Escritura académica en educación superior. Dificultades y desarrollo de saberes con apoyo de las TIC

Academic writing in higher education. Difficulties and development of knowledge with the support of ICT

A escrita acadêmica no ensino superior. Dificuldades e desenvolvimento do conhecimento com o apoio das TIC

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Resumen

El objetivo de la investigación fue mejorar la redacción de textos académicos en estudiantes de educación superior mediante un taller que tuvo como base el uso de las Tecnologías de la Información y la Comunicación (TIC), impartido a los alumnos de sexto semestre en cuatro programas de licenciatura de una Escuela Normal del centro de la República Mexicana. Se realizó una evaluación para identificar los factores que dificultan la elaboración de textos académicos. El estudio es cualitativo enmarcado en el diseño narrativo, los medios para recabar la información fueron la entrevista en grupos focales, la observación y el diario de campo. El total de participantes en el estudio fueron 35 estudiantes, 30 mujeres y 5 hombres de entre 20 y 22 años. En el desarrollo del taller se utilizaron como ejes rectores los sitios digitales: centro de recursos para la escritura académica (CREA) del Tecnológico de Monterrey y la plataforma classroom. El análisis de la información se realizó mediante la codificación directa y axial. Los resultados demuestran que las propuestas pedagógicas que utilizan las TIC son de gran utilidad para el desarrollo de saberes escriturales en los estudiantes de Educación Superior.

Palabras clave: aprendizaje activo, escritura creativa, redacción técnica, saberes tradicionales, tecnología de la información.

Abstract

The objective of the research was to improve the writing of academic texts in higher education students through a workshop based on the use of Information and Communication Technologies (ICT), taught to sixth semester students of four undergraduate programs. degree from a Normal School in the center of the Mexican Republic. A evaluation was carried out to identify the factors that make it difficult to prepare academic texts. The study is qualitative framed in the narrative design, the means to collect the information were the interview in focus groups, observation and the field diary. The total number of participants in the study were 35 students, 30 women and 5 men between 20 and 22 years old. In the development of the workshop, the digital sites: CREA (Resource Center for Academic Writing) of the Tecnológico de Monterrey and the classroom platform were used as guiding axes. The analysis of the information was carried out through direct and axial coding. The results demonstrate that pedagogical proposals that use ICT are very useful for the development of writing knowledge in Higher Education students.

Key words: active learning, creative writing, technical writing, traditional knowledge, information technology.

Resumo

O objetivo da pesquisa foi aprimorar a redação de textos acadêmicos em estudantes do ensino superior por meio de uma oficina baseada no uso das Tecnologias da Informação e Comunicação (TIC), ministrada a alunos do sexto semestre de quatro cursos de graduação de uma Escola Normal do Ensino Médio. centro da República Mexicana. Foi realizada avaliação para identificar os fatores que dificultam a elaboração de textos acadêmicos. O estudo é qualitativo enquadrado no desenho narrativo, os meios para coletar as informações foram a entrevista em grupos focais, a observação e o diário de campo. O total de participantes do estudo foi de 35 estudantes, sendo 30 mulheres e 5 homens entre 20 e 22 anos. No desenvolvimento da oficina foram utilizados como eixos norteadores os sites digitais: CREA (Centro de Recursos para Redação Acadêmica) do Tecnológico de Monterrey e a plataforma presencial. A análise das informações foi realizada por meio de codificação direta e axial. Os resultados demonstram que propostas pedagógicas que utilizam as TIC são muito úteis para o desenvolvimento do conhecimento da escrita em estudantes do Ensino Superior.

Introduction

Reading and writing are communicative skills that are generally included in study programs and university academic life. Therefore, a higher education institution and an academic program where texts are not understood and produced is unthinkable (Ochoa, 2009). From this perspective for Coronado (2021), academic writing is a dimension of epistemic work and is part of the work of knowledge production and teaching in university community spaces. Despite its importance, there are difficulties for higher education students to translate their ideas into texts in a plausible way, as mentioned by Calle-Arango and Murillo (2018, as cited in Coronado, 2021), who explain that they are very There are few university students who can take a position and defend it after having reflected and generated new ideas based on certain information related to the topic.

From this epistemological perspective, Teacher Training Institutions are not exempt from this problem. It is common to hear from teachers about their students' difficulties in writing independent works and/or writings, without resorting excessively to copying and pasting . On many occasions, students who train as teachers in normal schools face the difficulty of preparing academic texts during their different courses and putting into practice their communicative and written expression skills in the degree document.

On the other hand, Valverde and Caro (2015) address this problem in a doctoral thesis with the purpose of analyzing the poor training of university students in academic writing, the lack of strategic use of digital resources for their scientific training, and the scarcity of teaching materials for the development of competence in university academic writing. In this regard, they carried out a specific educational intervention that provides students with personalized resources of great benefit for their competence development in scientific-academic writing with the strategic use of electronic media. The authors conclude that the participating university students initially had deficiencies in their academic writing and with the intervention through the use of guides, various activities and use of electronic media, they improved the design of academic texts.

