



**Research Paper**

## **Students' perception respect to their written proficiency from five quarter term as a Superior Technique in 2018 class**

Ph.D. Javier Rossette García

Mail correspondence: [jrossete@utaltamira.edu.mx](mailto:jrossete@utaltamira.edu.mx)

Ph.D. Pedro Nava Diguero (Author by reference)

Mail correspondence: [pnava@utaltamira.edu.mx](mailto:pnava@utaltamira.edu.mx)

---

### **ABSTRACT**

Today, the written performance in the university is almost a vogue or a mere repetitive concern's phenomena in the superior academics' studies. There are many interpretations about it, but this work pretends to show what the university students of Technological University of Altamira (UTA) think and believe about their written competence. Carrying out under quantitative and descriptive methods, the study involved the creation of a survey for obtaining data for interpreting them, and figure out validation through SPSS and ANOVA analysis. The results revealed that students were non-conformed with their low written performance, caused on one side by them, but on the other hand, by the professors too.

**KEYWORDS:** *students, opinion, proficiency, written.*

*Received 25 May, 2021; Revised: 06 June, 2021; Accepted 08 June, 2021 © The author(s) 2021.  
Published with open access at [www.questjournals.org](http://www.questjournals.org)*

### **I. INTRODUCTION**

In the last decade, research and events on academic writing in Spanish and, in general, those related to academic literacy have increased enormously worldwide, due to the growing interest of researchers and university professors in various fields of knowledge, such as linguistics.

For some years now at UT Altamira, it has been intuitively perceived that fifth-semester students seem to be losing their writing skills when their reports of their stay are evaluated and found to be riddled with errors that are repeated time and time in each revision. This raised concerns as to whether the process is having a positive or negative impact on the students' education.

#### **Problem establishment**

Since its foundation, the Technological University of Altamira has been taken for granted that the Technological Superior University students (TSU) during their formation, had acquired properly written competence. After eighteen years, doesn't exist investigations or studies about it. Therefore, was necessary to figure out what is the personal undergraduate's opinion concerning this communication skill and their development, because they are the objective of the teaching and the direct knowledge's beneficiaries.

Spite they are literates over two-quarter terms (first and fifth) in the native language, with the subjects Oral and Written Expression I and II (EOE), among them exists three-quarters terms during which time neither receive instructions nor are supervised consciously by the different subjects' professors, particularly by the specialty programmes. This is the reason, for carrying out this study and to determine the students' self-opinion regarding their responsibility in acquiring writing skills, also the awareness of the level of importance of written communication skills, as it is a fundamental skill of the university student about to graduate. Considering the students who were in the fifth semester at the Higher Technical University (TSU) level, in the academic areas of Mechatronics, Industrial Maintenance, Negotiation and Industrial Chemistry

### **II. LITERATURE REVIEW**

In the study conducted by Ochoa (2015) with students of the Master's Degree in Teaching in Higher Secondary Education at UNAM (MADEMS) to measure the level of competence, they have when producing

academic texts, determining the need to work on the aspects of understanding and transformation of disciplinary knowledge through writing, rather than implementing writing courses to address the writing deficit, characterized by focusing on formal aspects of language teaching, separating writing from disciplinary learning. In contrast, other countries have focused on the intellectual operations involved in writing, such as: analyzing, arguing, defining (Barnet and Bedau, 2005); on the link between writing and learning through the development of strategies applied to different fields of knowledge (Maxwell, 1996; Behrens and Rosen, 2004; Cassany, 2006), as well as on writing practices.

For their part, Nuñez and Moreno (2017), carried out research whose objective was to describe and relate the opinion that university students have on aspects related to communicative competence and academic literacy, carried out a quantitative study based on a survey, in which 546 students from six countries participated.

The truth is that the written literacy begins through contact with the written word during basic education, continuing its development in subsequent levels up to higher education, and it is in the latter that it is specifically referred to as academic literacy. Thus, Carlino (2013) states that this refers to the:

Literate practices, the actions to be carried out by teachers, with institutional support, so that university students learn to explain, argue, summarise, search for information, put it in hierarchical order, relate it, evaluate reasoning, debate, etc., according to the typical ways of doing so in each subject. (p. 370).

