y Carlino.

VI. LAS PROPUESTAS DE VIRGINIA ZAVALA Y PAULA CARLINO

En este apartado se hará el análisis del concepto y el alcance de los términos literacidad y alfabetización académica propuestos por Zavala y Carlino, respectivamente. Zavala en el segundo libro que publicó en 2004 y en coedición con Niño-Murcia y Ames, destaca los fundamentos de lo que comenzó a denominarse NEL y, además, en la última sección dedicada a "La literacidad en el Perú" se agregaron 6 artículos más con estudios referidos a diversas comunidades campesinas. Como se puede apreciar, la importancia de este libro radica en el enfoque teórico que, para esos años, era muy novedoso. Las teorías anglosajonas se estaban aplicando en una comunidad peruana, pero cosa extraña y a diferencia de lo que propuso Carlino que se irradió ampliamente en Argentina y otros países, la propuesta de Zavala no tuvo la misma respuesta en el Perú.

En este contexto es donde la autora decidió utilizar el término Literacidad en lugar de "alfabetización", ya que este último "suele restringirse a un aprendizaje teórico y descontextualizado en el ámbito educativo" y, al mismo tiempo está "vinculado a términos negativos" (Zavala, 2004, p. 10), ideologizados, que mantienen diferencias entre hablantes de un mismo país. Tal sería el caso, para el Perú, entre los que hablan una lengua aborigen y quienes lo hacen en español. Esta es la razón de por qué optó por el cambio: "A diferencia de alfabetización, literacidad constituye una tecnología que está siempre inmersa en procesos sociales y discursivos, y que representa la práctica de lo letrado no solo en programas escolares sino en cualquier contexto sociocultural" (Zavala, 2004, p. 10, las cursivas son de la autora).

Asimismo, considera que términos como "escribalidad", "escrituralidad", "literalidad", "literacia" o "cultura escrita" no se han generalizado, en cambio, el empleo de "literacidad" en el campo de la sociolingüística, la antropología y los estudios culturales "ha empezado a ser usado crecientemente" (Zavala, 2004, p. 10). Sin embargo, el tiempo no le dio la razón, ya que en el Perú no ha tenido muchos seguidores. Este libro ofrecía la traducción de una muestra muy representativa de 9 artículos de especialistas como Gee, Scribner y Cole, Street, Barton y Hamilton, Heath, Street y Street, Ivanic y Moss, Block, Fishman y Rockhill, a lo cual se añadían los artículos de Salomon, Niño-Murcia, de la Piedra, Ames, Aikman y de la propia Zavala sobre estudios en varias comunidades campesinas del Perú.

Sin embargo, es necesario tener en cuenta lo que ya había sustentado dos años antes, en (*Des) encuentros con la escritura. Escuela y comunidad en los*

Andes peruanos (Zavala, 2002). En este libro analizaba, desde una perspectiva etnográfica y sociolingüística, los efectos de la escritura en la vida de una comunidad rural y cómo dos instituciones, el sistema de educación bilingüe oficial y la Iglesia Evangélica Peruana, promovían el uso de la escritura en español y en quechua, lo cual traía consigo el empleo de relaciones de poder que eran adversas para los campesinos. Por ejemplo, los quechua hablantes siempre han sido tratados como analfabetos o ignorantes por no hablar el español o por hablar una lengua que no se escribía. Por eso, en lugar de cualquier término que se asocie con "alfabetización" o "lectoescritura", la autora prefiere el término literacidad que lo vincula con los usos y funciones de la escritura en comunidades rurales, pero también dentro de las comunidades científicas.

Más adelante agrega que su investigación también se sustenta en el Análisis Crítico del Discurso propuesto por Fairclough, Wodak y van Dijk, para poder situar el análisis del lenguaje en su contexto de producción. Todos estos fundamentos le permitieron realizar la investigación en la comunidad de Umaca (Andahuaylas, Perú) como observadora participante y durante 7 meses, para estudiar las relaciones entre los campesinos y los grupos de poder. A partir de estos dos libros, pero especialmente del de 2004, donde está la antología de los teóricos de los NEL, Zavala se convierte en la primera y en la más importante referencia para el mundo académico y científico. No solo citan sus hallazgos y argumentos, sino que se llegó a conformar una concepción que entró a competir con la concepción de Carlino.

Ahora examinaremos la otra propuesta, la de Paula Carlino, y en relación con el concepto y los alcances del término Alfabetización Académica (AA). Como se puede verificar en la Tabla 1, de un total de 38 publicaciones que fueron seleccionadas para el corpus de este estudio, existen 27 libros que se identifican con esta tendencia y solo 7 con la opción de Literacidad. No obstante, veamos las referencias a partir de las cuales Carlino propuso la opción de AA, basándose, sobre todo, en artículos de revisión y un libro.