For his part, Bassi (2017) states that the fate of academic writing in universities is very strange: from his point of view, it is neither taught nor learned. According to their

position, there are usually no formal writing courses in "soft" science faculties and, even less so, in "hard" science faculties.

On the other hand, we must consider the emotional-volitional aspect of the individual. Sometimes, writing an academic text "awakens a feeling of dread accompanied by doubts about one's own ability to write and that can paralyze the effort of producing a text" (Sağlamel and Kayaoğlu, 2015, as cited in Anaya-Figueroa *et al. al.,* 2023, p. In this sense, higher education teachers often hear expressions from their students that reflect this feeling: "I want to write, but I can't", "I'm blocked", "I have no inspiration", "I don't know how to do it" (Anaya-Figueroa *et al.,* 2023, p. 89).

Bassi (2017) argues that despite this, the phrase "they don't know how to write", referring to students, is almost a cliché of conversations among academics. From this approach, the author asks: And how would they know?" Suppose that one or two people in ten have writing difficulties. In that case we can easily ignore responsibility by attributing the state of affairs to laziness, lack of zeal or the absence of a certain "competence".

Therefore, to correctly write an academic text, students must follow a training process, but also develop an appropriate attitude. School should be the space where writing about everyday life is taught, so that "university students do not perceive academic writing as something unattainable. This would demystify it and establish a pleasant and meaningful relationship between students and scientific writing" (Anaya-Figueroa *et al.,* 2023, p. 87).

To investigate the problems of academic writing, it is important to consider the educational path of the student-writer, his or her lack of knowledge of writing standards, conscious or unconscious plagiarism, and the factors linked to the access and use of technology (Anaya-Figueroa *et al.,* 2023, 87).

On this topic, Bassi (2017) mentions that the vast majority of students and a good part of academics have writing difficulties. Given this, what we can do is no mystery, it has worked since the beginning of time: teach. Of course, first of all, we have to stop blaming and making reproaches. And he insists that secondly, a redesign of the study plans is required, both for "hard" and "soft" careers, to include formal writing courses at all levels.

On this topic, Zubiría (2013) states "the current school does not correspond to the current world. The world is flexible, changing and diverse, and the school continues to be routine, inflexible, decontextualized and static" (p. 1), therefore, it is necessary to explore and use resources so that students are interested and the learning is more accessible to them.

academic text design, reviewing digital sites, searching for authors who specialize in the subject of academic writing and everything that has to do with the use of the APA model.

Therefore, the approach is: if you have difficulty writing acceptable academically, write simply. Since "the exercise of simple writing will make you more aware of the way you write and, once mastered, will allow you to advance towards more complex, darker, more beautiful and even counter-normative forms of writing" (Bassi, 2017, p. 111).

Therefore, a specific recommendation is to write simply. And to the question: what characterizes simple writing? Bassi (2017) proposes seven attributes described below:

1. Predominance of simple sentences (those with a single predicate).
2. Predominance of sentences in the active voice (the subject performs—not receives—the action of the verb).
3. Predominance of sentences with conventional structure (subject + verb + complement).
4. Minority presence of compound sentences (those formed by two or more simple sentences).
5. Paragraphs made up of three or four sentences that make up an idea.
6. Pages of about four or five paragraphs each.
7. Use of technical language, although avoiding unnecessarily far-fetched or hyper-specialized words (pp. 113-114).

From this perspective, Asencio (2019) recommends that it is necessary to offer an intervention proposal in the university classroom based on the workshop pedagogical model, which develops and improves the competence in written expression and comprehension of university students, thereby achieving provide students with the necessary strategies to perform satisfactorily when carrying out research work: assimilation of the conventions of the academic discursive genre, expository and argumentative clarity, use of specialized lexicon, among others. Furthermore, the workshop constitutes a relevant methodological form to carry out a literacy process in academic writing for university students as a curricular complement to the training programs.

At the same time, from the author's perspective (Asencio, 2019) the workshop didactic model favors the active participation of students, negotiation and cooperation between them to carry out the final proposed task. On the other hand, the fact that it is conceived as a workshop, and not within the curricular subjects, positively affects the attitude of the students when carrying out the activities without having the pressure of being judged

and evaluated with a rigorous final grade. Therefore, a didactic intervention proposal in the university classroom focused on academic writing in the form of an experimental reflective workshop is an excellent option to provide higher education students with skills for the preparation of academic texts (Asencio, 2019).

For all of the above, this research proposes the use of an academic writing workshop in a Teacher Training Institution, used as a strategy to refine skills that improve the writing of academic texts, with the intention of addressing the following questions and objectives. investigation:

- **Research Question**

How to improve the writing of academic texts in sixth semester students of a teacher training school?

- **Secondary questions**

What are the factors that make it difficult for students in the sixth semester of a teacher training school to prepare academic texts?

What effect will the implementation of a workshop for the design of academic essays have with sixth semester students of a teacher training school?

- **General objective**

Improve the writing of academic texts in higher education students by implementing a workshop for the design of academic essays with the support of ICT.