This is the focal point of the study, as many researchers and teachers allude to the low level of writing skills of higher education students, arguing that the cause is the low academic level with which they enter university (Nuñez & Moreno, 2017; Arnoux, Nogueira & Silvestri, 2006). Likewise, they have serious difficulties in understanding a scientific text, serious problems in organizing- in writing information; problems in identifying main and hidden ideas in the information; limitations in arguing, finding, organizing and selecting information (Castedo, 2008; Murray, 1987; Bono & De la Barrera, 1998).

Furthermore, such difficulties may be associated with the deficient writing environment that surrounds young people, the scarce reading of academic texts, which are not very favourable for the development of writing; the scarce opportunities to work with different types of texts in the previous levels of the educational system, the predominance of oral-descriptive-iconographic writing, over-analytical writing, which is regulated by complex thinking operations and symbolization functions, as limited thinking skills, which allow them to develop analytical writing (Romero, 1998).

Thus, the production of written texts occupies a preponderant place in the university environment, since being a lawyer, engineer or doctor also implies being a good writer, according to the typology of each discipline (Cassany and Morales, 2008). This competence is not acquired spontaneously or innately, but needs to be constructed and developed through systematic processes of classroom work, given that "learning the written code requires specific teaching" (Vargas, 2005, p.102).

In this sense, as Capomagi (2013) states, "writing has an epistemic value that makes it a tool capable of constructing knowledge and not just reproducing it" (p.30). For his part, Castelló (2009) states that writing activities such as reports, syntheses, monographs and case studies appear as activities that essentially promote writing competence, as long as their structure has been taught beforehand.

In this way, students do not become frustrated or feel unable to construct an academically rigorous piece of writing, allowing them not only to communicate but also to learn and reorganize their knowledge, making continuous adjustments according to each communicative situation, especially when developing their professional practices (Cassany, 2006).

### **III. METODO**

In this study was considered the quantitative method, with its "characteristic based on positivism as an epistemological source, which is the emphasis on the precision of measurement procedures, as well as the subjective and inter-subjective selection of indicators of certain elements of processes, facts, structures and elements of processes, facts, structures, people (Cadena I., P., Rendón M., R., Aguilar Á., J., Salinas C., E., De la Cruz M., F. R., Sangerman J., D. M., 2017, p. 1605). In the same way, the explicative analysis describes the students' perception about their written proficiency enhance. For this was constructed an instrument (survey) Likert scale with fourteen items with five points.

Besides, the quantitative method implies a rigorous order, requires phases, objectives' establishment, hypothesis's demonstration, construction of instruments, measurement of their reliability and validity, using standardized procedures approved by the scientific community, to measure and analyze data (Hernández, et. al, 2014, Monje, 2011; Pita y Pértegas, 2002)

Thesetypes of study, according to Hernández, Fernández and Baptista(2015):

Go beyond the description of concepts or phenomena or the establishment of relationships between concepts; that is, they are aimed at answering for the causes of physical or social events and phenomena. As the name suggests, their interest is focused on explaining why a phenomenon occurs and under what conditions it manifests itself or why two or more variables are related (p.95).

On the other hand, to prove the claim was created a survey as an instrument or “mechanism used by them to collect and record information: forms, tests, quizzes, opinion scales and checklists. [The techniques can be:] interviews and questionnaires, aided by group interviews, life histories and ethnographic observation” (Tecnológico de Monterrey, s/f, par. 6-7) (Hernández, et al, 2014; Mejía, 2005).

Thus, for this study the survey allowsto explore systematically what other people know, feel,confess or believe. Then, a survey was carried out with students from the four academic areas that make up UT Altamira intending to find out their perception of whether the teaching-learning process received between the second and fifth quarter term, reinforced the knowledge acquired in the first quarter term, which is necessary to develop their written competence at a professional level.

### Students' sample

To fulfil the purpose of this study, students from the four academic areas of Mechatronics, Business, Industrial Maintenance and Industrial Chemistry were surveyed, forming a population sample of 97 students in the fifth semester at TSU level, who were requested to answer the survey.

