





The social and cultural context on literacy in High School

El contexto social y cultural en la lectoescritura de educación media superior

 **Dra. Consuelo Avendaño-Guevara** is a professor at Universidad Autónoma de Puebla (Mexico) (consuelo.avendanoguevara@viep.com.mx) (<https://orcid.org/0000-0003-4138-2183>)

 **Dra. Karime Elizabeth Balderas-Gutiérrez** is a professor at Universidad Autónoma de Puebla (Mexico) (karime.balderasgutierrez@viep.com.mx) (<https://orcid.org/0000-0003-2524-0054>)

Received on: 2022-11-10 / **Revised on:** 2023-02-03 / **Accepted on:** 2023-03-21 / **Published on:** 2023-07-01

Abstract

Reading and writing enable communication and interaction between people and the world. In the case of high school students, this activity is reflected in school performance and is essential for acquiring knowledge. When students have not developed this skill correctly, it becomes a problem that affects all their relational dimensions. For this reason, it was proposed to identify the main difficulties faced by students in relation to literacy codes in high school, as well as the context of production of the writings. The methodology was based on the exploratory qualitative approach, using the content analysis method. The information was obtained from one hundred documents written by twenty first-year high school students from a private institution in the State of Puebla. The analysis and categorization of the writings was carried out with ATLAS.ti software, 9.0.7 version. The results shown in this paper are based on the analysis of three types of texts produced by the students: travelogue, essay, and anecdote paper. It is concluded that such literacy practices give proof of the abilities that define the communicative competences assimilated during school life, how they function and how students relate to society. This makes it possible to think about designing new teaching-learning strategies for literacy.

Keywords: literacy, education, handwriting instruction, communication, semantics, spelling.

Resumen

La lectoescritura posibilita la comunicación e interacción de las personas con el mundo. En el caso de estudiantes de educación media superior, esta actividad se refleja en el rendimiento escolar y es fundamental para adquirir otros aprendizajes. Cuando el estudiante no ha desarrollado correctamente esta habilidad, se convierte en un problema que afecta todas sus dimensiones relacionales. Por este motivo se planteó identificar las principales dificultades que enfrenta el alumnado en relación con los códigos de lectoescritura en educación media superior, así como el contexto de producción de los escritos. La metodología se basó en el enfoque cualitativo de carácter exploratorio, utilizando el método de análisis de contenido. La información se obtuvo mediante la recolección de 100 documentos elaborados por 20 estudiantes de primer año de educación media superior de una institución privada del Estado de Puebla.

El análisis y categorización de los escritos se realizó con el software ATLAS.ti versión 9.0.7. Los resultados que se muestran en este trabajo parten del análisis de tres textos de producción estudiantil: cuaderno de viaje, ensayo y anecdotario. Se concluye que las prácticas de lectoescritura muestran los rasgos que definen las competencias comunicativas asimiladas en el transcurso de la vida escolar, su funcionamiento y cómo se relacionan los y las estudiantes con la sociedad. Lo que permite reflexionar sobre el diseño de nuevas estrategias de enseñanza-aprendizaje de la lectoescritura.

Palabras clave: lectoescritura, educación, enseñanza de la escritura, comunicación, semántica, ortografía.

1. Introduction

Reading and writing involve reading and writing skills related to comprehension and expression levels (Romero and Lozano, 2010). Students involved in this process develop lexical, syntactic, semantic, or perceptual skills (Montealegre, 2006), which allow to identify the existence of linguistic, social and cultural know-how (Parra, 1991), reflected in their way of thinking and generating knowledge. Therefore, it is necessary to expand educational research. There are several studies focused on higher secondary education, some of general content and others focused on reading and writing, however, reading and writing skills have been neglected in high school students, since each school has specific programs that determine the specific competencies (Brand, 2017) and that influence the production of writings.

Most relevant studies that have analyzed reading and writing at different educational levels in Mexico refer to the problem of reading processes in basic education (Alfaro and Tejeda, 2010; Alpuche and Vega, 2014; Ferreiro, 2006). Research and proposals for solutions in high school are focused on strengthening reading skills. Márquez (2017) talks about reading, reading habits and the educational system. Similarly, Alarcón *et al.* (2009), reflect on the problems of reading in the Mexican high school and the factors that influence it. Rivero (2010), discusses the learning of Spanish at the high school level and analyzes the causes of why Mexican students are placed at the lowest level of achievement in the National Evaluation of Academic Achievement in Schools (ENLACE) test. Montoya (2017) studies the lack of reading comprehension, even comparing it with a disability, defining it as the inability to insert into society. Villalón and Mateos (2009) explore the conception of writing held by students of basic and higher education.

