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Artículos científicos

Grado de alfabetización académica en profesores de la Escuela de Nutrición de la Universidad Regional del Sureste

*Degree of Academic Literacy in Teachers of the Universidad Regional del
Sureste*

*Grau de alfabetização acadêmica em professores da Escola de Nutrição da
Universidade Regional do Sudeste*

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Resumen

El presente proyecto tiene como objetivo indagar el grado de conocimientos de los profesores de la Escuela de Nutrición de la Universidad Regional del Sureste en lo que se refiere a los lineamientos normativos más comunes en la producción de textos académicos. Se trata de una investigación de tipo descriptiva, con un diseño observacional-transversal. La muestra estuvo conformada por docentes de la Escuela de Nutrición. Asimismo, el presente estudio es de causalidad, con carácter dicotómico, es decir, propone una variable dependiente, conformada por los docentes de la Escuela de Nutrición, y una variable independiente, formulada como “Grado de alfabetización académica en los profesores de la Escuela de Nutrición”. Entre los resultados destaca que las normas de la American Psychological Association (APA) cuentan con un mayor alcance dentro del campo de la investigación y producción de textos académicos, debido a la mayor estructuración, aplicación y difusión que le dan a su normatividad. Se concluye que los profesores de la Escuela de Nutrición conocen los diferentes tipos de textos académicos (ensayos, relatorías y las monografías) y



que, al igual que con los docentes, la mayor normativa seguida en la elaboración de trabajos escolares por parte de los estudiantes es la de la APA. Finalmente, se propone la elaboración de un manual normativo de la producción de textos académicos interno que brinde homogeneidad a los documentos que producen los estudiantes en las diferentes asignaturas que cursan a lo largo de su carrera.

Palabras clave: APA, docencia, MLA, nutrición, textos académicos.

Abstract

The objective of this project is to investigate the degree of knowledge of the professors of the School of Nutrition of the Universidad Regional del Sureste regarding the most common normative guidelines in the production of academic texts. It is a descriptive research, with an observational-cross-sectional design. The sample was made up of teachers from the School of Nutrition. Likewise, the present study is of causality, with a dichotomous character, that is, it proposes a dependent variable, the teachers of the School of Nutrition, and an independent variable, formulated as “Degree of academic literacy in the teachers of the School of Nutrition”. Among the results, it stands out that the standards of the American Psychological Association (APA) have a greater reach within the field of research and production of academic texts, due to the greater structuring, application and dissemination that they give to their regulations. It is concluded that the teachers of the School of Nutrition know the different types of academic texts (essays, reports and monographs) and that, as with the teachers, the greater regulations followed in the preparation of school work by students is that of the APA. Finally, the development of a normative manual for the production of internal academic texts is proposed that provides homogeneity to the documents produced by students in the different subjects they study throughout their career.

Keywords: APA, teaching, MLA, nutrition, academic texts.

Resumo

O objetivo deste projeto é investigar o grau de conhecimento dos professores da Escola de Nutrição da Universidade Regional do Sudeste sobre as diretrizes normativas mais comuns na produção de textos acadêmicos. Trata-se de uma pesquisa descritiva, com delineamento observacional transversal. A amostra foi composta por professores da Escola de Nutrição. Da mesma forma, o presente estudo é de causalidade, de caráter dicotômico, ou seja, propõe uma variável dependente, composta pelos professores da Escola de Nutrição, e uma variável independente, formulada como “Grau de alfabetização acadêmica nos professores da Escola de Nutrição”. Dentre os resultados, destaca-se que as normas da American Psychological Association (APA) têm maior abrangência no campo da pesquisa e produção de textos acadêmicos, devido à maior estruturação, aplicação e divulgação que conferem às suas regulamentações. Conclui-se que os professores da Escola de Nutrição conhecem os diferentes tipos de textos acadêmicos (ensaios, relatórios e monografias) e que, assim como os professores, a maior regulamentação seguida na elaboração dos trabalhos escolares pelos alunos é a da APA. Por fim, propõe-se o desenvolvimento de um manual normativo para a produção de textos acadêmicos internos que dê homogeneidade aos documentos produzidos pelos alunos nas diferentes disciplinas que estudam ao longo de sua carreira.