- **Specific objectives**

Identify the factors that make it difficult for students in the sixth semester of a teacher training school to prepare academic texts.

Assess the effect of a workshop for the design of academic essays with sixth semester students of a teacher training school

Theoretical foundation

From the New Studies on Literacy (NEL) approach, a plurality of ways of using language in society is recognized, in dialogue with a diversity of knowledge and discursive practices (Betancur, 2021). From this perspective, one of the objectives that must be met in the teaching of academic literacy is the development of the referred discourse; Novice editors need to understand that an academic text is a type of discourse in which various voices appear: on the one hand, the voice of the editor (of the student himself), but, on the other

hand, the voices of the reviewed authors who will legitimize the voice of the writer (Carranza and Pérez, 2021).

Therefore, the context surrounding academic writing is diverse, beginning in primary education and continuing throughout the student's life. The development of this cognitive skill is influenced by the cultural partner context, which often makes it an unattractive activity. But it is the university and the teachers who must create a "conducive environment and design strategies that allow the student to acquire tools to carry out cognitive work with scientific and ethical rigor, so that they can adequately write different academic texts" (Anaya-Figueroa *et al,* 2023, p. 89).

In this sense, academic literacy is the process that allows the development of skills necessary for the understanding and production of texts in the field of higher education. This is built throughout professional training and continues even in postgraduate studies, so there will always be areas of opportunity and improvement according to the needs of academic and scientific communication (Rey-Castillo and Gómez-Zermeño, 2021).

Consequently, in the discussion about writing in higher education, different concepts associated with it are identified, such as academic writing, scientific writing and disciplinary writing. However, its scope and meanings are linked to communicative, cognitive, informative or educational purposes. (Chaverra-Fernández *et al.,* 2022).

Therefore, in the design of an academic text, each student is influenced by his or her family culture. From his early years he forms his own personality and acquires habits that, in the future, are difficult to change and that can hinder the development of reading and writing skills. The basis of the scientific-textual construction rests on "the theory of epistemic competence, from which routes are offered that allow following, on the one hand, the logic of the research process itself and, on the other hand, the logic of the scientific text" (Anaya-Figueroa *et al.,* 2023, p. 92).

From this perspective, academic writing is a non-transferable cognitive competence linked to the cultural parner context of each person. It goes through different stages in a process of continuous improvement and involves complex work where you must think and rethink how to construct and reconstruct the text. The student is the builder of the text from planning to publication. It is influenced by family, social and cultural factors, which have an impact on their writing patterns and the use of spelling and grammatical norms. An affective-volitional aspect also intervenes in the writing work, which can generate feelings of dread towards academic writing and paralyze the process (Anaya-Figueroa *et al.,* 2023).

On the other hand, within the framework of academic writing at the university level, a model of academic text par excellence stands out, such as the essay. The academic essay is a type of academic text widely used in normal schools to evaluate the graduation profile field (intellectual skills), in its characteristic the student is able to express himself correctly in written form. The essay is a prose text, generally brief, where the author establishes a series of reflections, analysis, questions, arguments and conclusions. For this reason, this genre is made from the reflections, arguments and points of view of a person on a given topic.

According to Rodríguez (2007), the characteristics of the essay are: a) the topic (of interest to the author, current); b) the extension (freedom in extension, mainly in new authors): c) the discursive orders of the essay: expository and argumentative (expository, structure: introduction, development and conclusion; argumentative, expression of ideas of a critical, dialogic, persuasive and analytical), and d) style (free, the ideas will depend on your real experience, your values, your posture towards life and your encyclopedic competence).

The test is generally considered to have the following parts:

1. Introduction. In this part the author makes known the theme and content of the text, a good introduction must manage to "seduce" the reader so that he remains captive in reading.

2. Development. In this section the author establishes his arguments, reflections, analysis, questions and the author's own ideas are raised, supported by information from texts/authors.

3. Conclusions. At this point, the author expresses his own ideas on the topic and proposes new lines of attention for future work.

4. References. This section includes the sources consulted.

On the other hand, Arenas (2005) establishes the following classification, which includes the exordium, the exposition narrative and the epilogue. The author describes that exo rdio refers to the first presentation of the matter and is based on a double objective: to gain the benevolence of the audience and to keep their attention and interest alive. The narrative/exposition refers to the presentation of the circumstances that some events have had, its function is to frame starting points of the argument; For its part, in the argument the evidence intended to justify the established thesis is presented; finally. The epilogue has the double function of summarizing the main points of the argument in order to make the conclusion explicit and awaken a positive attitude in the recipient.

The argument has the function of establishing ideas supported by research by recognized authors regarding the topic discussed. The author places his premises or thesis based on the review of texts that will strengthen and give validity and reliability to the statements; Likewise, Rodríguez (2007, p.155) states that "argumentation consists of formulating reasons to support a statement or opinion of the communicating subject to convince the interpreting subject"

Materials and methods

The methodology used is qualitative, because it focuses on understanding the phenomena, exploring them from the perspective of the participants in a natural environment and in relation to their context (Hernández et al., 2014). At the same time, it is framed in the narrative method, using the focus group interview as an instrument for data collection.