On the other hand, there are various pedagogical resources to speed up the teaching-learning process of reading and writing and ensure the decoding of the different linguistic codes in 21st century society (Anguera, 2008; Sergio, 2015; Caride, 2016; Carlino, 2013; Díaz Barriga, 2014; Díaz Barriga and Aguilar, 1998; Peña *et al.*, 2016). Hernández (2016) addresses the concept of academic literacy from the teaching-learning perspective, Castro and Sánchez (2018) focus on the development of argumentative skills in higher education.

Although reading, writing and mathematics are considered necessary conditions for school success since basic education (Ferreiro and Teberosky, 2013), the implementation of different methods to teach reading and writing remains as one of the most important challenges of the educational system. Students can read and write in high school, but there are cognitive and educational changes that have occurred in the transition of their school life at the basic level (Marín, 2006). Therefore, the aim of this research is to identify the main difficulties faced by students in relation to reading and writing codes in high school, as well as the context of writing production.

2. Methodology

An exploratory qualitative approach was used (Flick, 2015). The hermeneutic method was used to interpret the information collected (Jorge, 2006). The document content analysis technique and the classification technique of personal documents (Bardin, 1996; Krippendorff, 1990) were used to identify the main difficulties faced by students in relation to reading and writing codes as well as the production context of student texts, understood in this research as the written material produced by the students in the classroom, either on their own initiative or as a response to a given indication.

This work is part of the results of a doctoral thesis that collected and analyzed 100 writings in a school cycle, which comprises two semesters of the language subject. 20 first-year students participated from a high school incorporated to the Benemérita Universidad Autónoma de Puebla (BUAP). Each of them produced five papers, which were part of their portfolio of evidence. Because of COVID-19, they finished their course online. As a result, students photographed their evidence portfolios and uploaded them to the *Moodle* platform. The quality of their cameras affected the clarity of the images, which explains the poor visibility in some texts.

The analysis was carried out with the software ATLAS.ti version 9.0.7. tool that allowed to carry out the management of the information. The various functions of the software were adapted to the content analysis method, which facilitated the encoding of the images. For this work, three examples of the texts analyzed are presented.

3. Analysis of data and results

The analysis of texts was based on Foucault theoretical proposal (2017) who defines the text as a discourse, a way of thinking, and this discourse reflects the linguistic skills. In addition, it involves social practices such as the relationship between the individual and institutions such as the family, school and society, as well as power relations that are established in the construction of the subjective perspective. Subjectivity involves the unconscious and conscious dimension of a person's emotional life. From this conceptual reference, the text of a student is defined as a discourse imbued with ideas that underlie linguistic skills, emotions, power relations and social practices, which result from the context in which the student develops and that affect his/her communication skills.

The text is the semantic unit. It has a generic structure, internal cohesion and results from the environment; therefore, it is a complex semiotic instrument. For Halliday (2017), it is a process in continuous movement that expresses the signs and meanings through which culture, language and the way of life are communicated. This leads to the analysis focused on discursive training to answer two questions: What are the main difficulties students face in relation to reading and writing codes? And how does the context influence their writings?

Discursive formation refers to the number of scattered statements in the text, vocabulary, thematic choices, order, correlations, syntactic and semantic function that are used in the text. The discursive formulation allows analyzing the statements and their dispersion in the text, in addition to identifying ideological elements, the dominance of a topic, objectivity and subjectivity that influence the student.

For Foucault (2017), the written discourse identifies a differentiation system and the relationships that people establish with each other, with the distribution of roles, subordination, hierarchy, claims, suggestions, and the transmission and exchange of information with other individuals. Although this author focuses mainly on the discourse of physicians, his proposal can be applied in other studies, as is the case of high school students. Through the review and analysis of their texts, categories of analysis are identified on the content and contexts of their writings, their behavior, their relationship with academic, religious, and family insti-

tutions. Therefore, it is important to know the main difficulties that students face in their writing, as well as the production context of the writings.

3.1 Student writing product analysis

The student writing product refers to text presentation (Cassany, 1999). It consists of planning, writing, reviewing, using rewriting, and is considered the reflection of a style. For this purpose, the definition of Halliday (2017) is used. He argues that the text is the semantic unit that is written in sentences and is characterized by lexicogrammatical features, has internal cohesion and functions as a whole. Based on the above, elements such as cohesion and coherence were analyzed in the texts of student production.