En el artículo "Pensamiento y lenguaje escrito en universidades estadounidenses y australianas" (Carlino, 2003a), informa que desde los años 80 estas universidades trabajaban con programas innovadores que ella identifica y traduce como AA o, simplemente, "escritura académica" o "escritura en las disciplinas". Para formular esta primera aseveración Carlino examinó las estrategias pedagógicas utilizadas en 30 colleges de ambos países, consultó 20 sitios de internet de dichos colleges y lo más relevante, es que visitó la Universidad de Princeton y la universidad neozelandesa de Auckland para entrevistar a los directores, visitar los centros de escritura y revisar las actas de foros y jornadas que realizó la Sociedad Australiana de Educación Superior (Carlino, 2003a: 20).

De modo que la información que obtuvo la pudo comparar con la que ella ya conocía para América Latina y se dio cuenta que las diferencias eran notables. Respecto al término *literacy*, Carlino lo traduce como "alfabetización", "aunque el inglés hace referencia a un conjunto de prácticas letradas más amplias que las que denota el vocablo castellano. Se entiende por *literacy* todo lo relativo a la cultura organizada en torno de lo escrito, en cualquier nivel" (p. 20) y añade que traduce *academic literacy* por "alfabetización académica". Queda claro, entonces, que la autora se refiere a todas las manifestaciones escritas de la cultura y para todos los niveles educativos y sociales, con lo cual la significación es muy amplia y no se refiere a una distinción entre individuos alfabetizados y no alfabetizados.

Igualmente, y para ser coherente con el título de su artículo, presenta un reporte muy exhaustivo de los programas y centros de escritura de las universidades de Princeton, Yale, Harvard, Duke, Brown y Stanford (en Palo Alto) y del movimiento *Writing Across the Curriculum* de la Universidad de Pennsylvania. Igual hace posteriormente para la universidad estatal Western Australia, para la de Wollongong, de Edith Cowan, pero a partir de los "Centros de Aprendizaje y Lenguaje" que eran muy comunes en esos años. Se trata, por lo tanto, de evidencias variadas y amplias sobre el significado de la AA en educación superior, aunque en 2003 también publicó dos artículos más sobre la redacción de tesis tanto en Argentina como en el contexto anglosajón.

El siguiente artículo, "Alfabetización académica: Un cambio necesario, algunas alternativas posibles" (Carlino, 2003b), apareció publicado en la revista venezolana *Educere*. Incluye gran parte de la información que ya había reportado en el artículo anterior para las universidades australianas y estadounidenses, pero añade nuevos datos. Reitera los conceptos acerca de la AA, pero lo nuevo es que contrasta toda esta data con lo que ocurre en las universidades argentinas, en particular, su precisión sobre tres modelos de escritura del ámbito inglés: la enseñanza de la escritura intensiva, el sistema tutorial de escritura y los compañeros de escritura en las materias. Lo novedoso es que nada de esto ocurría en ningún país del mundo hispánico y lo del entorno anglosajón empezaba a ser divulgado a partir de artículos, conferencias y ponencias.

Con respecto al significado de la AA la autora señala que dicho término está caracterizado por cuatro cuestiones: a) por el ingreso a una nueva cultura escrita, b) por aprendizajes que deben ser promovidos por las mismas instituciones, c) por la inserción de las prácticas escritas en el *currículum* de cada disciplina y, por lo tanto, d) que esto es un compromiso de todos los profesores, no solo de los de lengua. Por eso, el contenido de este artículo, no solo consolida lo que ya había señalado anteriormente, sino que este basamento



teórico le permitirá, diez años después, hacer algunos replanteamientos.

Adicionalmente, serán revisados dos artículos más pero de 2004: "Culturas académicas contrastantes en Australia, Estados Unidos y Argentina: representaciones y prácticas sobre la escritura y sobre la supervisión de tesis en el grado y en el posgrado universitarios" (Carlino, 2004a) y "Escribir a través del currículum: tres modelos para hacerlo en la universidad" (Carlino, 2004b). En el primero reitera el contraste cultural y pedagógico que existe entre los tres países, pero en particular, las diferencias de formación en los estudiantes argentinos. Esto se debe a que las innovaciones en el mundo anglosajón se habían iniciado mucho antes, en cambio, en América Latina se ignoraban. En el segundo artículo expone la cultura escrita y la función epistémica de la escritura en tres universidades norteamericanas y a partir de tres modelos, en particular el movimiento WAC, para lo cual analiza la orientación y las prácticas dentro de los centros de escritura.