Palavras-chave: APA, ensino, MLA, nutrição, textos acadêmicos.

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Introduction

In higher education, it is assumed that the academic literacy of students was already addressed in previous school levels, such as secondary and high school, so the reinforcement of this skill is relegated to taking preparatory courses, workshops, tutorials, etc. In fact, studies confirm that it is rare for teachers of the educational level in question to spend part of their class conducting directed reading or writing in real or present time, much less analyzing the learning products of both actions. Also said research studies, which consisted of comparing groups where they wrote and read at the time of class against groups in which they did not, showed that the students of those who did, ended up with a more solved understanding of the topic or content. and, what is better in learning, with a long-term memory of the content (Carlino, 2017, p. 16).

The term academic literacy is often confused with the reading and writing skills obtained at the beginning of school life, the latter learned and exercised in a period of at least nine years in the Mexican educational structure. The acquisitions of these initial skills correspond to a basic literacy process in the school life of any student at this level. It should be noted that the concept of literacy is usually placed before others from different branches or lines of knowledge, for example, technological training (technological literacy) or computer science (computer literacy). Other examples such as the above are permanent or advanced literacy, which suggests skills of a more complicated order to acquire. Now, going back to basic or initial literacy, it is easy to perceive that it is insufficient or, at least, that it does not have the time necessary to cover all the requirements that the production of quality academic texts demands. Consequently, we can deduce that academic literacy leads us to visualize the sum of difficulties that arise in the production of an academic text, which allows us to have a broader approach to the necessary corrections that will have to be made, in order to obtain such a quality product (Marín, 2006, p. 32).

The present research project has the general objective of investigating the degree of knowledge of the professors of the School of Nutrition of the Regional University of the Southeast regarding the most common normative guidelines in the production of academic texts. While the specific objectives proposed express the need to investigate the normative guidelines most used by teachers, as well as to find out how many types of academic texts they know and use in their teaching practice. The justification for undertaking this type of research lies in knowing the tools used by the teacher both in the production of personal texts and in the academic writing guidelines that he proposes to his students. The approach to the problem of this research arises from the perception that each teacher in the school's teaching staff empirically uses the normative guidelines both in the production of academic texts, in the case of producing them, and in the development of academic projects. of his apprentices. The statement of the problem described leads us to certain research questions: how many types of guidelines do the teachers of the School of Nutrition know as possible tools to use in the production of academic texts? What will be the normative guidelines that professors occupy the most in the development of research projects? How many types of academic texts do teachers know?

The production of academic texts at the higher and postgraduate level is an arduous but necessary task in this area of competence. The quality of these documents is of

fundamental interest to universities, technology centers and higher education institutions, since it contributes to the advancement of scientific knowledge and science, which inherently benefits society, in addition to promoting communication between communities. scientific related to the lines of training and particular disciplines of the degrees of each state, region or country.

Likewise, taking into account that research studies have developed projects that sought to identify the components that are somehow involved in the advancement of student skills that contribute to achieving quality academic literacy, the need arose to compile the theoretical principles of this item, in order to put documents solved and validated at the service of knowledge, science and society (Mendoza, Escobar y Boza, 2018).

When writing academic texts, the researcher tests his communication skills, his narrative, descriptive, argumentative or explanatory style. Without a doubt, it is necessary to have skill, confidence and sequenced and permanent practice to carry out this work. The ability to produce academic texts shows part of the personality of the producer of these and reveals the intellectual capacity to communicate clearly and precisely with the scientific community. The inescapable question is: how is this ability achieved? And the answer is none other than just writing! That is, the execution of the production of texts generates, in turn, the necessary practice for the acquisition of said skill (Moreno, Marthe and Rebolledo, 2015). Writing is a daily task in any field of professional practice, but when it comes to writing in a specific professional field, it seems to take on higher degrees of difficulty, much more if we talk about the field of research and its characteristic production of theses, projects or articles . In the same way, professionals from different branches will face this same difficulty when developing their own documents in their work (Roldán, 2011).