Cohesion constitutes the essence of the text; it is the way in which the subject is treated, i.e., how students develop and relate their ideas. In turn, it is related to pragmatics and semantics. Therefore, a text has a generic structure, has internal cohesion; it is the relevant environment in the textual systems of grammar. On the other hand, it allows to identify meanings at ideational and interpersonal level. A text is a product of its environment and works in that environment (Halliday, 2017).

Consistency refers to join one idea with another. It constitutes the structure and unity of the text, and it is observed in the text at the syntactic and morphological level to give order to the discourse (Chomsky, 1980). These elements are reflected in the texts of student production through the orthography, vocabulary and the ability to reflect that they have to transform formal to informal contexts and vice versa. The following example derives from a travel experience.

According to Aparicio *et al.* (2017), travelogue relate real events, describe landscapes and observed events, narrate experiences that can be accompanied by graphic resources. It is a text that mixes the objectivity and subjectivity of lived feelings, prevailing the first. They are cataloged as historical texts by the visual resources that are collected during the trip and support the truth of what is told. In this research, the approach, objectivity and intention of the paper are taken into account with the notebook. As a customizable document, it allowed to observe the use of different verbal records, the retrieval of data, impressions, ideas and reflections on the concrete personal experience.

Figure 1. *The star of Puebla*

Cuando se inauguró la estrella de Puebla, por un tiempo permaneció gratis la entrada para subir, conforme pasaba el tiempo escuchábamos opiniones de personas que ya habían ido, eran horas de espera en medio del sol, a lo que decidimos ir en los últimos días gratis, pero ni así nos logramos salvar del infierno; lo bueno en ese momento fue que en medio de la zona se encontraba una tipo fuente, por lo que nos mojamos, para la mala suerte 1 a 2 horas antes de subir a la rueda, comenzó a llover muy fuerte, acompañado de truenos grandísimos y fuertes, al subir a la rueda se senta muy feo el piso del cubo, temblaba y se meneaba demasiado al extremo de pensar que se iba a caer

Note. Recovered from travelogue activity.

In the texts analyzed, it was observed that they lack graphic resources, expression of ideas and coherent and creative compositions. There is no adequate use of punctuation marks. There is an excessive use of extensive affirmative statements, paused only by commas and inadequate semantic choice, as seen in the previous example “to what”, “a type of fountain”.

Following this example, social and personal practices were analyzed considering the conscious and unconscious dimensions proposed by Foucault

(2017). The conscious dimension arises from social practices, while the unconscious dimension focuses on individual aspects. These dimensions define the characteristics that students acquire to build their identity, which are reflected in their writings by their discursive practice. Table 1 shows the analysis based on the two dimensions, considering the grammar, as well as the aspects established in the curriculum, defined for disciplinary competence number 5.

Table 1. *Dimensions of discursive practice*

Discursive practice		Travelogue Interaction	
Interaction mode		Informal	
Conscious dimension	Social practice Communicative schemes	Scope of action, expression	Family and leisure, refreshing, disgust, annoyance
Unconscious dimension	Relevant actions	Demonstration	drama, tragedy, hell Spelling and writing

Discursive practice	Travelogue Interaction
Interaction mode	Informal
hell Spelling and writing	no grammar rules
Disciplinary competence 5 communication to develop	Not a coherent composition, no introduction, development and clear conclusions

The conscious dimension related to the social practice highlighted in blue involves the scope in which the narrated action occurs, i.e., family coexistence and recreation. The next action that is inserted in this dimension is the communicative scheme that expresses feelings of annoyance and physical sensations. As for the unconscious dimension, highlighted in light blue, it includes relevant actions such as the narration of a scene that goes through the physical and temporal location; the presentation of characters to figure segments of drama and tragedy, which culminates in a heroic and almost unhappy ending “when climbing the wheel, the floor of the cube felt very ugly, it trembled and shook so much I thought I was that it was going to fall”.

In the travelogue as a discursive practice, the communicative scheme is observed with elements of context that reflect disgust and annoyance; the action of refreshing oneself and the “nightmare” lived is a form of informal interaction. The inadequate use of the spelling and punctuation “so”, “felt”, “fall” are observed. However, other resources are identified; at the beginning of the narration, it is observed that the student places the reader in a frame and in a scene “When the Puebla Star is inaugurated”. It involves anonymous characters “we heard opinions from people who had already gone.” On the other hand, he tries to convey his feelings and emotions related to the bad experience lived when attending a free event. It expresses context and relations with the use of metaphor, representing a hot day with “hell” to express an unpleasant situation.