Ahora bien, un año después Carlino da a conocer el libro que nuclea todas sus investigaciones sobre escritura y lectura. Nos referimos a *Escribir, leer y aprender en la universidad. Una introducción a la alfabetización académica* (Carlino, 2005). Su interpretación de la AA es la siguiente:

"Señala el conjunto de nociones y estrategias necesarias para participar en la cultura discursiva de las disciplinas, así como en las actividades de producción y análisis de textos requeridas para aprender en la universidad. Apunta, de esta manera, a las prácticas de lenguaje y pensamiento propias del ámbito académico superior. Designa también el proceso por el cual se llega a pertenecer a una comunidad científica y/o profesional, precisamente en virtud de haberse apropiado de sus formas de razonamiento instituidas a través de ciertas convenciones. Como puede notarse, la noción tiene dos significados: uno sincrónico, que se refiere a las prácticas y representaciones características de una determinada comunidad, y otro diacrónico, que atañe al modo a través del cual se logra ingresar como miembro de ella. Ambos significados están contenidos en el término *literacy*" (p. 5 y 6).

Pero también destaca que la "fuerza del concepto" de la AA radica en que los modos para leer y escribir no son iguales en todos los ámbitos, que no es una habilidad básica que se logre de una vez y para siempre, o al término de la educación secundaria y objeta que se pueda llegar a completar en algún momento. Por eso, dice que se debe hablar en plural de "alfabetizaciones", ya que las culturas no son homogéneas, sino que se debe hacer en todas las materias de una disciplina. Por último, solo falta comentar lo que la autora presenta en el artículo "Alfabetización académica diez años después" (Carlino, 2013) y así culminar su presentación. Empieza afirmando que las experiencias y publicaciones latinoamericanas ya han consolidado un campo de

acción y pensamiento, pero era necesario reformular el concepto de AA.

Los temas que insertó Carlino en su artículo son los siguientes: a) cuál era la situación histórica de la lectura y la escritura a principios de siglo para los argentinos, b) qué aportes hizo Carlino como directora del GICEOLEM¹, así como otros especialistas argentinos, c) el debate que se inició en 2003 y la continuidad del mismo hasta 2013 y d) la reformulación del concepto. Por eso, afirma que se trata de un proceso de enseñanza para favorecer el acceso de los estudiantes a las diferentes culturas escritas de las disciplinas y, de este modo, incluirlos en las prácticas letradas.

También menciona el término "literacidad" y expresa que no se justifica hacer un intercambio con el de "alfabetización", pero le dedica pocas líneas. Cita a Cassany y a la vez a Zavala, incluso, añade que la L es el "conjunto de prácticas culturales en torno a textos", en cambio, la A es un "quehacer educativo". Eso quiere decir que se trata de dos términos diferentes vinculados "con dos categorías de problemas teóricos y dos clases de investigación: la didáctica-educativa y la lingüística-etnográfica" (Carlino, 2013, p. 373). El estudio que es el antecedente de este nuevo artículo y que ya presentamos, es el que *Educere* publicó en 2003b. Con esto creemos que hemos ofrecido los principales argumentos tanto de Zavala como de Carlino. Para finalizar haremos un contraste de ambos puntos de vista.

VII. ¿ALFABETIZACIÓN ACADÉMICA O LITERACIDAD?

Zavala, en la introducción de su libro (*Des*) *encuentros con la escritura: Escuela y comunidad en los Andes peruanos* (Zavala, 2002), nos dice que ella optó por el significado de L para poder superar la concepción limitada del concepto de "alfabetización". En efecto, Beke hace el mismo señalamiento, expresa que la lengua escrita es "una habilidad con la que no se nace sino que se aprende, una habilidad que sobrepasa el concepto de alfabetización entendido como 'aprender las letras del alfabeto'" (Beke, 2007, p. 14). Sin embargo, esta objeción no se aplica a los planteamientos de Carlino, puesto que sus concepciones no quedan entrampadas en estos límites. Igualmente, cuando Zavala realizó su estudio en la comunidad de Umaca incluyó tanto lo letrado como lo no letrado en hablantes con dominio de la escritura o sin ella. Por lo tanto, son válidas las concepciones de ambas autoras. Sin embargo, habría que preguntarse si es válido que una concepción referida a una comunidad

¹ Grupo para la Inclusión y Calidad Educativas a través de Ocuparnos de la Lectura y la Escritura en todas las Materias (Consultar: <https://sites.google.com/site/giceolem2010/>).

campesina sea trasladada a otros escenarios como las comunidades científicas.