### Students' survey

**Table 1. Survey for fifth quarter term TSU**

Questions	Always	Almost always	Often	Rarely	Never
1. Do you think that what you learnt in the first term of EOE I was useful in subsequent terms?1					
2. Do you consider that you have applied what you learned in EOE I?					
3. In your specialized subjects during quarter term II to IV, were you assigned to write research papers, essays or summaries?					
4. When your work was assessed by your teachers, did they point out more than 2 spelling mistakes?					
5. When your work was assessed by your teachers, did they point out more than one incoherent paragraph or confusing ideas?					
6. Do you consider that you express your arguments clearly and precisely on a specific topic when you write?					
7. When your work was assessed by your teachers, did they point out more than one incorrectly accented or unaccented word?					
8. When your work was assessed by your teachers, did they point out more than one paragraph with errors in the application of punctuation marks?					
9. If at least 1 of the situations mentioned in questions 3 to 8 were pointed out to you, did you take any improvement action?					
10. If you consider that your improvement action is not acceptable, do you attribute this to the fact that it is easier to consult the PC or laptop proofreader than to learn the rules of accentuation?					
11. From your perspective and considering your answer to the previous question, do you consider that ICTs have contributed to the spread of an inefficient writing culture?					
12. From your perspective and considering your answer to the previous question, do you consider that not being required to write correctly in your papers throughout your career contributed to propagating a culture of inefficient writing?					
13. Do you think it is still necessary to write correctly today?					
14. Do you think you need to improve your writing skills as you are about to do a professional internship?					

Source: Rossette and Nava (2021).

## IV. DATA ANALYSIS

**Table 2 Summary of the reliability behaviour of the responses to the service perception survey to reinforce written competency at TSU students.**

Academic's field	Complete survey				Tailored survey with relevant questions			
	Number of respondents	Total questions	CRONBAC'S Alpha	ANOVA	Number of respondents	Relevant questions	CRONBAC'S Alpha	ANOVA
Maintenance	17	14	72.5%	Out	17	8	70.7%	Inside
Mechatronics	42	14	62.4%	Out	42	8	66.6%	Between

*Students' perception respect to their written proficiency from five quarter term as a ..*

Business	24	14	74.6%	Out	24	8	75.7%	Inside
Chemistry	24	14	70.8%	Out	24	8	70.4%	Between

Source: Rossette and Nava (2021).

To measure the reliability of these surveys according to the CRONBACH Alpha statistic, they indicate that there is an internal consistency between the answers and the questions for the areas of Maintenance, Business and Chemistry barely sufficient above 70% without reaching 75%; however, the area of Mechatronics was below 70%. The ANOVA analysis for all areas showed that the variation in responses has significant differences between and within questions and therefore the results are outside the 95% and 99% confidence area.

From this survey, the wording and underlying objective of the questions were analyzed, identifying 6 of them as opinion questions with little relation to the objective for which they were formulated. Discriminating these questions by reducing the number of items to 8, it was determined that in the CRONBACH Alpha statistic, the academic areas did not show changes in their results. On the other hand, the ANOVA analysis, for this adjustment, showed that there is no significant difference for the areas of Maintenance and Business in both limits, and in the case of Mechatronics and Chemistry it does show to be significant at 95% confidence but not at 99%, thus considering that the results are acceptable. The analysis of the descriptive statistics of the survey results shows that the students are not satisfied with the service received during the process, varying between rarely (2) and almost always (4).

**Table 3 Summary of the descriptive behaviour of the responses to the service perception survey to reinforce writing skills at UT Altamira.**