Another literary figure is the comparison when establishing the relationship between hell and water, which counteracts the suffering when saying “the good thing at that time was that, in the middle of the area there was a water fountain”, establishing a relationship of contrast between a real element and an imaginary one. It represents a dramatic and unpleasant tone in its narration. The student uses casual language with a colloquial style. He narrates his trip without considering that the recipients will

be academics who will evaluate his activity. The student highlights the tragic influence that relates to the intimacy of the family context and not to the grammatical rules.

The analysis shows that students do not focus on the content of what they communicate, but they are only interested in transmitting their feelings and emotions, regardless of who the reader is. Thus, students construct their texts from everyday life. They use descriptive, emotional, and extensive discursive formations. In this sense, the epistemic conception of writing mentioned by Villalón and Mateos (2009) is applied, because writing becomes a useful learning instrument, so it is the students who decide to transmit their feelings or emotions. During the writing process the students attend to both conceptual and formal aspects in order to adjust them to their communicative purposes. Likewise, the students describe their environment: places, things, objects, actions, qualities or moods, relating them to their own consciousness, which is necessary for the students to express and identify. In the analysis of travel notebooks, the description of facts prevails, using linguistic resources derived from the emotional function of language (Jakobson, 1983). Despite not following a writing process and the grammatical difficulties, the students do not limit themselves in the extension of the writings when it comes to emotional facts. Therefore, emotion prevails rather than the proper use of grammatical rules, as observed in the essays.

The essay is another of the analyzed texts, it is an expository and persuasive text that according to Padilla *et al.* (2022) has a sociolectal invariance, which implies the determined use of a vocabulary and its relationship with a specific area of knowledge. Therefore, when writing this type of writings, students require not only subject mastery and vocabulary but also the ability to research, develop their ideas and sustain information as required in high school.

Therefore, the student defends a position on the subject addressed in his writing. One of the aspects to evaluate is the use of textual quotations to

raise the student's awareness of academic honesty. In addition, the structure of this type of text is evaluated: introduction, development, and conclusion. Due to its complexity, this paper is evaluated at the end of the school cycle, so the student applies the communicative skills learned during the course.

When analyzing the essays, it was observed that there is no argumentation and position on the part of the students, there is no connection or association between their reality or context and the subject. However, there is coherence in the writings by the use of discursive links. On the other hand, paragraphs were copied in their entirety from other authors and were plagiarized. It was observed that they do not construct original argumentative texts in comparison with travel notebooks, in which, despite the lack of coherence and consistency, they are extensive and original because students try to generate a narrative. This situation leads to reflect on what Hernández (2016) calls "the annulment of the *self* in writing", i.e., their disqualification as authors of their ideas, or the prohibition of expressing themselves in their own voice, and this has been reflected mainly in the essays.

The text is the primary transmission source of culture, so the linguistic system evolves in social contexts. This is one of the reasons why it is established that the student makes speeches thinking on grammatical rules, because they describe their experiences without the spelling, syntactic or semantic check, giving priority to emotion. Consequently, the difference between the essay writing and the travel notebook is due to the relational exchange that occurs in the social contexts where the student lives, and this allows the development of the argumentation and structuring of his writings. When it comes to argumentative and reflective texts such as the essay, the student is completely annulled as an author, unlike when he narrates his stories or anecdotes.

3.2 Discursive practice of student texts

Discursive practice is defined as the way of thinking, saying, and doing of the student from his writings. The aspects that constitute the *ethos* are considered, a concept that starts from the classification of three elements that converge for creating an ethical communication: values (*ethos*), arguments (*logos*) and feelings (*pathos*) and that work simulta-

neously. The *ethos* means custom and is based on the qualities a speaker has to build confidence in what he says (Rodríguez, 2005). It is the way of being and doing of the student in relation to the social, cultural and family elements described in his writings.

In discursive practice the student has no limits to tell his experiences, since the emotional function focuses on the speaker and his emotions. The purely emotional content in the writing is represented by the interjections "Hello", "greetings", "goodbye", leaving aside the syntactic and highlighting sentences that are of interest to him. Consequently, the student does not fulfill the basic communication skills.

This led to a greater focus on discursive practice during the analysis. According to Foucault (2017), in addition to the coherence and consistency of the texts, it is necessary to consider the architecture of the concepts, their general and abstract characteristics. When the student articulates his writings, he links ideas in the text, reflects his thought and way of life. Therefore, the dispersion of statements, linguistic formation and the representation conditions of writings are analyzed, with the purpose of signifying the text in its entirety and deducing its form of written expression with the appearance and dispersion of statements.