En ese sentido, como lo señala Zavala, si su investigación de campo la realizó en una comunidad rural, no aspira a que sus resultados se interpreten como válidos para todas las comunidades andinas peruanas (Zavala, 2002: 22). Incluso, cita el trabajo que Franz Salomon estaba realizando en otra comunidad peruana y sus resultados ya eran diferentes. Entonces, si el alcance de la literacidad en Umaca no es válido para el resto de las comunidades campesinas peruanas, es pertinente preguntarse si se puede aplicar a las comunidades científicas sin haberse hecho, previamente, la aclaración correspondiente.

Por otra parte, señala Beke (2007: 14), que inicialmente el término *literacy* tenía en inglés un significado decodificador, para identificar sílabas, palabras, cláusulas y textos, pero con posterioridad se modificó hacia un punto de vista sociocognitivo y discursivo. Quiere decir que se asocia con la forma plural, con *literacies*, en el sentido de 'alfabetizaciones', es decir, se relaciona con la diversidad de situaciones de comunicación, con los distintos registros y tipos de géneros y con los distintos grupos sociales. Por lo tanto, el foco del interés cambió, ya que no eran las oraciones ni los textos, sino los géneros y sus variedades, en todas las disciplinas y a través del *currículum*.

Otra cuestión se relaciona con la procedencia del término L. Zavala no realizó una traducción, sino que recurrió al neologismo literacidad y al nombre del movimiento que le había dado Street: Nuevos Estudios de Literacidad. Y lo mismo ocurrió con el término *letramento* que es utilizado en el portugués de Brasil. Se trata, entonces, de neologismos. Ahora bien, al trasladar el foco de la atención al concepto y al alcance de AA, propuesto por Carlino, se comprueba que este término ha tenido una utilización más amplia en toda América Latina y hasta en España. De modo que se trataría, más bien, de una controversia implícita, pero que no ha sido analizada.

En los artículos de Carlino (2003a, 2003b, 2004a, 2004b, 2013), así como en su libro de 2005, los temas abordados son muy diversos, pero su concepción acerca de la AA es coherente. Se relaciona con los géneros discursivos, con la importancia que adquiere la escritura durante la investigación, con el potencial epistémico de la escritura, pero también y sobre todo, con su enseñanza y aprendizaje en todos los niveles de la educación. La diversidad de la información que encontramos en sus escritos se debe no solo al trabajo con las fuentes, sino también a la indagación directa en universidades. Asimismo, el trabajo de Carlino se ha caracterizado por el número de publicaciones y de seguidores.

Sin embargo, ni Zavala ni Carlino hacen referencia a que el término inglés posee un significado

distinto en singular como en plural. Dentro del actual enfoque de la teoría de los géneros discursivos todo género es, más bien, un macro género. Está relacionado, por una parte, con los significados de marco, norma, especie biológica, familia, institución y acto de habla y, por otra, con los "movimientos" y "pasos" (modelo CARS) que fueron propuestos por Swales (2004), a los cuales otros autores añadieron nuevos términos: "cadenas", "familias", "secuencias", "sistemas", "conjuntos y redes", "dominios", "colonias", "supergéneros", entre otros (Bolívar, 2012, p. 228).

Esto implica que debemos evolucionar del concepto limitado de "texto" y optar, más bien, por el análisis focal de los géneros. Por lo tanto, lo anterior nos permite precisar lo siguiente: lo prioritario no es aprender a leer y escribir como prácticas inherentes a los párrafos y oraciones, sino aprender los géneros discursivos como estructuras retóricas y funcionales que pertenecen a una Pedagogía de los Géneros Discursivos. No se trata de una discusión o de una polémica real, que en alguna circunstancia haya ocurrido entre Carlino y Zavala, o entre terceros, pero no se puede ignorar que persiste una controversia que ha retrasado la vigencia de una Pedagogía de los Géneros Discursivos.

En el mundo anglosajón esta pedagogía fue formulada durante el siglo pasado, pero en América las primeras señales son de hace una década. ¿Cuáles son los cambios teóricos y pedagógicos dentro de esta opción? Son dos, en primer lugar, que los objetos para el trabajo docente no se sitúan ni en lo lingüístico ni en lo sintáctico ni en lo normativo, sino en la estructura retórica y en las funciones discursivas que poseen los géneros. Ya no son los párrafos ni las oraciones, son los géneros como macrogéneros y subgéneros. En segundo lugar, que las evidencias de enfoque se localizan en autores como Swales (1990, 2004), Hyland (2007), Chaisiri (2010), etc., y para el contexto latinoamericano en Moyano (2017), Jarpa (2019), Mostacero (2016a, 2017), Venegas et al (2015), entre tantos otros.