Likewise, according to Colás (1997, as cited in Sandín, 2003), this approach synthesizes the contributions of narrative techniques in the psychoeducational field, where knowledge is organized in explanatory frameworks that, in turn, serve as lenses. interpretive to understand the experience.

According to Flick (2012), narrative research is an approach to approaching individual worlds of experience through openness and semi-structured interviews, because: "1) The initial situation is summarized; 2) Relevant events are selected; 3) They are presented in a coherent progression; and 4) The situation at the end of development is presented (what it became)" (p.110).

For Arias-Cardona and Alvarado-Salgado (2015):

Narrating involves putting what has been experienced into words, as ideas and emotions; resignify the experiences, fill the story itself with meaning by renaming and recreating a series of events, which rather than responding to a chronological and objective order, respond to a logical and subjective framework, which accounts for the particular and complex configuration in front of the lived events (p.172).

35 students participated as informants in the study, 30 women and 5 men, corresponding to a group made up of the academic interests of the students, which are presented in the table 1.

Table 1. Informants: sixth semester undergraduate students

Degree	Number of men	Number of women	Total
LEI	0	22	22
LEPE	0	3	3
LEP	3	3	6
LEAT	2	2	4
	5	30	35

Source: Institutional information.

Nomenclature: LEI (Bachelor in Early Childhood Education), LEPE (Bachelor in Preschool Education), LEP (Bachelor in Primary Education), and LEAT (Bachelor in Teaching and Learning in Telesecundaria).

To collect the data, a guide with 10 generating questions was used, which was very useful when conducting the focus group interview. The interview was applied directly, that is, in front of the interviewees in person. Therefore, to carry out the data analysis, the coding of the information was used with the use of open codes, that is, "when we point out portions of the text or words that catch our attention" (Strauss and Corbin, as cited in Álvarez-Gayou, 2003, p.188) and axial codes, which refer [to the repetition of terms provided by the interviewee]. Finally, the results were integrated into categories for the analysis of results and the drawing of conclusions.

Description of the program and activities carried out in the workshop

A Workshop was held for the production of academic texts, which had the purposes (SEP, 2012): 1) For normal students to strengthen their skills in the field of written production, so that they would be able to produce in a systematic, accessible way. and correct, the academic texts that are proposed in each of the curricular spaces of the study plan, as well as those that they will have to produce throughout their teaching and academic career and, 2) Provide a set of basic notions and strategies to participate in the discursive culture of the disciplines, as well as in the production and analysis activities of the texts required in teacher training.

Likewise, the skills developed in the workshop (SEP, 2012) are the following:

1. Use reading comprehension to expand your knowledge and as input for the production of academic texts.
2. Differentiates the particular characteristics of the discursive genres that are used in the field of academic activity to guide the development of their written productions.

3. Systematically applies the stages of the process of writing academic texts, as well as the discursive strategies and methodological tools of each type of document.

4. Prepare writings in accordance with genres and technical recommendations to disseminate them in academic communities.

The workshop was made up of two units (SEP, 2012): I) Genres and types of documents; and II) Production and dissemination of academic texts. For the development of the workshop activities, the CREA digital site (Resource Center for Academic Writing) of the Tecnológico de Monterrey and the classroom platform were used to record tasks and progress of the essay. *YouTube* videos on writing were also used, among which the following stand out: "Academic text and its structure" (Uach , 2018) and "5 tips to write your texts better" (Blog de la Lengua, 2018). As well as the American Psychological Standards Association (APA) (2019).

In addition, several texts from specialists in academic writing and writing were reviewed. The final product of the workshop was an academic essay prepared individually, in pairs or in a team of three members. Its evaluation was carried out through the use of a rubric, from self-assessment, co-assessment and hetero-assessment.

Table 2. Essays prepared during the workshop

No.	Mode	Degree	Essay title
1	Individual	LEI	The influence of traditions and customs on the upbringing of children
2	Individual	LEI	Language development in infants with Down syndrome
3	Couple	LEI	Development with love: healthy parenting from home
4	Team of three	LEI	The role of the family and the context in the comprehensive development of infants
5	Individual	LEI	Is attachment important or essential to live?
6	Individual	LEI	Who are we, where do we come from and where are we going?
7	Couple	LEI	Impact of COVID-19 on initial education
8	Couple	LEI	ICT in Early Childhood
9	Individual	LEI	The importance of children's literature
10	Individual	LEI	Good reading habits for childhood at home
11	Couple	LEI	Feeding in early childhood: Changes in feeding practices following social confinement due to Covid-19
12	Individual	LEI	Learning with emotions
13	Individual	LEI	Sexuality in children from 0 to 36 months
14	Individual	LEI	Self-identity at the initial level
15	Couple	LEI	Matrogymnastics, is what a baby needs
16	Couple	LEPE	Preschool children and considerations with oral language development
17	Teams of three	LEP	The new tool of the 21st century in primary education
18	Individual	LEPE	The presence of technological resources in distance education at the preschool level. Will there be advantages to using it or just problems?