We must start from the fact that academic literacy within higher education institutions contemplates that the student has the skills of production of academic texts within their field of training, that is, that they have the domain of expressing themselves and communicating, and be it orally or in writing, in order to disseminate the knowledge, abilities and skills of its competence, and, with this, increase the degree of knowledge within the discipline in which the respective research and topics are carried out. Although it is something that is taken for granted today, we must remember that the concept as such began to be developed just almost two decades ago in North American, Canadian and Australian universities (Frausin, Samoluk, & Salas, 2010).

The complexity of the academic literacy process demands that universities broaden their didactic horizon and not only concentrate on the teaching-learning process of specific knowledge of the corresponding discipline. Therefore, academic literacy must be visualized in a multifactorial way, and take into account that one of the sections that make it up is culture, that is, that the student must not only have the specific knowledge of their field of competence, but also also of the context where they develop (Guzmán and García, 2017).

On many occasions it is taken for granted that the university student enters with developed reading and writing skills, mistakenly believing that it is a responsibility concerning the previous school level, so the universities do not take steps on the possible deficiencies that the student may to have. These types of positions are not entirely correct, since the path of reading and writing is not static and absolute, but sequenced: there is an evolution of the student through the different educational levels (Barreto, 2014). Among the deficiencies that students tend to show when they enter university are the following:

The scarce development of competences in scientific texts, the lack of mastery of vocabulary in terms of precision, the scarce variety and contextual adequacy, the impossibility of identifying the central information, the poor command of argumentative strategies, the inadequate representation of the reader and the writer for the academic context and the problems of interpretation of the rhetorical procedures typical of academic discourse (Barreto, 2014, p. 3).

Writing assists the links between what students examine, know, conceive, and review. Indeed, educational research projects such as the one by Flores (2016) indicate that schoolchildren who read frequently exhibit greater critical thinking in their daily work: “Instead of accepting ideas, concepts or beliefs passively, [...] questions , looks for interesting problems, and in turn, tries to find arguments for them ”(p. 134). This is how reading, in most academic horizons, is essential for the imponderable benefit of students, as well as for the perfection of their intellectual and epistemic occupation in all expressions of the school environment. Current requirements, as a result of a globalized world, demand skills such as critical thinking, which is necessary for a reasoned and academically admissible reading. Reading and writing originate and sustain the critical trend in the instruction of students (Flores, 2016, p. 128)

Materials and methods

The present study is descriptive. It is an observational-cross-sectional design. The sample or object of study are the teachers of the School of Nutrition of the Regional University of the Southeast. The sampling used was probabilistic, random by strata, with a sample size calculation for a finite population, with a 95% confidence or security level, with a precision of 3% and adjusting the possible losses to 24%. . Likewise, the present study is causal with a dichotomous nature, that is, it has a dependent variable, made up of the teachers of the School of Nutrition, and an independent variable, formulated as “Degree of academic literacy in the teachers of the School of Nutrition ”(see table 1).

Tabla 1. Representación esquemática de la operacionalización de variables utilizada en el presente proyecto

Variable dependiente	Variable independiente
Profesores de la Escuela de Nutrición	Grado de conocimiento en alfabetización académica

Fuente: Elaboración propia

Description of variables

In the biomedical area, there are specific regulatory requirements known as Vancouver standards, which are guidelines for the production of popular academic texts, mainly in scientific journals in the medical field. The congregation of these standards dates back to 1978, when editors of medical journals met in Canada to try to agree on the specific guidelines to follow in the production of medical scientific articles. These guidelines or requirements were announced for the first time in 1979 under the title of Uniform Requirements for Manuscripts Submitted to Biomedical Journals (Biblioteca de la Universidad de Málaga, 2013).