VIII. CONCLUSIONES

Tal como ha ocurrido en otras épocas y para fenómenos políticos, científicos, literarios, entre otros, los países de América Latina también han recibido el influjo de las teorías sobre la escritura. Se trató de teorías que surgieron en el Reino Unido, en Australia y Estados Unidos y que a partir de 1970 comenzaron a ser divulgadas. Esta influencia modificó la concepción grammaticalista y normativa de la Real Academia de la Lengua Española y esto ha ocurrido, sobre todo, en las dos décadas del presente siglo.

El impacto de estas teorías coincidió con la proyección que tuvo el inglés, como lengua de comunicación internacional y como uno de los idiomas



más difundidos en todos los continentes y, cuando, además, se trabaja con proyectos y programas que poseen fines muy específicos. Fue así como en solo tres décadas, entre 1970 y 2000, se crean modelos teóricos e instituciones para su enseñanza. El gran aporte innovador, se relaciona, por ejemplo, con el análisis de los géneros discursivos, su tipologización y su variación, el estudio de los elementos enunciativos y retóricos, la incidencia que llegaron a tener la lectura y la escritura para la investigación y la transformación del conocimiento, así como el empleo del discurso digital y multimodal.

Por consiguiente, para tener una idea clara acerca de esos antecedentes históricos era necesario analizar el origen y el impacto de las teorías anglosajonas sobre la escritura en América Latina y, para ello, fue seleccionado un corpus de 38 publicaciones (libros, números monográficos de revistas y actas de congresos) que se sitúan entre el año 2000 y el 2020. En esta muestra y con base a un análisis de las primeras cuatro categorías se pudo constatar que el mayor número de publicaciones se interesó por la Alfabetización Académica y por la Pedagogía de los Géneros Discursivos. Consecuentemente, la mayoría de la muestra se relaciona con los Estudios de Lectura y Escritura, con el Análisis de Géneros Discursivos y con las Experiencias de Aprendizaje con los Géneros Discursivos, después de analizar estas cuatro categorías adicionales. Pero también se concluye que en los autores latinoamericanos se dio una doble interpretación y un doble posicionamiento a favor de la propuesta que hiciera Paula Carlino, es decir, de la AA, en cambio los conceptos y los contextos que propusiera Virginia Zavala en sus dos libros sobre la Literacidad solo se vieron reflejados en siete publicaciones.

También pudimos constatar que más allá de la adhesión mayoritaria que ha recibido Carlino en casi veinte años, muy relacionada con las prácticas escritas en las comunidades académicas, también se relaciona con el aprendizaje de la lectura y de la escritura en todos los niveles de la escolaridad. Esto ha recibido el nombre de *alfabetización académica, escritura académica, cultura escrita, escritura situada y contextualizada*, etc. En cambio, el alcance del término *literacidad* de Zavala además del contexto escolarizado también incluye el entorno cultural, multilingüe, psico y sociolingüístico. Es decir, ambos enfoques se tuvieron que adaptar a la realidad histórica y social latinoamericana. No obstante, por una parte, eso ha dado lugar a una controversia teórica entre la significación que se le atribuye a AA y a L y, por otra, a un retraso en el impacto que debió ejercer la PGD en los países de América Latina.

Desde nuestro punto de vista son muchas las publicaciones, dentro de la muestra analizada, que de

manera implícita o explícita se adhieren a la perspectiva epistemológica de la AA y de la PGD, la cual se puede convertir para las próximas décadas en la opción predominante, ya que no solo se dejaría de lado la aparente controversia entre L y AA, sino que se legitimaría la importancia que tiene el trabajo teórico y la aplicación pedagógica que poseen los géneros discursivos en todas las disciplinas del conocimiento y para todos los niveles de la formación escolar y profesional.

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37. Brunel, R., Gouvêa, E. y Lopes, V. (2020). 05 Géneros Textuales/ Discursivos y tecnologías digitales. X SIGET. Simposio Internacional de Estudios sobre Géneros Textuales/Discursivos. Prácticas de lenguaje y voces del sur en diálogo. Córdoba, Universidad Nacional de Córdoba. E-book.

