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Artículos científicos

La escritura textual narrativa en el aprendizaje de estudiantes en Educación

Narrative Textual Writing in the Learning of Students of Education

Escrita textual narrativa na aprendizagem do aluno em Educação

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Resumen

En este artículo se presentan resultados parciales de una investigación que buscó identificar las prácticas de escritura en alumnos de la licenciatura en Educación Media de la Universidad Autónoma de Sinaloa, con el objetivo de examinar cuáles son los textos en el aprendizaje de la disciplina profesional. La metodología es de corte cualitativo. La recolección de datos fue vía entrevista semiestructurada con enfoque sociocultural. Las entrevistas se aplicaron a 21 sujetos de un grupo de octavo semestre y a cuatro de sus profesores. En los fundamentos teóricos se abordan la práctica social de la cultura escrita, las dificultades al escribir textos académicos, la escritura desde las asignaturas y durante los estudios universitarios, la revisión grupal de discursos que abona a la reescritura personal y la inclusión de centros de escritura. Como parte de los resultados, los alumnos expresaron que destinan en promedio ocho horas por semana para componer y sustentar un escrito; tienen preferencia por la redacción del discurso literario, dificultad para escribir atendiendo la cuestión gramatical, predisposición



por trazar una ruta o plan que guiará el texto, una inclinación por redactar en solitario y una tendencia a elaborar textos en un entorno limpio, luminoso, fresco, tranquilo, con mesas grandes, fijas, y con ventanas con vista a árboles. En las respuestas de los profesores destaca que los jóvenes recurren al texto narrativo para darle forma a distintos trabajos solicitados. Dentro de las conclusiones está el hecho de que la composición escritural en la universidad demanda acciones de reescritura en compañía y de forma grupal a fin de promover el aprendizaje personal. Esto apunta a la inclusión de centros de escritura donde sea posible partir de estructuras narrativas para encaminarse hacia la construcción de textos académicos.

Palabras clave: cultura escrita, educación superior, estudiantes, práctica social.

Abstract

This article presents partial results of an investigation that sought to identify the writing practices in students of the Bachelor of Secondary Education of the Universidad Autónoma de Sinaloa, with the aim of examining which texts are in the learning of the professional discipline. The methodology is qualitative. The data collection was via a semi-structured interview with a sociocultural approach. The interviews were applied to 21 subjects from an eighth semester group and four of their teachers. The theoretical foundations address the social practice of written culture, the difficulties that arise when writing academic texts, writing from subjects and during university studies, the group review of texts that pays for personal rewriting and the inclusion of centers dedicated exclusively to writing. As part of the results, the students expressed that they spend an average of eight hours per week to compose and sustain a writing, there is a preference for writing literary speeches, difficulty in writing considering the grammatical question, predisposition to draw a route or plan before starting to write, an inclination to write alone and a tendency to write texts where it is clean, bright, cool, quiet, with large, fixed tables and windows overlooking the trees. In the teachers' responses, it stands out that young people resort to narrative text to shape different jobs requested. Among the conclusions is the fact that the scriptural composition in the university demands rewriting actions in company and in groups in order to promote personal learning. This points to the inclusion of writing centers where it is possible to start from narrative structures that lead to the construction of academic texts.

Keywords: written culture, higher education, students, social practice.

Resumo

Este artigo apresenta resultados parciais de uma investigação que buscou identificar as práticas de escrita em alunos do Curso de Bacharelado em Educação Secundária da Universidade Autónoma de Sinaloa, com o objetivo de verificar quais textos são utilizados na aprendizagem da disciplina profissional. A metodologia é qualitativa. A coleta de dados se deu por meio de entrevista semiestruturada com abordagem sociocultural. As entrevistas foram aplicadas a 21 sujeitos de uma turma do oitavo semestre e quatro de seus professores. Os fundamentos teóricos abordam a prática social da cultura escrita, as dificuldades na redação de textos acadêmicos, a redação de disciplinas e durante os estudos universitários, a revisão em grupo de discursos que pagam a reescrita pessoal e a inclusão de centros de redação. Como parte dos resultados, os alunos expressaram que gastam em média oito horas semanais para compor e apoiar uma escrita; Eles têm preferência pela escrita do discurso literário, dificuldade em escrever de acordo com a questão gramatical, predisposição para traçar um roteiro ou plano que norteará o texto, inclinação para escrever sozinho e tendência para elaborar textos em ambiente limpo, claro e fresco, tranquilo, com grandes mesas fixas e com janelas que dão para as árvores. Nas respostas dos professores, destaca-se que os jovens recorrem ao texto narrativo para dar forma aos diferentes empregos solicitados. Entre as conclusões está o fato de que a composição das escrituras na universidade exige ações de reescrita em empresa e em grupo, a fim de promover o aprendizado pessoal. Isso aponta para a inclusão de centros de escrita onde é possível partir de estruturas narrativas para avançar na construção de textos acadêmicos.