Although the emergence of the standards of the American Psychological Association (APA) occurred in the field of psychology, this was not a limitation for them to extend to other training lines of the social sciences, economics, applied sciences, due to its great versatility in structuring publication writings and academic products of a teaching or student nature. The APA standards are a series of guidelines drawn up to provide a consistent written

dialogue in academic disclosures, substantially in the introduction of citations and bibliographic references of information sources (Moreno and Castillo, 2019).

The standards of the Modern Language Association (MLA) emerged in the mid-1980s. It is an indispensable tool in research lines of the social order, essentially in the sociocultural area, literary and linguistic projects and related areas. The MLA standards establish guidelines for writing, citing and bibliographic references, mainly for thesis projects, writing of books and articles of scientific journals of a humanistic nature. (Dirección de Sistema de Bibliotecas de la Universidad Finis Terrae, 2018, p. 3).

Description of the methodological process

The present study proposes the variables previously described, the Vancouver, APA and MLA standards, with the purpose of investigating the degree of knowledge and use of these by the professors of the teaching staff of the School of Nutrition of the Southeastern Regional University. For this, a specific questionnaire for this purpose was applied as a data collection instrument (Annex 1). The instrument was applied online, with the help of the Edmodo educational platform. The statistical analysis was supported by the corresponding frequency study, which was carried out in the EPI Info 7.0 and SPSS 22.0 statistical programs. The results and conclusions were channeled to the areas of coordination and direction of the school for the possible elaboration of an anthology or specific internal manual of the school, which will have as its purpose the unification of criteria in the production of academic texts typical of the different subjects.

Results

From the questionnaire applied to the teaching staff of the School of Nutrition, the following frequency results were obtained, expressed as an average percentage. Regarding the questions of whether they know and apply the Vancouver standards in their teaching work, a 20% average affirmation was obtained.

Tabla 2. Preguntas respectivas al conocimiento y aplicación de las normas Vancouver utilizadas en el instrumento de recolección de datos.

¿Conoce las normas Vancouver aplicables a la producción de textos académicos?	¿Aplica las normas Vancouver en la producción de sus textos académicos?	¿Aplica las normas Vancouver en la producción de textos académicos de sus estudiantes?	¿En su quehacer docente, qué tanto considera que hace uso de las normas Vancouver?	% de afirmación
				20 %

Fuente: Elaboración propia

On the other hand, the average results corresponding to the degree of knowledge and application of the APA standards, both in the production of their own texts and those of the students and their daily use in teaching, are shown in table 3.

Tabla 3. Preguntas respectivas al conocimiento y aplicación de las normas APA utilizadas en el instrumento de recolección de datos.

¿Conoce las normas APA aplicables en la producción de textos académicos?	¿Aplica las normas APA a la producción de sus textos académicos?	¿Aplica las normas APA en la producción de textos académicos de sus estudiantes?	¿En su quehacer docente, qué tanto considera que hace uso de las normas APA?	% de afirmación
				75 %

Fuente: Elaboración propia

As for the average results corresponding to the application of the MLA norms, both in the production of own texts and those of the students and their daily use in teaching, they are shown in table 4.

Tabla 4. Preguntas respectivas al conocimiento y aplicación de las normas MLA utilizadas en el instrumento de recolección de datos.

¿Conoce las normas MLA aplicables en la producción de textos académicos?	¿Aplica las normas MLA en la producción de sus textos académicos?	¿Aplica las normas MLA en la producción de textos académicos de sus estudiantes?	¿En su quehacer, docente qué tanto considera que hace uso de las normas MLA?	% de afirmación 5 %
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Fuente: Elaboración propia

On the other hand, regarding the related question about the perception of the use of the Vancouver standards in general by the students, the following average of positive responses was obtained from the teachers (see table 5).