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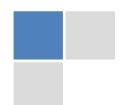
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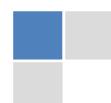
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- Paper title should be in one column of font size 24.
- Author name in font size of 11 in one column.
- Abstract: font size 9 with the word "Abstract" in bold italics.
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- First character must be three lines drop-capped.
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The recommended size of an original research paper is under 15,000 words and review papers under 7,000 words. Research articles should be less than 10,000 words. Research papers are usually longer than review papers. Review papers are reports of significant research (typically less than 7,000 words, including tables, figures, and references)

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- c) Up to 10 keywords that precisely identify the paper's subject, purpose, and focus.
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- g) Suitable statistical data should also be given.
- h) All data must have been gathered with attention to numerical detail in the planning stage.

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18. Go to seminars: Attend seminars if the topic is relevant to your research area. Utilize all your resources.

Refresh your mind after intervals: Try to give your mind a rest by listening to soft music or sleeping in intervals. This will also improve your memory. Acquire colleagues: Always try to acquire colleagues. No matter how sharp you are, if you acquire colleagues, they can give you ideas which will be helpful to your research.

19. Think technically: Always think technically. If anything happens, search for its reasons, benefits, and demerits. Think and then print: When you go to print your paper, check that tables are not split, headings are not detached from their descriptions, and page sequence is maintained.



20. Adding unnecessary information: Do not add unnecessary information like "I have used MS Excel to draw graphs." Irrelevant and inappropriate material is superfluous. Foreign terminology and phrases are not apropos. One should never take a broad view. Analogy is like feathers on a snake. Use words properly, regardless of how others use them. Remove quotations. Puns are for kids, not grown readers. Never oversimplify: When adding material to your research paper, never go for oversimplification; this will definitely irritate the evaluator. Be specific. Never use rhythmic redundancies. Contractions shouldn't be used in a research paper. Comparisons are as terrible as clichés. Give up ampersands, abbreviations, and so on. Remove commas that are not necessary. Parenthetical words should be between brackets or commas. Understatement is always the best way to put forward earth-shaking thoughts. Give a detailed literary review.

21. Report concluded results: Use concluded results. From raw data, filter the results, and then conclude your studies based on measurements and observations taken. An appropriate number of decimal places should be used. Parenthetical remarks are prohibited here. Proofread carefully at the final stage. At the end, give an outline to your arguments. Spot perspectives of further study of the subject. Justify your conclusion at the bottom sufficiently, which will probably include examples.

22. Upon conclusion: Once you have concluded your research, the next most important step is to present your findings. Presentation is extremely important as it is the definite medium through which your research is going to be in print for the rest of the crowd. Care should be taken to categorize your thoughts well and present them in a logical and neat manner. A good quality research paper format is essential because it serves to highlight your research paper and bring to light all necessary aspects of your research.

INFORMAL GUIDELINES OF RESEARCH PAPER WRITING

Key points to remember:

- Submit all work in its final form.
- Write your paper in the form which is presented in the guidelines using the template.
- Please note the criteria peer reviewers will use for grading the final paper.

Final points:

One purpose of organizing a research paper is to let people interpret your efforts selectively. The journal requires the following sections, submitted in the order listed, with each section starting on a new page:

The introduction: This will be compiled from reference material and reflect the design processes or outline of basis that directed you to make a study. As you carry out the process of study, the method and process section will be constructed like that. The results segment will show related statistics in nearly sequential order and direct reviewers to similar intellectual paths throughout the data that you gathered to carry out your study.

The discussion section:

This will provide understanding of the data and projections as to the implications of the results. The use of good quality references throughout the paper will give the effort trustworthiness by representing an alertness to prior workings.

Writing a research paper is not an easy job, no matter how trouble-free the actual research or concept. Practice, excellent preparation, and controlled record-keeping are the only means to make straightforward progression.

General style:

Specific editorial column necessities for compliance of a manuscript will always take over from directions in these general guidelines.

To make a paper clear: Adhere to recommended page limits.



Mistakes to avoid:

- Insertion of a title at the foot of a page with subsequent text on the next page.
- Separating a table, chart, or figure—confine each to a single page.
- Submitting a manuscript with pages out of sequence.
- In every section of your document, use standard writing style, including articles ("a" and "the").
- Keep paying attention to the topic of the paper.
- Use paragraphs to split each significant point (excluding the abstract).
- Align the primary line of each section.
- Present your points in sound order.
- Use present tense to report well-accepted matters.
- Use past tense to describe specific results.
- Do not use familiar wording; don't address the reviewer directly. Don't use slang or superlatives.
- Avoid use of extra pictures—include only those figures essential to presenting results.

Title page:

Choose a revealing title. It should be short and include the name(s) and address(es) of all authors. It should not have acronyms or abbreviations or exceed two printed lines.