Foucault (2019) suggests that in discursive practices, the scenarios that constitute the subject from the social point of view are glimpsed, and the way they shape the subjectivities. The different groups of texts analyzed were transformed into discursive resources that reflected the structuring of the power relations that of the students in different scenarios. These resources are formed in relation to the absence or presence of discursive practices; therefore, they have the power to transport the knowledge of the students. For this reason, the analysis of the construction of the *ethos*, i.e., the way of being and the identity expressed in the practices while excluding the linguistic norms arises.

The following example derives from a group of autobiographical texts. The autobiography is cataloged as a historical text because it narrates a real and verifiable event. It intends to inquire into the author's history to understand the foundations of his identity. It considers the retrospective look of the student, who writes about the most significant aspects of his life.

Figure 2. *Autobiography*

Mi Historia... hecha palabras =
 Todo inicia el 25 de marzo del 20
 en la cd. de Puebla, por. en el
 hospital UPAEP a las 14:00 hrs. por
 que pertenezco a la estación de primavera
 según familiares por eso soy risaño,
 no creo que sea así.
 A los dos años me fui a vivir a León
 Guanajuato y mi tiempo ahí me sirvió
 para hacer muchos amigos, pero
 lo bueno tenía que acabar,
 Para mis 3 años deje León para
 regresar a mi origen, Puebla. Lle
 a mi ciudad mis familiares nos fu
 a recoger.

Note: Fragment retrieved from evidence portfolio. A common problem that arose in the collection of portfolios was that some works were not focused correctly, however, they could be rescued.

It is observed that in the story the student refers to the birth, “everything begins on March 25”, part of the existence and domination of generalities growing from the birth. These are short paragraphs that show a narrative sequence. The paragraph length reflects descriptions and arguments, using discursive markers: “so”, “but”, with the intention of generating extensive statements. There is a formal linguistic register without graphic resources, and the student refers to dates and places to give veracity to the stories, “Puebla”, “UPAEP”, “León”. In this case, the poetic function of the language “I belong to the spring season” is employed. On the other hand, Figure 3 explains the scenarios that, according to Foucault (2019), constitutes the subject and expresses the subjectivities that configure his self.

The figure represents the discursive practice and its different elements. The interaction modality of the text, highlighted in green, which can be formal or informal, depends on the communication process used by the students. The scenarios that constitute the subject are highlighted in blue and can be from a

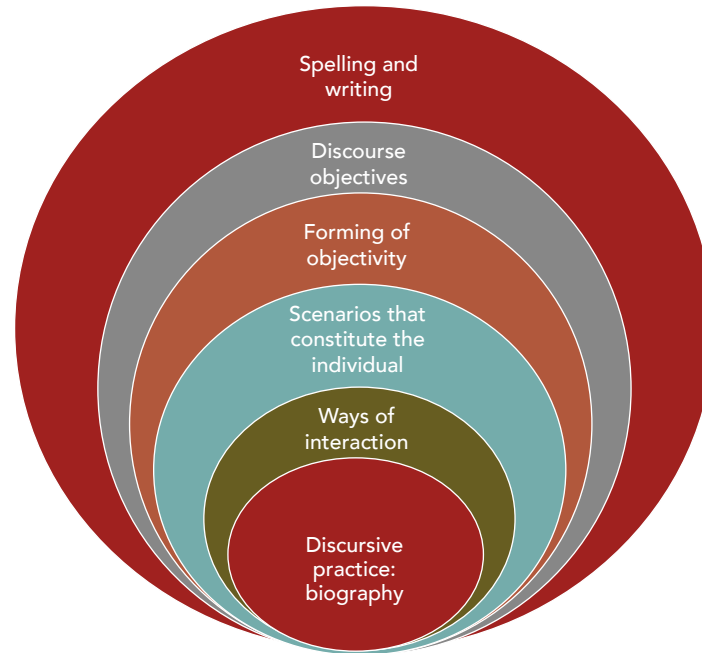
social or individual practice. The individual practice includes the expressions that reflect how the student is assumed as a subject.

The yellow section corresponds to the formation of subjectivity, and it highlights the relevant actions that express the subjectivities that configure the identity of the student: “I was born”, “I lived”, “my name”, “I studied”. Subsequently, there are the discursive objects, highlighted in gray, that involve the social and individual part. These discursive objects are identified by institutions such as the family and the school, influencing the formation of the social subjectivity of the student and conditioning it to function as a child or as a student. Consequently, these factors influence the identity formation. Therefore, autobiography, as a discursive practice, allows to identify the family relationships and life forms that constitute the social practices of the student. Through a formal and autobiographical language and from their individual practice, they reflect expressions that constitute them as subjects, manifesting the personality that they describe by

their social experiences, “according to family members that’s why I’m cheerful and smile a lot, I don’t think it’s like that.” Finally, the orthography and wor-

ding highlighted in orange, which is present throughout the writing and allows identifying how they present their discursive practice.