Tabla 5. Pregunta del instrumento de recolección de datos la cual estima la percepción de uso de las normas Vancouver

¿Bajo su percepción, cómo considera que los estudiantes hacen uso de las normas Vancouver en las distintas asignaturas que cursan?	% de afirmación 5 %
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Fuente: Elaboración propia

In the same way, for the APA and MLA norms, an average of positive responses was obtained regarding the perception of their use (see tables 6 and 7).

Tabla 6. Pregunta del instrumento de recolección de datos la cual estima la percepción de uso de las normas Vancouver

¿Bajo su percepción, cómo considera que los estudiantes hacen uso de las normas APA en las distintas asignaturas que cursan?	% de afirmación
	92 %

Fuente: Elaboración propia

Tabla 7. Pregunta del instrumento de recolección de datos la cual estima la percepción de uso de las normas Vancouver

¿Bajo su percepción, cómo considera que los estudiantes hacen uso de las normas MLA en las distintas asignaturas que cursan?	% de afirmación
	3 %

Fuente: Elaboración propia

Finally, for the questions related to the knowledge and use of the different types of academic texts, a 3% frequency of average positive affirmations was obtained for the Vancouver standards.

Tabla 8. Preguntas referentes al conocimiento y aplicación de las normas Vancouver en la producción de textos académicos

¿Conoce los diferentes tipos de textos académicos:	¿Si conoce los diferentes tipos de textos, qué tanto uso hace de ellos en la producción de trabajos académicos de sus estudiantes	% de afirmación
ensayos, relatorías, monografías, etc.?	apegándose a las normas Vancouver?	3 %

Fuente: Elaboración propia

And for the APA and MLA standards, for this same item of questions related to the knowledge and use of different types of academic texts, the following results were obtained (see tables 9 and 10).

Tabla 9. Preguntas referentes al conocimiento y aplicación de las normas APA en la producción de textos académicos

¿Conoce los diferentes tipos de textos académicos:	¿Si conoce los diferentes tipos de textos, qué tanto uso hace de ellos en la producción de trabajos académicos de sus estudiantes	% de afirmación
ensayos, relatorías, monografías, etc.?	apegándose a las normas APA?	95 %

Fuente: Elaboración propia

Tabla 10. Preguntas referentes al conocimiento y aplicación de las normas MLA en la producción de textos académicos

¿Conoce los diferentes tipos de textos académicos: ensayos, relatorías, monografías, etc.?	¿Si conoce los diferentes tipos de textos, qué tanto uso hace de ellos en la producción de trabajos académicos de sus estudiantes apegándose a las normas MLA?	% de afirmación 2 %
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Fuente: Elaboración propia

Discussion

Higher education teachers have the amendment to produce academic texts as a means of disseminating ideas. The foregoing in order to publicize relevant content of the different professional profiles. Likewise, when the task of carrying out a written work is left to the students, it is necessary to establish the pertinent and clear guidelines in its preparation (Roa, 2014, pp. 4-6). The production of academic texts, whether on the part of the teacher or the student, implies taking up topics as basic in school education as writing and reading, already mentioned in detail in the introduction of this project.

Establishing clear and precise guidelines has to be a dynamic that with practice becomes a daily exercise in university work (Chico, 2016, p. 11). A research work, that is, an academic text (paper) must have basic characteristics in order to be considered of a good scientific level. Within these characteristics, the content must be current, novel, interesting, original and relevant. The degree of description must be pertinent, with a fluent and friendly writing for the reader, in addition to using appropriate terminology, although always understandable for any type of community (Perona, 2005).

Despite the fact that the Vancouver standards are regularly used within the scope of health professionals in educational projects, the results of this study show a low use of them, both in the production of academic texts by students and teachers. On the contrary, a high use of APA standards is observed. The possible explanation of the observed phenomenon

lies in the hegemony that the APA has established for decades, a situation that can be observed from the academic field to the commercial area, due to the number of higher education institutions that use these guidelines as guiding axes of their production academic texts, as well as the large number of refresher courses that are offered by this association.