Abstract: This summary should be two hundred words or less. It should clearly and briefly explain the key findings reported in the manuscript and must have precise statistics. It should not have acronyms or abbreviations. It should be logical in itself. Do not cite references at this point.

An abstract is a brief, distinct paragraph summary of finished work or work in development. In a minute or less, a reviewer can be taught the foundation behind the study, common approaches to the problem, relevant results, and significant conclusions or new questions.

Write your summary when your paper is completed because how can you write the summary of anything which is not yet written? Wealth of terminology is very essential in abstract. Use comprehensive sentences, and do not sacrifice readability for brevity; you can maintain it succinctly by phrasing sentences so that they provide more than a lone rationale. The author can at this moment go straight to shortening the outcome. Sum up the study with the subsequent elements in any summary. Try to limit the initial two items to no more than one line each.

Reason for writing the article—theory, overall issue, purpose.

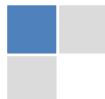
- Fundamental goal.
- To-the-point depiction of the research.
- Consequences, including definite statistics—if the consequences are quantitative in nature, account for this; results of any numerical analysis should be reported. Significant conclusions or questions that emerge from the research.

Approach:

- Single section and succinct.
- An outline of the job done is always written in past tense.
- Concentrate on shortening results—limit background information to a verdict or two.
- Exact spelling, clarity of sentences and phrases, and appropriate reporting of quantities (proper units, important statistics) are just as significant in an abstract as they are anywhere else.

Introduction:

The introduction should "introduce" the manuscript. The reviewer should be presented with sufficient background information to be capable of comprehending and calculating the purpose of your study without having to refer to other works. The basis for the study should be offered. Give the most important references, but avoid making a comprehensive appraisal of the topic. Describe the problem visibly. If the problem is not acknowledged in a logical, reasonable way, the reviewer will give no attention to your results. Speak in common terms about techniques used to explain the problem, if needed, but do not present any particulars about the protocols here.



The following approach can create a valuable beginning:

- Explain the value (significance) of the study.
- Defend the model—why did you employ this particular system or method? What is its compensation? Remark upon its appropriateness from an abstract point of view as well as pointing out sensible reasons for using it.
- Present a justification. State your particular theory(-ies) or aim(s), and describe the logic that led you to choose them.
- Briefly explain the study's tentative purpose and how it meets the declared objectives.

Approach:

Use past tense except for when referring to recognized facts. After all, the manuscript will be submitted after the entire job is done. Sort out your thoughts; manufacture one key point for every section. If you make the four points listed above, you will need at least four paragraphs. Present surrounding information only when it is necessary to support a situation. The reviewer does not desire to read everything you know about a topic. Shape the theory specifically—do not take a broad view.

As always, give awareness to spelling, simplicity, and correctness of sentences and phrases.

Procedures (methods and materials):

This part is supposed to be the easiest to carve if you have good skills. A soundly written procedures segment allows a capable scientist to replicate your results. Present precise information about your supplies. The suppliers and clarity of reagents can be helpful bits of information. Present methods in sequential order, but linked methodologies can be grouped as a segment. Be concise when relating the protocols. Attempt to give the least amount of information that would permit another capable scientist to replicate your outcome, but be cautious that vital information is integrated. The use of subheadings is suggested and ought to be synchronized with the results section.

When a technique is used that has been well-described in another section, mention the specific item describing the way, but draw the basic principle while stating the situation. The purpose is to show all particular resources and broad procedures so that another person may use some or all of the methods in one more study or referee the scientific value of your work. It is not to be a step-by-step report of the whole thing you did, nor is a methods section a set of orders.

Materials:

Materials may be reported in part of a section or else they may be recognized along with your measures.

Methods:

- Report the method and not the particulars of each process that engaged the same methodology.
- Describe the method entirely.
- To be succinct, present methods under headings dedicated to specific dealings or groups of measures.
- Simplify—detail how procedures were completed, not how they were performed on a particular day.
- If well-known procedures were used, account for the procedure by name, possibly with a reference, and that's all.

Approach:

It is embarrassing to use vigorous voice when documenting methods without using first person, which would focus the reviewer's interest on the researcher rather than the job. As a result, when writing up the methods, most authors use third person passive voice.

Use standard style in this and every other part of the paper—avoid familiar lists, and use full sentences.

What to keep away from:

- Resources and methods are not a set of information.
- Skip all descriptive information and surroundings—save it for the argument.
- Leave out information that is immaterial to a third party.



Results:

The principle of a results segment is to present and demonstrate your conclusion. Create this part as entirely objective details of the outcome, and save all understanding for the discussion.