Figure 3. *Scenarios that constitute the subject*



Referring to Figure 2, it was observed that the student articulates the text through its existence “everything begins on March 25”. This makes it easy to generate short paragraphs with a narrative sequence, involving different participants that have influenced his formation: “grandmother”, “aunt”, “a friend”, “best friend” and “cousin”. The student develops some communicative competencies when using linguistic resources, such as the poetic function of language. He focuses on the form of the message and uses literary resources to give greater emphasis to the information that is transmitted.

The emotional tone of sadness and disenchantment prevails: “happiness ends”, “I cried a lot because I separated from my best friend and cousin”, “they gave me my first cell phone and I lost it”. While using comparison as a literary figure, he manages to narrate his life story as if it were a narrative story. Finally, from the discursive formation, the student includes the family environment and reflects on the school context, showing the domain of linguistic registration. Consequently, the first articulation of the language proposed by Foucault (2019) is identified, which goes from the specific to the general

when he mentions “everything begins on”, at the same time he goes from the substantial to the quality. Thus, there is an unfolding of the language, what is expressed with words and what is beyond their descriptions.

On the other hand, considering the scenarios that constitute the subject and the formation of subjectivity through the autobiographical discursive practice, the individual practice uses the expressions that reflect how the student sees himself as an individual when saying “my mom says I was very small”, “my mom says that I was very restless”. These phrases reflect the scenarios that are shaping the subjectivity of the student and the power relations that he experiences “the hospital almost sues my parents”, “I had to change schools because my parents separated”. Therefore, scenarios such as school, home and hospital refer to the context in which the student develops. In this way, the power of institutions such as the family and the school is represented, influencing the formation of a subjectivity.

Autobiography as a discursive practice shows the existence of an articulation in the discourse, so that the receiver can easily identify the narrative.

Articulation and drafting problems are not an obstacle to translating ideas, because they only want to express emotions, so spelling rules are not taken into account. Consequently, an incoherent and informal discourse is presented. Thus, the linguistic competence to identify the different types of records, and to know when they should be used, is nonexistent. However, there is a narrative that reflects the articulation of language with generalities and the use of nouns, verbs, adjectives and connectors.

On the other hand, the words used have a level of clarity that reflect location, identity and connection that give meaning to the writing. The formulation of statements, in terms of their linguistic and logical structures, as well as the splitting of meanings cannot only be considered as the cumulative result of several statements barely articulated without coherence or cohesion as observed, but it reflects elements of context and identity “a lot changed since that point it became very difficult to make friends”, “I lived a new virus known as COVID-19”.

There are hidden elements that work according to the enunciative modality, i.e., the unsaid or the repressed. It is not the same either in its structure or in its effect, when it comes to a mathematical statement, an autobiography or the story of a dream (Foucault, 2017) “my story translated in words”, “the days went by and I got friends”. These unspoken elements are observed in certain phrases and words in which they also reflect a way of life and linguistic records “thank God that”, “indeed the day that”.

4. Discussion and conclusions

The results show that students have not properly assimilated reading and writing skills, in addition to identifying the social, cultural or economic elements that influence their learning. However, the size of the sample analyzed is moderate, so it is considered risky to generalize that all high school students have the same limitations in their writings. However, it is considered that this research provides a different perspective to approach reading and writing issues in high school students. The point is not to focus on the deficiencies of the writings, but to expand the look towards the subject of the writing, since it allows to reflect on questioning the place of the writing, and the role of this instrument in the subjectivity of students and the different forces that prevent them

from being significant. Therefore, it is proposed to broaden the look to see writings not only as a product, but also to see the human being behind it, the subjectivity that is seeking to appropriate this semiotic instrument and consider the context in which these writings take place.

The aim of this study was to identify the main difficulties faced by students in relation to reading and writing codes in high school, as well as the context of writing production. It is concluded that the main difficulties faced by students in relation to reading and writing codes are related to grammar. Spelling and writing are one of the main shortcomings of students. These elements are reflected in the texts through spelling, vocabulary and the ability to reflect. It was noted that they lack graphic resources, expression of ideas and coherent compositions. There is no adequate use of punctuation marks.