Palavras-chave: cultura escrita, ensino superior, alunos, prática social.

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Introduction

A problem that is observed in the Faculty of Education Sciences (FACE) of the Autonomous University of Sinaloa (UAS) regarding written culture is the insufficiency of literary and literary education practices, since in the undergraduate program In Secondary Education (LEM) the curricular space assigned to the learning of academic texts is limited. In the classroom, students do not have time to read and write; instead, there is a theoretical discussion of the contents.

Under the assumption that students participate little in the production of academic texts, even when they are about to conclude their studies, the objective of researching, knowing and analyzing to what extent the apprentices resorted to scriptural activities in the last years of their training was proposed. professional. Although these subjects were selected based on the fact that they knew how to write academic speeches, since they had reached the last grade and, by extension, they would be able to organize time and space in advance, however, within the results, as a Advancement, 95% of the students confessed not to write at school (the rest did, they wrote at school, and alone). Students report written speeches when they have evaluation and at the end of the semester, as final products, without showing the process of their creation. Hence, the results of this research can contribute to portraying the current state of writing practices in university training processes.

To support the inquiry, we proceeded to review the theoretical contributions presented by researchers from scientific communities, whose approaches range from cognitive to cultural and sociocultural. Among these investigations, in Mexico, Carrasco, Encinas, Castro and López (2013) state the following:

a) Reading and writing practices vary not only between disciplinary communities, they also vary between school levels; b) that upper secondary and higher education confront the student with new forms of communication and demand more sophisticated tasks (p. 349).

According to Salazar (2015), “teachers tend to develop more the linguistic part of young people's written production, disregarding the cognitive and social part of writing (...) and the contextual conditions required for the discipline” (p. 16).

Taking into account the above, and according to Torres (2004), writing practices in Latin American universities require research from a sociocultural conception, since this approach allows a greater interpretation of writing difficulties during the professional training of young people, since “the confidence that it is possible to write is reinforced by the (...) cognitivist proposals (...) through (...) strategies or instructions and from sociocultural conceptions (...) that promote analysis, discussion and confrontation ”(P. 97).

As part of the Latin American experiences and publications on the teaching of and with reading and writing at the university, Carlino (2013) considers that “writing and reading in a certain context, and reflecting on it, serves as an experience. But he does not forge ‘the’ ability to do it once and for all and alone ”(p. 360).

In this situation, García (2017) hopes that, although the institution does not train them or force them to produce research in the area, the new generations of university teachers understand the importance of contributing interinstitutionally to stop doing a "homemade" science at the service of procedures (p. 176).

Regarding the writing programs and centers, Molina and López (2020) reveal that, without abandoning the initial courses, "in Latin America, since the vast majority of programs are in an initial phase, the centers and programs of writing as a strategy that can contribute to the improvement of writing (and reading) practices" (p. 112).

Now, in the case of the FACE, there are two educational programs, the LEM and the Graduate in Education Sciences (LCE), whose student communities have limitations in their writing skills: that was the initial perception. For this reason, the spaces where there were indications of a written culture were reviewed in order to investigate the following questions: how many hours a week did the students write? What were the writing topics? who faced when writing a text? Did they write alone or in company? What were the strategies used when writing? What was the place used for writing?

Based on these research questions, the following hypothesis was raised: if the students of the LEM of the UAS have spaces and courses oriented to the practice of written culture during their professional training, the higher their academic performance at the university will be. With this, one of the specific objectives of this work is directly related to the task of identifying and analyzing writing practices for learning the professional discipline of young people in education.