The page length of this segment is set by the sum and types of data to be reported. Use statistics and tables, if suitable, to present consequences most efficiently.

You must clearly differentiate material which would usually be incorporated in a study editorial from any unprocessed data or additional appendix matter that would not be available. In fact, such matters should not be submitted at all except if requested by the instructor.

Content:

- Sum up your conclusions in text and demonstrate them, if suitable, with figures and tables.
- In the manuscript, explain each of your consequences, and point the reader to remarks that are most appropriate.
- Present a background, such as by describing the question that was addressed by creation of an exacting study.
- Explain results of control experiments and give remarks that are not accessible in a prescribed figure or table, if appropriate.
- Examine your data, then prepare the analyzed (transformed) data in the form of a figure (graph), table, or manuscript.

What to stay away from:

- Do not discuss or infer your outcome, report surrounding information, or try to explain anything.
- Do not include raw data or intermediate calculations in a research manuscript.
- Do not present similar data more than once.
- A manuscript should complement any figures or tables, not duplicate information.
- Never confuse figures with tables—there is a difference.

Approach:

As always, use past tense when you submit your results, and put the whole thing in a reasonable order.

Put figures and tables, appropriately numbered, in order at the end of the report.

If you desire, you may place your figures and tables properly within the text of your results section.

Figures and tables:

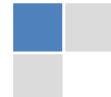
If you put figures and tables at the end of some details, make certain that they are visibly distinguished from any attached appendix materials, such as raw facts. Whatever the position, each table must be titled, numbered one after the other, and include a heading. All figures and tables must be divided from the text.

Discussion:

The discussion is expected to be the trickiest segment to write. A lot of papers submitted to the journal are discarded based on problems with the discussion. There is no rule for how long an argument should be.

Position your understanding of the outcome visibly to lead the reviewer through your conclusions, and then finish the paper with a summing up of the implications of the study. The purpose here is to offer an understanding of your results and support all of your conclusions, using facts from your research and generally accepted information, if suitable. The implication of results should be fully described.

Infer your data in the conversation in suitable depth. This means that when you clarify an observable fact, you must explain mechanisms that may account for the observation. If your results vary from your prospect, make clear why that may have happened. If your results agree, then explain the theory that the proof supported. It is never suitable to just state that the data approved the prospect, and let it drop at that. Make a decision as to whether each premise is supported or discarded or if you cannot make a conclusion with assurance. Do not just dismiss a study or part of a study as "uncertain."



Research papers are not acknowledged if the work is imperfect. Draw what conclusions you can based upon the results that you have, and take care of the study as a finished work.

- You may propose future guidelines, such as how an experiment might be personalized to accomplish a new idea.
- Give details of all of your remarks as much as possible, focusing on mechanisms.
- Make a decision as to whether the tentative design sufficiently addressed the theory and whether or not it was correctly restricted. Try to present substitute explanations if they are sensible alternatives.
- One piece of research will not counter an overall question, so maintain the large picture in mind. Where do you go next? The best studies unlock new avenues of study. What questions remain?
- Recommendations for detailed papers will offer supplementary suggestions.

Approach:

When you refer to information, differentiate data generated by your own studies from other available information. Present work done by specific persons (including you) in past tense.

Describe generally acknowledged facts and main beliefs in present tense.

THE ADMINISTRATION RULES

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**CRITERION FOR GRADING A RESEARCH PAPER (COMPILED)
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Topics	Grades		
	A-B	C-D	E-F
Abstract	Clear and concise with appropriate content, Correct format. 200 words or below Above 200 words	Unclear summary and no specific data, Incorrect form Above 250 words	No specific data with ambiguous information
Introduction	Containing all background details with clear goal and appropriate details, flow specification, no grammar and spelling mistake, well organized sentence and paragraph, reference cited	Unclear and confusing data, appropriate format, grammar and spelling errors with unorganized matter	Out of place depth and content, hazy format
Methods and Procedures	Clear and to the point with well arranged paragraph, precision and accuracy of facts and figures, well organized subheads	Difficult to comprehend with embarrassed text, too much explanation but completed	Incorrect and unorganized structure with hazy meaning
Result	Well organized, Clear and specific, Correct units with precision, correct data, well structuring of paragraph, no grammar and spelling mistake	Complete and embarrassed text, difficult to comprehend	Irregular format with wrong facts and figures
Discussion	Well organized, meaningful specification, sound conclusion, logical and concise explanation, highly structured paragraph reference cited	Wordy, unclear conclusion, spurious	Conclusion is not cited, unorganized, difficult to comprehend
References	Complete and correct format, well organized	Beside the point, Incomplete	Wrong format and structuring

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