On the other hand, the context of writing production is the element that encourages writing to flow or be limited in the student. On the one hand, the emotional part given in pleasant spaces and experiences stimulates the creativity of the students, and on the other, the grammatical part, given in the classroom space limits the writing. On the emotional aspect, they also highlight the unpleasant experiences they write, the result of hostile environments, leading to the writing and presentation of brief and unstructured writings. As for grammatical structures and spelling, they limit their communicative skills by not using them correctly. Therefore, it is proposed to promote the learning and development of reading and writing skills considering the social and cultural context of the students. Experiences and beliefs, as well as conditions of time and space, in the texts produced are factors that limit or facilitate writing.

The content analysis showed the production conditions that constitute the determination of the texts, i.e., the psychological, sociological and cultural conditions of the individual. It was observed that students do not focus on the content of what they communicate, but on their status as writers. The main intention is to transmit their feelings and emotions, regardless of who the reader is. Therefore, the importance of the subject of writing is highlighted.

Finally, it is necessary to make visible the challenges presented by the student with the analysis and reflection of the writings. The idea was to highlight and preserve the richness of the human in a

paper, beyond a mechanistic reduction of complying with a rubric of evaluation. The aim is to change the subordination positioning that has been given to the student, and instead of pointing out the errors by adopting the mechanistic pedagogy of spelling and writing, it is necessary to analyze what is beyond student writings, i.e., not remain in the product, but in the subject of writing, since this subject of writing has feelings, a life story, a family and a location.

References

- Jorge-Soneira, A. (2006). La teoría fundamentada en los datos. En I. Vasilachis (coord.), *Estrategias de la investigación cualitativa* (pp. 153-173). Gedisa.
- Aguilar Peña, P., Albarrán Vergara, P., Errázuriz Cruz, M. and Lagos Paredes, C. (2016). Teorías implícitas sobre los procesos de escritura: Relación de las concepciones de estudiantes de Pedagogía Básica con la calidad de sus textos. [Implicit Theories about Writing Processes: The relation between the conceptions of Elementary Childhood Education Students and the quality of their Texts]. *Estudios Pedagógicos*, 42(3), 7-26. <http://dx.doi.org/10.4067/S0718-07052016000400001>
- Alarcón Pérez, L., Fernández Pérez, J. and Figueroa Lozada, M. (2009). La problemática de la lectura en el bachillerato. [The problematic of the Reading in upper secondary education]. *Graffilya*, 6(10), 193-2002. <https://bit.ly/3CLXfw3>
- Alfaro Muñoz, L. and Tejeda Acuña, J. (2010). *Estrategias de enseñanza para la lectoescritura en el Colegio Françoise Dolto, en segundo año de primaria* [Tesis de licenciatura, Universidad Pedagógica Nacional Ajusco]. Archivo digital de la Universidad Pedagógica Nacional. <https://bit.ly/3pzZCuX>
- Alpuche Hernández, A. and Vega Pérez, L. (2014). Predicción del comportamiento lector a partir de la autoeficacia. [Prediction of Reader Behavior Based on Self-effectiveness]. *Revista Mexicana de Investigación Educativa RMIE*, 19(60), 241-266. <https://bit.ly/3pgJi1N>
- Anguera, M. (2008). Evaluación de programas desde la metodología Cualitativa. [Program evaluation from Qualitative Methodology]. *Revista Acción Psicológica*, 5(2), 87-101. <https://doi.org/10.5944/ap.5.2.460>
- Aparicio, S., Luna, V. and Olguín, C. *Taller de lectura y redacción I*. Gafra.
- Bardin, L. (1996). *Análisis de contenido*. Akal.
- Brand, J. (2017). El docente lector como formador de ciudadanos. *Alteridad*, 12(2), 165-174. <https://doi.org/10.17163/alt.v12n2.2017.03>
- Sergio-Benítez, G. (2015). Desafíos de la Educación Media Superior. En R. Ramírez (coord.), *Desafíos de la Educación Media Superior* (pp.15-61). Senado de la República. <https://bit.ly/3fOTAEP>
- Caride-Gómez, J. A. (2016). Del leer educando al educar leyendo como educación social. En S. Yubero, J. A. Caride and E. Larrañaga (coords.), *Educación social y alfabetización Lectora* (pp. 9-24). Síntesis.
- Carlino, P. (2013). Alfabetización académica diez años después. [Academic literacy as proposed ten years ago]. *Revista Mexicana de Investigación Educativa*, 18(57), 355-381. <https://bit.ly/3sVPr60>
- Cassany, D. (1999). *Construir la escritura*. Paidós.
- Castro, M. C. and Sánchez M. (2018). La construcción de opinión: posicionamiento y voz en textos académicos. En L. Natale and D. Stagnaro (coords.), *La lectura y la escritura en las disciplinas. Lineamientos para su enseñanza* (pp. 137-166). Universidad Nacional de General Sarmiento. <https://bit.ly/3SVTbi8>
- Chomsky, N. (1980). *Estructuras sintácticas*. Siglo XXI.
- Díaz-Barriga, A. (2014). Competencias. Tensión entre programa político y proyecto educativo. [Competence. Tension between the political program and education projec]. *Propuesta Educativa*, (42), 9-27. <https://bit.ly/3IZc8LS>
- Díaz-Barriga, F. and Aguilar, J. (1988). Estrategias de aprendizaje para la comprensión de textos académicos en prosa. [Learning strategies for understand academic texts]. *Perfiles educativos*, (41), 28-47. <https://bit.ly/3VhtV7x>
- Ferreiro, E. (2006). La escritura antes de la letra. [The writing before the letter]. *Revista de Investigación Educativa*, 3, 2-52. <https://bit.ly/3hg7mxi>
- Ferreiro, E. and Teberosky, A. (2013). *Los sistemas de escritura en el desarrollo del niño*. Siglo XXI Editores.
- Flick, U. (2015). *El diseño de la investigación cualitativa*. Ediciones Morata.
- Foucault, M. (2017). *La arqueología del saber*. Siglo XXI Editores.
- Foucault, M. (2019). *Las palabras y las cosas. Una arqueología de las ciencias humanas*. Siglo XXI Editores.
- Halliday, M. (2017). *El lenguaje como semiótica social. La interpretación social del lenguaje y del significado*. Fondo de Cultura Económica.
- Hernández-Zamora, G. (2016). *Literacidad Académica*. Universidad Autónoma Metropolitana.
- Jakobson, R. (1983). *Lingüística y poética*. Cátedra.
- Krippendorff, K. (1990). *Metodología de análisis de contenido. Teoría y práctica*. Paidós
- Marín, M. (2006). Alfabetización académica temprana. [Premature academic literacy] *Lectura y vida*:

- Revista latinoamericana de lectura*, 27(4), 30-39. <https://bit.ly/34tF7Zq>
- Márquez, A. (2017). Sobre lectura, hábito lector y sistema educativo. [About reading, reading habit and education system]. *Perfiles educativos*, 39(155), 3-18. <https://doi.org/10.22201/issue.24486167e.2017.155.58100>
- Montealegre, R. and Forero, L. A. (2006). Desarrollo de la lectoescritura: adquisición y dominio. [Development of reading/writing skills: acquisition and dominion]. *Acta Colombiana de Psicología*, 9(1), 25-40. <https://bit.ly/3vaTvAJ>
- Montoya, S. (2017, 29 de septiembre). La mayoría de latinoamericanos culminan la secundaria sin saber leer bien. *Semana*. <https://bit.ly/3vfem5P>
- Padilla-Berdugo, R. A., Amador-López, J. A. and Olivo-Franco, J. L. (2022). Fijaciones visuales y caracteres: incidencias en la comprensión de textos expositivos. *Alteridad*, (17)1, 126-137. <https://doi.org/10.17163/alt.v17n1.2022.10>
- Parra, M. (1991). La lingüística textual y su aplicación a la enseñanza del español en el nivel universitario. Planteamientos teóricos. [Textual linguistic and implementation for the education of spanish at the university. Theory proposal]. *Forma y función*, (5), 47-64. <https://bit.ly/3J2DuRi>
- Rivero, A. (2010). El aprendizaje del español en el nivel medio-superior. Diagnóstico y propuestas. [The learning spanish in upper secondary education. Diagnostic and appriach]. *Revista de la Educación Superior*, 39(4), 35-51. <https://bit.ly/3epiLx8>
- Rodríguez, L. I. (2005). Ética argumentativa en Aristóteles. [The argumentative ethics in Aristotle]. *Revista digital universitaria*, 6(3), 2-15. <https://bit.ly/3MlMPpO>
- Romero, E. and Lozano, A. I. (2010). Adquisición de las habilidades lingüísticas y cognitivas, relevancia para el aprendizaje del lenguaje escrito. [Acquisition of linguistic and cognitive skills, relevance for the written language leraning]. *Umbral Científico*, (16), 8-12. <https://bit.ly/3vRbPix>
- Villalón, R. and Mateos, M. (2009). Concepciones del alumnado de secundaria y universidad sobre la escritura académica. [Secondary and university students' conceptions about academic writing]. *Infancia y aprendizaje*, 32(2), 219-232. <https://doi.org/10.1174/021037009788001761>