Methodology

Qualitative in nature, the methodology is based on the semi-structured interview with a sociocultural approach, since it weighs the social processes of learning over the individual ones. To do this, 21 subjects from a group of eighth semester, school option, who had already taken subjects related to teaching, research seminars and professional practices were interviewed. The 12-question interviews were conducted on the same day and separately. Regarding the systematization of the data, it was given by grouping the answers, according to the order of the questions, and for the analytical categorization, by saturating the information.

The study group was made up of two men and 19 women, between 20 and 28 years old, whose extracurricular obligations had to do with duties, mostly work, marriage and parental. The sample was taken from a complete group, without gender bias, as there was a natural predominance of women in each of the groups. According to the data provided, the students had to go to work, to take care of the children or to attend to the parents at the end of the classes.

The conversations and expressions emitted by the students who were around these places, say, ready for literary practice, were also recorded, because they had to do with difficulties in settling down to read or write. Students of various grades were observed working in the University's Computer Center, the only space set up with tables, computers and a projector; however, the rest of the spaces were also observed and registered.

In a second stage, interviews were applied to four of the teachers assigned to the group studied. The semi-structured interview had to show to what extent the students were producing academic texts and what their scriptural practices were. In a third stage, the literary education activities in the school community were investigated.

Results

The results shown below are derived from the interviews carried out, whose responses were analyzed and categorized by grouping and saturation of the information, in order to know how many hours a week the students wrote, what would be the most frequently used topics in their writing, what difficulties they were facing in writing, if they were writing alone or in company, what strategies were used when writing and where they were writing.

The hours and subjects of writing

Regarding how many hours students write per week, eight hours of writing is above the range of 15 hours, a weekly average that is in second place in mentions, and, in third place, two to three hours per week. In this situation, there is insufficient time available for writing, despite being clear about the need to schedule more hours for this practice.

Tabla 1. Las horas que los estudiantes escriben por semana

1) ¿Cuántas horas a la semana escribes?		
Ocho horas, dependiendo de la inspiración	5 estudiantes	23.80 %
Dos o tres horas	3 estudiantes	14.28 %
Cero horas	1 estudiantes	4.76 %
10 horas más o menos	2 estudiantes	9.52 %
15 horas, dependiendo si tengo muchas tareas	4 estudiantes	19.04 %
12 horas	1 estudiante	4.76 %
Seis horas	2 estudiantes	9.52 %
Cuatro horas	1 estudiante	4.76 %
Cinco horas	1 estudiante	4.76 %
No mucho	1 estudiante	4.76 %

Fuente: Elaboración propia

Thus, most have little time to write; And when they do, sometimes it depends on the inspiration of the moment to do it or not. Although there really is not much to write in the FACE, hardly anything, two, three, four, five, six and even eight hours, because only at the end of the courses do the professors request essays, reports and social service projects, so with that time is enough to make the deliveries successfully.

Invariably, these actions are observed when young people complain about homework, due to the huge amount of academic texts that they have to report to teachers. Accordingly, the subjects studied write and read less than they speak. Instead, higher-level requirements call for much more reading to write than speaking to share impressions.

Undoubtedly, there is no correct way to do it and, although mistakes can be made, with practice each time you acquire the certainty that you write better: “If the act of writing distresses us so much, it is generally because we believe there is a correct to do so, and that we could make mistakes (...). We are becoming more secure, we know how to do it, but we continue to demand more and more of ourselves”(Meek, 2008, p. 43).

In the search for time to develop texts, expressions appear that say they have more time to write than to read, although it is required to read at least 11 hours a week. According to the students, in this school there is a requirement for reading and, in most subjects, an essay is requested at the end of the course to assess learning.

Thus, out of seven students who say they have enough time to write, there are those who say they write for 15 hours a week, while another two say that they write a lot every day, something like 10 hours. There are even those who spend 12 hours on this exercise, but only when they have many tasks; if not, they don't.

In fact, during the process, students learn textual structures. However, when they affirm that they read little and write more, they do so on the experience of taking notes during class hours. Thus, it is doubtful that students are producing scholarly writing with arguments when most read too little to support them. Although for the preparation of end-of-year texts, what they say in their answers does apply.

Regarding the topics that are written, the same learners estimate to write narratives, stories, of impossible loves, poetry and songs, about personal life experiences and class assignments and notes. Therefore, the literary composition is repeated in the expressions given in the examined subjects, since, when questioning them to know the subject of writing, the answers show how literary discourses are above academic ones and personal experiences.