19	Team of three	LEP	From traditionalism to constructivism, changes in education
20	Individual	LEAT	Gamification as a solution to the disinterest of students in the telesecundaria modality
21	Individual	LEAT	Communication in the age of technology
22	Individual	LEAT	The importance of reading
23	Individual	LEAT	The most important thing in education: neuroscience

Source: Data obtained from the Academic Text Production Workshop.

At the end of the workshop, the teaching evaluation was carried out. Students were asked to fill out a form to express their opinion regarding a series of aspects. There are three levels of assessment: satisfactory, sufficient and can improve. The evaluation of the workshop was satisfactory. At the end of the evaluation instrument, an open item is presented: Write your opinion and suggestion regarding the teaching performance. With the purpose of evaluating the effect of the workshop on the participating students, all the opinions expressed by the students are shared in the following paragraphs:

None in particular. It really met my expectations about the course, where each error was corrected only for the improvement of the work, thus obtaining a very beneficial result for my future projects, even for my thesis. This course needs a well-prepared teacher and being a Telesecundaria graduate, teacher Raymundo is the perfect teacher for an elective like this. Excellent. The professor's way of teaching is very good, I liked working with him. I think that too many examples were used and not as didactic exercises. It was a course where the teacher implemented strategies so that we better understood the topics covered. In general, I consider that it was a good course and its objectives were achieved.

In this course that the teacher taught us, his performance was very good, he always had mastery of the subject and was willing to clarify our doubts. The professor managed to completely give what was established in the course framework. The classes were always very didactic and understandable, I would like to keep it that way. Make classes more interactive, perhaps change the work methodology. The course was good, the teacher showed a lot of organization and I consider that the schedule of his classes did not favor him much. A suggestion could be to not be so fast with the content or jobs/tasks. I consider that the professor presented the course in an adequate and simple way so that we acquired significant learning, as well as being open to answering our questions. I wish your classes weren't just

with slides. In general it was good, the only thing is that the teacher can give feedback on the topics because reading and presenting can be tedious, only the teaching strategies are varied.

Personally, I think that autonomous learning was very important, however, I don't think I saw feedback on the content. I appreciate the effort that the teacher put into each of his classes and in addition to the dynamics we did before starting the activities, the possibility of him teaching at the LEP should be considered, excellent teacher. He is a good teacher, I really like him It offers a lot of material to better understand the topics and make it easier for us, the bad thing was that it was our turn at 7 in the morning so attention was poor due to sleep and fatigue. The teacher really gave very good and adequate classes, but the reason why the purpose was not achieved is because of me. Very good teacher, very empathetic. The fact that it generates responsibilities for us and we can be self-sufficient is a very important part.

Results

This section describes the data obtained through focus group interviews. For this case, the 10 questions that made up the interview guide and their respective categories are presented, which represent the ideas synthesized from the opinions of the informants. Everything mentioned can be seen in table 3.

Table 3. Interview and categorization guide

No.	Ask	Categories
1	What difficulties do you encounter when you have to prepare an academic text?	• Not knowing the structure of the text. • Difficulties structuring ideas. • Write and cite.
2	Do you consider yourself competent to record your ideas in writing?	• No, when I start writing it becomes difficult for me. • No, I consider that I am redundant in ideas. • No, I still have difficulty paraphrasing.
3	What is the main obstacle to producing a quality academic text?	• Organize ideas. • Write correctly. • Lack of more academic terms.
4	When you have to write an academic text, do you enjoy it or suffer from it?	• They suffer when they are imposed and repetitive topics. • It is enjoyed when there is freedom to express oneself in writing. • When we are interested in a topic, we enjoy it.
5	What needs do you have to prepare an academic text?	• Improve vocabulary, use of greater vocabulary. • Create the habit of reading. • Improve writing.
6	What fears or apprehensions do you have regarding the design of the degree document?	• It will depend on the advisor, not meeting your expectations. • Choose a topic that you consider to be original and not in practice.

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		• Ignorance of how a degree document is structured.
7	What do they commit to in order to prepare a quality degree document?	• To be responsible in delivering progress. • To look for information. • To dedicate enough time to the degree document.
8	What does the APA model represent to you?	• A help. • A challenge. • Rules and organization.
9	What knowledge did the academic text production workshop provide you?	• It helped us recognize our deficiencies and needs. • Know the structure of the essay and design it in a practical way. • To know and use the APA model, preferably citations and references.
10	What do you suggest to improve an academic text production workshop for undergraduate students?	• Repeat the formula for preparing the essay step by step. • Continue using all resources provided: videos, sites, variety of authors, and use of the APA model. • Expand the number of sessions and carry out a process from the first semester.

Source: Data obtained from focus group interviews.