Regarding the MLA norms, a very low use and knowledge is observed within the student community of the School of Nutrition of the Universidad Regional del Sureste. The possible explanation lies in the low number of sociological subjects in the undergraduate study program. However, its use should be reassessed, since the degree in Nutrition has different training lines and one of them is population nutrition, a profile that addresses purely sociological content.

Finally, one of the findings that this study reveals is the high percentage of professors from the teaching staff of the School of Nutrition of the Universidad Regional del Sureste who know the different types of academic texts (essays, monographs, rapporteurs, etc.). Surely because they are used as didactic instruments to address content belonging to the different study programs of the various subjects, which is why it is considered necessary to establish a manual that functions as a guide within the School of Nutrition and that addresses the three types of regulations dealt with in the present study (Vancouver, APA and MLA) in order to unify criteria regarding the elaboration of academic texts.

Conclusions

Regarding the knowledge and application of the Vancouver standards, less than a quarter of the teachers on the faculty of the School of Nutrition clearly identify them and, by extension, use them infrequently. The explanation for these results may be due to the fact that a percentage of professors do not find the need to elaborate research articles of personal authorship, as well as due to the fact that the contents of their subject do not require the elaboration of formal documents within from the health area.

The opposite happens with the APA norms, since at least three quarters of the teachers of the school know them; They apply them during the production of personal academic texts and in the demands of their students. Thus, a greater academic dominance by these norms is perceived. The possible explanation is that there is a greater number integrated into research associations and formal bodies for the production of academic texts.

In conclusion, we have that the knowledge and application of the MLA standards have a very low percentage of use within the School of Nutrition. The most pertinent thing to deduce from these results is that this type of norms belong to the social area itself, so they would only have use in those subjects whose contents have this type of approach, which are part of a small percentage in the plan of studies of the degree in Nutrition.

On the other hand, the perception of teachers about the use that students make in their different subjects of the Vancouver, APA and MLA standards did not vary greatly from the results described above, since the highest percentage of affirmative frequencies of teachers it was for APA standards, followed by Vancouver and MLA in descending order. Undoubtedly, the APA standards have a greater domain within the field of research and production of academic texts, this due, as mentioned previously, to the greater structuring, application and dissemination that they give to their regulations.

Finally, it is concluded that the professors of the School of Nutrition of the Regional University of the Southeast know the different types of academic texts (essays, reports and monographs). In the same way, the major regulations applied in the preparation of school work by its students is that of the APA. Based on all the previous conclusions, the development of a normative manual for the production of academic texts internal to the school itself is proposed for this project, which provides homogeneity to the documents produced by students in the different subjects they study at the same time. throughout his career.

Future lines of research

This research project opens a line of research aimed at a deeper analysis of the different convergences and divergences that exist between the different types of regulations, APA, Vancouver and MLA, mainly. In other words, a future investigative process would have to analyze which guidelines of the three normativities are intertwined, as well as the substantial differences they present.

All of the above in order to generate a normative manual for the production of academic texts, both for internal use in the School of Nutrition of the Southeast Regional University of the city of Oaxaca and to serve the scientific community of other institutions. This normative manual for the production of academic texts should contemplate the results obtained from the respective research process, in order to amalgamate the most outstanding

and functional guidelines, in order to make it versatile and applicable to the different types of subjects.

This eclectic idea of collecting information from the guidelines of the APA, Vancouver and MLA regulations should, in the same way, take care of the aspects of greater use and global applicability of these in the production of academic texts or, where appropriate, respect the structure of the document to be generated, that is, the aforementioned future investigative process will be responsible for analyzing the different types of investigative documents that exist, investigating their structure and types of paragraphs that they use, in addition to not ceasing to visualize the line of training at the They belong, the latter concerning the lines of training that the curriculum of the School of Nutrition has, namely, the medical area, social area and anthropology, in addition to the specific technical area of the discipline.