Tabla 2. De los temas que escriben los estudiantes

2) ¿Cuáles son los temas de los que escribes?		
Cuentos, de amores imposibles, poesía y canciones.	16 estudiantes	76.19 %
Experiencias personales de la vida.	2 estudiantes	9.52 %
Tareas y apuntes de clase.	3 estudiantes	14.28 %

Fuente: Elaboración propia

As can be seen, 16 young people mention developing more literary texts, and they position the narrative as the basis of their notes since it allows them to carry out academic tasks with entertainment. These informants are studying Spanish and have knowledge of genres, language and literature, which facilitates poetic and narrative creation, not only in the school space, but even outside it.

From this point of analysis, when writing literary speeches, they choose the narrative, while others prefer to write poetic songs, and there are those who choose to create poems. In these practices, students do not exchange literary references other than those used in language and literature classes. "Writing is an activity, whether done collaboratively or individually. 'Social' is not a synonym for collective, but rather refers to the relationships that exist within a certain social formation" (Kalman, 2003, p. 206).

In this scenario, the existing written practices in a certain social formation serve as a pedagogical instrument with which students appropriate different structures.

The results also show how the students elaborate academic discourses: when one of them writes reports on teacher observation, another only writes what is occupied in the classroom and one more on reading reports prior to class; but none of them refer to putting their texts in group reviews.

It is written to be a reviewer of their own text, since at school the reviewer is the teacher, but the student knows that he is only in charge of putting it right or wrong and gives him his homework so that the teacher can fulfill his role as a reviewer (Ferreiro, 2011, p. 211).

According to this quote, writing represents a teaching object so that it becomes a learning object. However, in the institution examined, the students do not get involved in the revision of their own texts: they assume that the singing voice comes from the teacher.

In this case, scriptural practices concentrate life experiences for young people, when daily reports of educational events are delivered, the facts of which serve to create narratives. The participants state that they write texts other than those required at school. Therefore, the writing of narrative speeches is like writing about experiences, although the writing is not taken into account for its evaluation. Lerner (2011) puts it in the following terms:

The possible thing is to make an effort to reconcile the needs inherent to the school institution with the educational purpose of training readers and writers, to generate didactic conditions that allow staging a school version of reading and writing that is closer to the social version of these. practices (p. 32).

Finally, the circumstances that generate life experience documents move students to generate a different version of the writing practices imposed at school. And in this exercise they venture to compose narrative texts considering them intimate texts. The interesting thing would be to know the particularities of the texts with which they feel free to write.

Difficulties and strategies when writing

Regarding the difficulties that students face when writing a text, the grammatical question stands out as the main obstacle to progress in academic writing, distractions and having to order ideas in advance, as well as taking a structure and making an outline .

First of all, there is writing without spelling mistakes and without errors in punctuation and accentuation, because it is a situation that makes composition difficult for just over half of the informants. They are more outstanding, they say they take care more of attending to the grammar rules, punctuation and accentuation, instead of arguing, inserting the voice, contextualizing, discussing a topic and reaching a conclusion. Proof of this is that half of the interviewees refer to stopping between the lines, making sure that the words are well written, putting the punctuation marks correctly and not putting too much an accent.

Tabla 3. Las dificultades que enfrentan los estudiantes cuando escriben

3) ¿Cuáles son las dificultades que enfrentas cuando escribes?		
Que me distraigan.	1 estudiante	4.76 %
Ninguna.	4 estudiantes	19.04 %
Faltas de ortografía, acentuación, puntuación y sintaxis.	12 estudiantes	57.14 %
Ordenar las ideas con anticipación, tomar una estructura, hacer un esquema.	4 estudiantes	19.04 %

Fuente: Elaboración propia

The foregoing shows how ignorance of grammatical rules makes it difficult to produce texts required in school, there is fear of putting words with letter errors and poorly accented, especially when the proper use of signs is not mastered and it is necessary to stop at every so often to check that the words are spelled correctly and have the punctuation in place.

In their expressions we see how the learners would have to take into account that mastering spelling requires a long process. Speeches are hardly advanced when one dwells too much on these aspects; the important thing would be to write a lot to learn grammar, stress and punctuation. "It is not enough to teach the rules, since it is a matter of resignifying the spelling so that our students understand that it is a piece of information that helps the reader to understand the message more quickly and that values our text" (Kaufman, 2005, p. 17).