Analysis of the results

The students interviewed are training as teachers in a normal school in the center of the country. The data was obtained through focus group interviews, carried out during the sessions of the "Workshop for the production of academic texts", with the purpose to answer the research questions: How to improve the writing of academic texts in sixth semester students of a teacher training school? What are the factors that make it difficult for students in the sixth semester of a teacher training school to prepare academic texts? And what effect will the implementation of a workshop for the design of academic essays have with sixth semester students of a teacher training school?

Therefore, following the method proposed by Strauss and Corbin (as cited in Álvarez-Gayou, 2003), the analysis of the information was carried out using open and axial codes; identifying, from the latter, five key words (knowledge, reading, ideas, lexicon and writing) that become the units of analysis, which are described below:

1. **Knowledge**

The generalized comments of the interviewees are that the workshop provided knowledge, that is, they acquired knowledge, making this unit of analysis the main effect of the workshop. One of the most representative aspects was the intervention of a colleague during two sessions where topics related to the APA model were addressed, obtaining comments such as the following: "all sessions should be like this, with the participation of two teachers, this causes "there are options to resolve doubts", they also commented: "the APA model is an accessible manual because it was explained in a clear and concise way."

Another aspect within the category "knowledge" that had important acceptance is related to the structure of the academic essay. This topic was addressed through a text by Rodríguez (2007) that explains everything related to the essay, from the conceptualization, structure, types and very detailed suggestions for its preparation. For all of the above, favorable comments were obtained such as: "the text provided was very useful to have more clarity about the preparation of the essay" and "the way we approached the reading through teams, favored its understanding, in addition we had the need to present it and That's why we reviewed the topic we had to deal with very well." But the most important thing is that the knowledge acquired through the workshop was reflected in the preparation and timely delivery of the academic essays.

2. Reading

Another relevant aspect that the interviewees continually mentioned was the recognition that they lacked the habit of reading. In most cases, the students argued that this phenomenon was due to the readings that the teachers asked them for, describing that in most cases they were texts that were out of date with reality and were very tedious. This caused students to spend less time reading or did it without going into it in depth, just to complete the task, and sometimes it was difficult for them to understand the content.

Another important aspect to highlight is that in some cases, the interviewees divided their activities between work and the tasks inherent to teacher training. Neglecting the habit of reading due to lack of time; In addition, the interest that young students have in technology and social networks, this phenomenon causes the time to attend to homework and reading to decrease drastically.

3. Ideas

Obviously, the lack of reading habits triggers a problem such as the well-known difficulties in structuring ideas, because the young people interviewed have a limited communicative repertoire and their cultural background is diminished, due to the aforementioned.

The fear of the blank page is presented by most people, which is that situation where the writer does not know how to start the text. At the same time, the limited repertoire of lexicon and the little experience in designing written works causes novice writers to feel limited in producing quality work.

The interviewees mentioned that sometimes they consider that they are redundant, that they give a lot of thought to the topic, that they are not concrete and something that is seen is that sometimes they do not have enough time to adjust the work as many times as necessary.

Lexicon

Another statement provided by the interviewees is that they need to improve their vocabulary. Something that is closely related to the previous unit of analysis "reading habit", since it is well recognized that regular readers have a greater repertoire for oral and written expression. Therefore, students are limited in their background of competencies, skills and knowledge regarding the use of greater resources for the design of written work.

This visualization as lacking vocabulary is a first introspection exercise that helps to recognize a weakness or missing aspect in your personal repertoire. The above is a good

opportunity for teachers to establish actions to improve and strengthen the lexicon of students in normal schools.

Drafting

The interviewees affirm that it is necessary to teach writing courses from the first semester and continue incorporating them into the curriculum until the eighth semester, this would result in greater mastery of the skills and knowledge for the preparation of academic texts.

This information is an act of sincerity on the part of the students interviewed, and is also a good opportunity to address their concerns through adjustments to the curriculum or the design of extracurricular courses that contribute to the development of skills for written expression.

Discussion of the results

Developing knowledge in written expression through a workshop goes back to the proposal used by Ascencio (2019), who implemented it at the higher level with university students, seeing the scope of the proposal favored, since it promoted the participation of students to design the final work. In some ways it is similar to the results of the present study, given that, in this case, it was carried out in a workshop mode, where the students got involved and in fact valued the modality, giving reasons about the practical design of the essay during the sessions, as could be seen in the teaching evaluation.

At the same time, another coincidental aspect is the fact that the workshop modality was chosen, because in both cases it was satisfactory since the student was not faced with the dilemma of curricular subjects that sometimes pressure him to obtain a good grade or As Asencio (2019) states, it contributed positively to the student's attitude when carrying out the activities without having the pressure of being judged and evaluated with a rigorous final grade.

Another research similar to the present study was carried out by Valverde and Caro (2015), who set the objective of developing the academic writing competence of the students of the Bachelor's Degree in Primary Education with the strategic use of digital supports suitable for promoting the quality of their initial training in its double facet of university learning and professionalism, while in the present study, it is proposed to assess the effect of the "Workshop for the production of academic texts" on the development of academic writing. which is based on the use of ICT.