Finally, it can be seen that future research will serve as support to increase the degree of knowledge of higher education teachers and thereby favor the development of a better product and quality of academic texts.

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Appendant

Appendant 1. Data collection instruments

The data collection questionnaire had the following identification sheets:

Tabla 11. Ficha de identificación de datos generales del cuestionario de recolección de datos.

Ficha de identificación	
Nombre:	
Asignatura (s) que imparte:	
Número de grupos a los que le imparte clase:	

Fuente: Elaboración propia

Tabla 12. Ficha de identificación de preguntas referentes a las normas Vancouver.

<i>Contesta según tu criterio de aplicación</i>	✓ Marque con una X			
¿Conoce las normas Vancouver aplicables a la producción de textos académicos?	Sí		no	
¿Aplica las normas Vancouver en la producción de sus textos académicos?	Sí		No	
¿Aplica las normas Vancouver en la producción de textos académicos de sus estudiantes?	Sí		No	
¿En su quehacer docente, qué tanto considera que hace uso de las normas Vancouver?	Bastante	Regular	Poco	Nada
¿Bajo su percepción, cómo considera que los estudiantes hacen uso de las normas Vancouver en las distintas asignaturas que cursan?	Bastante	Regular	Poco	Nada
¿Conoce los diferentes tipos de textos académicos: ensayos, relatorías, monografías, etc.?	Sí		No	
¿Si conoce los diferentes tipos de textos, qué tanto uso hace de ellos en la producción de trabajos académicos de sus estudiantes apegándose a las normas Vancouver?	Bastante	Regular	Poco	Nada

Fuente: Elaboración propia

Tabla 13. Ficha de identificación de preguntas referentes a las normas APA.

<i>Contesta según tu criterio de aplicación</i>	<i>Marque con una X</i>			
¿Conoce las normas APA aplicables a la producción de textos académicos?	Sí		No	
¿Aplica las normas APA en la producción de sus textos académicos?	Sí		No	
¿Aplica las normas APA en la producción de textos académicos de sus estudiantes?	Sí		No	
¿En su quehacer docente, qué tanto considera que hace uso de las normas APA?	Bastante	Regular	Poco	Nada
¿Bajo su percepción, cómo considera que los estudiantes hacen uso de las normas APA en las distintas asignaturas que cursan?	Bastante	Regular	Poco	Nada
¿Conoce los diferentes tipos de textos académicos: ensayos, relatorías, monografías, etc.?	Sí		No	
¿Si conoce los diferentes tipos de textos, qué tanto uso hace de ellos en la producción de trabajos académicos de sus	Bastante	Regular	Poco	Nada

estudiantes apegándose a las normas APA?				
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Fuente: Elaboración propia

Tabla 14. Ficha de identificación de preguntas referentes a las normas MLA.

<i>Contesta según tu criterio de aplicación</i>	<i>Marque con una X</i>			
¿Conoce las normas MLA aplicables a la producción de textos académicos?	Sí		No	
¿Aplica las normas MLA en la producción de sus textos académicos?	Sí		No	
¿Aplica las normas MLA en la producción de textos académicos de sus estudiantes?	Sí		No	
¿En su quehacer docente, qué tanto considera que hace uso de las normas MLA?	Bastante	Regular	Poco	Nada
¿Bajo su percepción, cómo considera que los estudiantes hacen uso de las normas MLA en las distintas asignaturas que cursan?	Bastante	Regular	Poco	Nada
¿Conoce los diferentes tipos de textos académicos: ensayos, relatorías, monografías, etc.?	Sí		No	
¿Si conoce los diferentes tipos de textos, qué tanto uso hace de ellos en la producción de	Bastante	Regular	Poco	Nada

trabajos académicos de sus estudiantes apegándose a las normas MLA?				
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Fuente: Elaboración propia