Of the total group of students, four give information about the difficulties they have when writing: it is difficult for them to order ideas in advance, to follow a structure or to make an outline. At this point they also express that it is difficult for them to write since they do not know how to start the writing, especially when the structure of the text has not been

negotiated with the teacher. Carlino (2004) explains this situation as "a delay that is the product of the paralyzing anguish in front of the blank page" (p. 324).

If students do not know the guidelines of the writing that the teacher expects or how it will be evaluated, if it coincides with the expected task or is wrong, when a text is requested, the bibliographic references are searched a couple of days before the delivery date and they miss planning time.

For a scholar in the investigated group, it seems very easy to get distracted when writing if he does other things at the same time. In this situation, it is difficult for him to develop a writing listening to noises, voices and talks from other students. Among the strongest distractors are social networks, since it takes time to be texting. With this, putting into practice cognitive, linguistic and strategic resources, for these schoolchildren, means dealing with distractors that make them lose motivation to develop written speeches. As Lerner says (2011):

The challenge is to promote the discovery and use of writing as an instrument of reflection on one's own thinking, as an irreplaceable resource to organize and reorganize one's own knowledge, instead of keeping students in the belief that writing is just a means of passively reproducing or summarizing the thinking of others (p. 42).

There are students with difficulties and multiple distractors at the time of writing, but there are also those who take writing as an instrument of reflection, and confront distractors, take the risks of being removed from the thread of writing, and, at the same time, in the end, they are not seduced by the idea of copying and pasting the theoretical approaches of others, but rather give way to their own voice as an author.

At the moment of developing academic, poetic, narrative, notes or personal texts, everything is in favor. Therefore, there is a small portion of boys who find it easy to write without any hindrance, because they are skilled individuals in writing.

Regarding the strategies used when writing, this study shows how to trace a route, make a draft, look for input words, contextualize, develop concept maps, retrieve ideas, search for synonyms, listen to music, read a lot about the subject before writing, re-read aloud while writing and none: they are answers that indicate to what extent they are moving to construct speeches.

Tabla 4. Las estrategias que usan los estudiantes para escribir

4) ¿Cuáles son las estrategias que usas cuando escribes?		
Escuchar música mientras escribo.	1 estudiante	4.76 %
Ninguna.	6 estudiantes	28.56 %
Trazar una ruta; hacer un borrador; buscar palabras de entrada; contextualizar; mapas conceptuales; recuperar ideas; buscar sinónimos.	11 estudiantes	52.36 %
Leer mucho del tema antes de escribir.	1 estudiante	4.76 %
Releer en voz alta mientras escribo.	2 estudiantes	9.52 %

Fuente: Elaboración propia

There are students who draw a route at the time of writing and who, before beginning a writing, make, construct a draft or concept maps, in addition to recovering the main ideas, in order to form an index that allows them to contextualize the theoretical foundations. "Writing involves relating, ranking and structuring the chaos of primary thought" (Carlino, 2005, p. 18).

In this educational group, writing is rehearsed by tracing a route to reflect on program content, prioritize ideas, and structure thinking in paragraphs. And if to this process is added reading a lot of the topic and rereading aloud when writing, the students get a supported text, if they first soak up the topic. These practices are often used to support the writing process and allow them to run non-stop until the end of the text.

Practice is essential in anticipation of written speech. Around reading and rereading, there are young people who say that they read and reread before and during writing because with this they obtain valuable information on the subject they must write. Although to devise a writing it is not enough to draw a route, read and reread, it is also required, according to Castro and Sánchez (2013):

Discussing a proposal, posing a problem, defending a thesis, evaluating a theoretical or methodological framework or constructing a conclusion require skills from the speaker or writer that go beyond the simple mastery of linguistic conventions. These academic practices, among many others, require students to know how to read specialized texts (p. 504).

Likewise, it is required to assume positions and build objective opinions supported by pertinent evidence in the disciplinary field of adhesion or confrontation of the different opinions or points of view expressed by others in the practice of writing. "It is not an easy task, as it requires systematic learning that points to specialized discourse" (Castro and Sánchez, 2013, p. 504).

Some answers show the insufficiency of writing strategies, since a third of the studied group does not know writing tactics. The texts they are producing have yet to be examined to know to what extent they use or not narrative textual strategies to elaborate written discourses.