Therefore, the findings of this research are also related to the results of the doctoral thesis of Valverde and Caro (2015), which addressed, among others, the poor training of university students in academic writing. The results of this research allowed us to corroborate that, as formulated at the beginning of the research, the participating university students present certain deficiencies in their academic writing that until now they had not been able to solve by resorting to the available digital resources or by consulting the teaching materials. existing, but that, based on this study and the preparation of his research article, They have managed to improve some of their knowledge regarding academic writing. Therefore, it is considered that the partial results of this research show indications of its effectiveness for the bimodal and procedural educational cultivation of students' academic writing based on digital resources. While in this research the students had the opportunity to present their knowledge in the preparation of an essay and based on what was expressed in the interviews, it was possible to assess that there was learning and goals achieved.

In the research carried out by Hernández *et al.* (2021) explored and analyzed the academic writing practices of a group of students from the State University of Sonora (Mexico), mediated by digital tools available to them when writing their academic texts. Among the results, it was found that students have deficiencies in their writing skills, which, combined with deficiencies in the correct management of digital resources and little support from teachers, constitute poor academic literacy that is not in accordance with the demands and the level that students who have already completed at least half of their university studies should have. Regarding the difficulties encountered in the present research, they are similar to the previous study, but in this one there is a variant, because a workshop was provided and concrete results were obtained with the design of trials.

In this exercise of analysis, regarding the phenomenon of the difficulty that higher education students have in designing academic texts, it is decisive that educational institutions establish strategies to reverse this situation. The development of written communication skills is a relevant topic in higher education, therefore, it is necessary to articulate the improvement of writing in line with disciplinary learning.

On this basis, a study carried out by Kloss and Múñoz (2022) proposes a writing model that can be used in various specialized academic contexts. The development of this proposal is based on theoretical and practical foundations that indicate the need to situate oneself in a disciplinary academic genre; in written production understood as a process, since it has different stages that function recursively; in the correction role of the teacher or monitor

to provide scaffolding; in self-correction to promote the writer's autonomy and in the socialization of writing. Finally, the contribution of this work is to design a didactic proposal for situated, articulated and integrative academic writing, which allows for guidelines to teach written discursive genres in higher education. Therefore, based on various research experiences in the Latin American context, a starting proposal can be created for the educational institution where this work was carried out.

To outline a work proposal that follows up on this study, it is also considered to incorporate the research experience of Benítez *et al.,* (2021), who in their study proposed the purpose of analyzing the contribution of the pedagogy of textual genres for higher education and active learning strategies in written production.

On the other hand, a valuable document for the development of the essays was the text "The kitchen of writing" by Cassany (1993). On this occasion, only the "Editorial Decalogue" section will be described due to the relevance of the recommendations that the author provides us to achieve quality texts. Said decalogue can be seen in the following table.

Table 4. Decalogue from the editorial staff of Daniel Cassany

No.	Recommendation
1	Don't be in a hurry
2	Use paper as a support
3	Blur
4	Think about your audience
5	Leave the grammar for last
6	Direct your work
7	Look at the paragraphs
8	Review the prose sentence by sentence
9	Help the reader read
10	Let your writing rest

Source: Cassany (1993).

Likewise, in the work carried out by Bassi (2017) "Fourteen practical recommendations for academic writing", he sends a strong message stating that the fate of academic writing in universities is very strange: because from his point of view, it is neither taught nor it is learned. The previous statement is a reflective trigger also attributed to what

happens in the Normal Schools; On the one hand, students are aware of this weakness and propose elective courses from the first semester until the end of their professional training to remedy this deficiency. On the other hand, in the case of teachers, the majority affirm that students do not have writing skills and efforts have been made by degree academies to improve students' writing, but they are not enough. Therefore, this academic experience is praiseworthy because in the workshop the students achieved excellent essays and a valuable strategy was self- and co-evaluation.

However, it is very valuable to review the recommendations proposed by Bassi (2017) in the table 5.

Table 5. Fourteen recommendations for academic writing

No.	Recommendation
1	Write a script
2	Establish a title and subtitle structure
3	Use simple sentences
4	Avoid hyperbaton
5	Create paragraphs of three to four simple sentences.
6	Don't abuse the connectors
7	Use technical language to avoid darkness
8	Pay attention to musicality
9	Avoid chatter
10	Protects the relationships between theoretical elements
11	Learn to quote
12	Don't plagiarize
13	Check spelling
14	Rewrite

Source: Bassi (2017)

In some ways, what is shown in Table 5 is similar to the results of the present study, highlighting that the students found it difficult to find a concise structure for the academic texts, but on this occasion actions were taken to have clarity in the structure. of the essay; They also learned to cite under the APA model; The above prevented them from falling into plagiarism, which in many cases does not amount to an act of dishonesty, but rather due to issues of time or not knowing how to make the citation. But on this occasion the students enjoyed learning to cite, which, as already mentioned, involved the participation of a colleague in the sessions where the APA model was reviewed and put into practice.

Conclusions

The objectives of the research were: to improve the writing of academic texts in higher education students through the implementation of a workshop for the design of academic essays with the support of ICT; identify the factors that make it difficult for higher education students to prepare academic texts; and evaluate the effect of a workshop for the design of academic essays with sixth semester students of a teacher training school.

It stands out that the students improved their skills in designing academic essays, they designed a total of 23 essays where they tested the knowledge acquired during the course of the workshop. In the interviews and in the opinion of the teaching evaluation, the students made favorable comments towards the activities implemented in the workshop.

Another important aspect What is worth highlighting is in relation to the factors that make it difficult for high school students to prepare academic texts, and in conclusion It is that the habit of reading has not been encouraged; For this reason, there is a lack of lexicon or knowledge about a variety of terms that provide elements for the elaboration of scriptural works, but as the sessions went by, this item decreased.

As many authors state, the problem is not only for students, but also teachers or professionals from various disciplines face this situation. In the case of students, the use of social networks and informal communication means that when they must prepare an academic text, they do not have sufficient resources for its design. This aspect was addressed by reviewing repositories, databases and other specialized sites so that students had access to reliable sources.

Another factor that makes it difficult to prepare academic texts is the lack of knowledge of the structure of said texts, the difficulties in structuring ideas and, preferably, fear, rejection and sometimes the willingness to experience and use the APA model. Students at the higher level of the bachelor's degree face this difficulty in the work and tasks of the different courses, but it is more serious when they must prepare the degree document, where they use various knowledge about searching and selecting information, knowledge about methodology of the research and of course, elements on writing and use of the APA model. On this topic, it is stated that the students learned to cite and used the APA model satisfactorily. Furthermore, reviewing the structure of an essay and the rubric were decisive factors for them to be able to design very good papers.

Something that has been observed recurrently in institutions that train teachers is the fact of designing a degree document (thesis, report or portfolio) under a high level of stress.

In this situation, the student who prepares a research thesis under These circumstances end up rejecting everything that has to do with research and writing an academic text, because in many cases the interest decreases to carry out other similar work.

Another factor that was continually mentioned during the interviews is that there is difficulty paraphrasing. Possibly, very good activities that exist on different platforms should be used in the future and exercises should be carried out slowly that contribute to improving paraphrasing in students, but we well know that this action is based on the specific intellectual skills and knowledge of written expression, reading, use of connectors, ability to record ideas, review and correct them. Even in pair work, where a partner or colleague reviews your writing and provides feedback.

Another perceived difficulty is that students are limited in their freedom to choose topics, or on the contrary, topics and authors are imposed on them. They state that some authors are no longer recent and that the topics imposed on them are tedious. On the contrary, in the workshop, they were given the freedom to choose their topic and the representative authors. They were also allowed to choose, if they wished, to design the trial individually, in pairs or as a team, with a maximum of three members.

Regarding the use of the APA model, there are interesting opinions. Some say that it is a challenge, they perceive it as something difficult, tedious, complicated. Possibly, because they have not been given more time to explain everything related to these rules in a leisurely manner. They also assimilate it as an aid and that it establishes standards for the organization of work. In addition, it helped them recognize their deficiencies and needs, by learning its use and using it, as mentioned, only emphasis was placed on the design of citations and references.

Regarding the effect of the workshop on the knowledge of the participants, it is highlighted that there was an improvement in the ability to write, by using citation correctly. They also recognized the structure of the essay, using this knowledge in the preparation of the final work of the workshop. The essays prepared were integrated into an anthology with the authors' data captured in a profile. They also had the opportunity to read three works by their classmates and comment on their content.

The effect of the workshop was exceptional in the development of the students' knowledge. Likewise, the outstanding activities were the use of the CREA platform, which contained very good materials that helped the participants to reflect, know and use resources for the design of their final work. Another valuable resource was the classroom platform, in

which they placed tasks and progress of the essay, which was fed back during the development of the workshop. In addition, the wide variety of videos, which were reviewed and which contributed to the design of the trial. Finally, the review of the structure of the essay, the characteristics that true academic writing must meet, and the application of knowledge about APA standards were important academic actions that contributed effectively to the design of the final work.

Future lines of research

The research provided valuable information on the use of ICT as a resource for the design of academic texts, being able to verify the needs of students regarding the process of constructing an academic text. However, for future research it is recommended to continue investigating the process of construction of degree documents (theses, professional practice reports or portfolio of evidence) that are prepared in the fourth degree and that, according to experience, in most cases, students face difficulties in preparing said document and sometimes do not complete it.

Due to the above, a research work will be developed on the delivery of a workshop course on the APA model with the three groups of students who will reach the eighth semester (96 students in total) for the next school year, as a possibility of continuing it. to the present work. In this workshop course, preference will be given to indirect quotes, that is, paraphrasing with the aim of writing quality texts.

Another line of research of interest for future work is to establish an academic writing center (CEA) in the educational institution, with the intention of providing unlimited resources and permanent advice to students, whose final product will be an increase in quantity and quality. of academic production. In this CEA, the pedagogy of textual genres will be experienced as a methodological approach for teaching writing in higher education.

Acknowledgments

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