Alone, in company and the place where you write

Regarding whether it is written alone or in company, it is worth highlighting the responses that indicate that a combination of both modes occurs, alone and in company, because everything depends on the circumstances. On the other hand, when searching for the place where it is usually written, the participants opt for a place without noise and with specific furniture and an atmosphere conducive to reading and writing. Although, to a lesser extent, the bedroom, the cafeteria and the house also function as spaces where writing is practiced.

In fact, a third of the informants declare that it is better to work the texts alone because that way they can concentrate and learn more. Usually, as stated, writing alone allows them to be more confident in their own writing skills, once they have become used to withdrawing from the world to produce speeches, because school does not always allow them that time to rewrite in company.

Tabla 5. La escritura en solitario o en compañía de otros estudiantes

5) ¿Escribes en solitario o en compañía?		
En solitario	7 estudiantes	33.32 %
En solitario y en compañía	14 estudiantes	66.64 %

Fuente: Elaboración propia

Although most informants write both alone and in company, according to their expressions, they find that writing alone only serves to obtain information quickly, as opposed to doing it in company, a way in which it is possible to observe errors of the others

to avoid them in the text itself. Therefore, writing alone, in company or in both forms is not the same for them in terms of learning the content.

In this scenario, the concern arises to weigh the importance of writing alone or in company, where it is extremely useful for students to participate in the revision of the texts of their classmates in an obligatory way, to build meaning and obtain the pleasure of understand more and better with writing. Andrade and García (2015) put it like this:

For the teacher, because with the co-evaluation, the probabilities of obtaining correction details that a single person, undoubtedly, could not perceive, while for the student it is fruitful because the inconsistencies detected in other people's texts could help them to avoid them in their own (p. 463).

Taking into account the above, the demand for their own space where schoolchildren can feel comfortable to write without rushing or shocks due to the heat, the noises that increase in small places with little furniture, especially when they ask themselves, makes sense. directly a place that has large windows overlooking the trees, with large desks and comfortable chairs, that is cool and clean, with lots of light and that is quiet, comfortable, bright and without much noise.

Tabla 6. El lugar donde usualmente escriben los estudiantes

6) ¿Cuál es el lugar donde usualmente escribes?		
Indistinto	3 estudiantes	14.28 %
En mi cuarto, en casa	5 estudiantes	23.8 %
En la biblioteca de la escuela	1 estudiante	4.76 %
Donde esté una ventana con vista al paisaje con árboles. Donde haya un escritorio, en un lugar que esté fresco y limpio, que tenga una silla cómoda. En una mesa grande, en un cuarto pequeño con aire acondicionado. En un lugar amplio con luz. En una superficie fija y que sea un lugar tranquilo. Cómodo y luminoso y sin mucho ruido.	12 estudiantes	57.12 %

Fuente: Elaboración propia

The educational centers are obliged to favor a change in the agents of distribution, circulation and access to reading materials, with the purpose that in the field of professional training a written culture is promoted that breaks with the extracurricular culture of reading

and write anywhere but at school. "It is likely that the greater number of writing centers versus the number of programs is related to the fact that they are proposed as an individual work strategy versus group work in the courses" (Molina and López, 2020, p. 114).

A quarter of the study group develops written speeches at home because it is a place where they can easily concentrate during writing. Contrary to this, we observe that in school the spaces for writing do not fit with the ideal concept for this practice that the students have, whose description includes spaciousness, lighting, without noise, fresh and with a large table. Apparently they have all this at home. This has to do with students who receive very little support from teachers on writing assignments when, in general, no feedback is given on what is evaluated in the writing.

Therefore, writing is being done at school and at home, adapting to time and circumstances, in order to keep learning. For the informants, the most important thing is to assume themselves as ordinary and daily readers and writers. Although it would be very gratifying to interact with teachers as tutors who are aware of the construction and learning process of their students. Carlino (2016) mentions:

We confirm that these are the activities carried out during the classes and intertwine the work on reading and writing with the themes of the subjects. To a lesser extent still, some teachers express that they promote interaction between teacher and students or between peers, through discussion about what is read or written (p. 3).

This result shows that there is a minority of schoolchildren preparing writings in their educational centers because they can write and consult books as references to support the discourse, although "social interaction, by itself, does not generate knowledge or necessarily promote cognitive development (...). In the same way, it is recognized that this does not occur in any context or environment "(Dembo and Guevara, 2001, p. 145).

Finally, most of them, when writing, adjust to the conditions of the moment, whether at home, in the library or anywhere other than school, alone, in company or both, because that is what it is had, always with the aim of learning from what is written in university training.

Discussion

This study highlights the way in which the environment influences or affects the writing process of young university students. In this case, in the vocational training environment, students manifest more recurrent difficulties and needs when writing in school. These are listed in the following order: insufficient hours dedicated to writing; the difficulty to write attending to the grammatical question; mastery of literary discourse writing; charting a route as a writing strategy, and the preference to write alone and in a place with everything necessary for reading and writing indefinitely.

In this environment there is an urge to write for more than eight hours a week to overcome grammatical difficulties in written speeches. Above all, the shares that demand a school space (spacious, bright, refrigerated, with large tables, large windows overlooking the trees) that is lacking at school and at home and that, in order to get ahead in higher education, for a minority, a room at home becomes the lifeline to fix learning through reading and writing alone or in company.

In the line of written culture there are different approaches that suggest access to written culture through interaction with other readers, other writers and subjects who live the day between reading and writing (a lot), the context in which it occurs and the situation of the person who writes and stops passively reproducing the thoughts of others. The teaching and learning of writing from the cognitive and linguistic approaches and attending to the grammatical question and through reading from the individual. Writing as a sociocultural practice to write in company and learn from the mistakes of others. Teaching for the learning of writing in the first or last grade in advance of the written speeches that will be developed in other subjects. Writing in context and in group because in all subjects academic texts are elaborated with their particularities. The writing given in writing centers, in a collaborative way, taking as learning what is written by others to write and rewrite the texts. In Carlino's opinion (2017):

If reading and writing make knowledge an object to think about and discuss with others, does it make sense to confine them to just a few courses, those that aim to teach them those specific practices, or to tutorials outside of the subjects? (p. 30).

Within the strengths of the study, it has informants enrolled in a degree aimed at teaching Spanish, however the educational program includes other areas of knowledge (six subjects per semester): psychology, sociology, technology, teaching practice, foreign language and mother tongue, where to evaluate learning, in addition to literary speeches, essays, reading controls, summaries, observation reports of teaching practice and social service are requested. However, to complete this study, it would be necessary to inquire about the characteristics of literary discourses to identify the particularities of the environment where they are born.

Conclusions

Academic writing at the university requires writing and rewriting in company: in the class session, in the subjects, at school, in face-to-face and virtual groups, in order to exchange opinions, strategies and discursive structures in the spaces of disciplinary training, since individual practices lead to textual compositions on a narrative basis that only takes place in their real context of development.

Based on this research, it is confirmed that university students, by having places, either face-to-face, virtual or mixed, and courses oriented to the practice of a written culture, increase the academic performance of their professional training, which means writing in the same context in which the different practices of written culture develop and take place in the university.

This aims to propose and design school spaces that favor the practices of a written culture. Practices that lead to educational research and the development of activities aimed at literary education. And above all to create spaces for writing in company, without underestimating the cognitive character that sustains academic writing. We could also include writing centers: although they are insufficient to solve the problem, they mean strong support for teachers' tutorials, since there students receive support in the writing process of school assignments, educational research and literary creation.

True, company writing as a research topic requires new lines of research that take up the current context of the SARS-CoV-2 pandemic, social confinement and the massive incorporation of technologies in university training processes. Hence, the forms of relationship and interaction between the writing subjects will have to adapt to this new social reality, where writing in company will be the main incentive for self-learning.

Future Research Lines

Thus, with the literature review and the findings presented in this research, the insufficiency of research on the practices of written culture in the contexts of higher education in Mexico is demonstrated. Therefore, the writing and rewriting of academic texts acquires relevance, as a research topic, by asking the following questions: What place does academic writing occupy in the different undergraduate programs? What are young people writing during their professional training? What resources does the teacher use so that the student learns to write and read texts of the discipline of professional study? How does the student solve his reading and writing deficiencies in college? What are the reading and writing strategies promoted by teachers in different professional careers? What are, from the teacher's perspective, the main reading and writing deficiencies that young people present in university?

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