Academic's field	Questions														Average academic's field
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
	Average of the responses to each question														
Maintenance	4	4	4	3.3	2.9	3	2.9	2.5	3.5	3.4	3.6	3.2	5	5	3.1
Mechatronic	4	4	4	3.6	3.2	3	3.5	2.9	4.0	3.4	3.3	3.4	5	5	3.4
Business	4	4	5	2.9	2.3	4	2.8	2.7	3.8	3.2	3.5	3.2	5	5	3.0
Chemistry	4	4	4	3.0	2.2	4	2.6	2.1	3.7	3.2	3.9	3.4	5	4	3.0
	Average of the responses to each question														
Maintenance	1.1	0.6	0.6	1.1	1.0	0.8	1.1	1.4	1.0	1.5	1.0	1.0	0.3	0.5	1.1
Mechatronic	0.5	0.7	0.8	1.5	1.3	0.6	1.4	1.0	0.9	0.9	1.1	1.0	0.5	0.6	1.1
Business	1.2	0.6	0.6	1.6	1.1	0.8	1.0	1.1	1.0	1.4	1.2	1.5	0.0	0.7	1.2
Chemistry	0.5	0.7	0.5	1.9	1.2	0.6	1.5	0.8	0.8	1.2	1.1	2.0	0.7	1.1	1.3
	Average of the responses to each question														
Maintenance	1.1	0.8	0.8	1.0	1.0	0.9	1.1	1.2	1.0	1.2	1.0	1.0	0.6	0.7	1.1
Mechatronic	0.7	0.8	0.9	1.2	1.1	0.8	1.2	1.0	0.9	1.0	1.0	1.0	0.7	0.8	1.1
Business	1.1	0.8	0.8	1.3	1.0	0.9	1.0	1.0	1.0	1.2	1.1	1.2	0.0	0.8	1.1
Chemistry	0.7	0.8	0.7	1.4	1.1	0.8	1.2	0.9	0.9	1.1	1.1	1.4	0.8	1.0	1.1
	Coefficient of asymmetry or skewness of the responses to each question														
Maintenance	left	left	left	Left	right	left	der	der	left	left	left	left	left	left	
Mechatronic	left	left	left	right	right	left	left	right	right	right	right	left	left	left	
Business	left	left	left	right	right	left	right	right	right	left	left	left	center	left	
Chemistry	left	left	left	right	right	left	right	right	right	left	left	left	left	left	
	Kurtosis of the answers to each question														
Maintenance	plati	norm	lepto	plati	lepto	plati	plati	plati	lepto	plati	plati	norm	lepto	lepto	
Mechatronic	plati	plati	plati	plati	plati	plati	plati	plati	plati	plati	plati	plati	lepto	lepto	
Business	plati	plati	lepto	plati	lepto	plati	lepto	lepto	plati	plati	plati	plati	lepto	lepto	

Chemistry	plati	plati	plati	plati	leptoi	plati	plati	leptoi	plati	plati	leptoi	plati	leptoi	plati		

Source: Rossette and Nava (2021).

## V. RESULTS

After data analysis, the questions or items drafted in the original survey contained 14 questions and the answers were distributed on a 5-point Likert-type scale. It was determined that 6 of the questions were opinion questions (i.e. that logic would lead them to answer strongly in the affirmative) and 8 were explicitly related to the objective being sought.

On average, as expected, the responses to the opinion questions indicated a strong affirmative tendency of level 4 (almost always) in a preferential way; in contrast, the responses to the target questions indicated that the expected reinforcement occurred with a medium frequency perception (on average level 3, i.e. between 2.5 and 3.4). The information obtained from the standard deviation, the coefficient of asymmetry or skewness and the kurtosis, suggest that the tendency of the distribution of the answers was oriented on average slightly to the left (that is, to values lower than level 3 when it was between 2.5 and 3), or to the right when it exceeded 3 but did not exceed 3.5, and in a platykurtic way, that is, with a wide base of dispersion greater than 1.1 levels. This leads to the conclusion that the students perceived their teaching-learning process as deficient concerning this transversal competence of their degree.

It is important to remember that the degree of skewness of a distribution is an indicator of the skew concerning its mean. Thus, when positive skewness indicates a one-sided distribution that is skewed towards more positive values; when negative, it indicates a one-sided distribution that is skewed towards more negative values. Furthermore, kurtosis characterizes the relative peak intensity or curvature of distribution compared to the normal distribution, so that a positive kurtosis indicates a relatively high (leptokurtic) distribution. In contrast, a negative kurtosis indicates a relatively flat (platykurtic) distribution.

In this way, questions and answers were grouped according to the high or flat distribution of their kurtosis, opinion questions and questions relevant to the aim of this paper.

**Tabla 4. Ranking of responses according to the opinion questions and specific questions of the study object**

<i>Opinion questions</i>	Answers
1. Do you think that what you learnt in the first term of EOE I was useful in subsequent terms?1	almost always
2. Do you consider that you have applied what you learned in EOE I?	almost always
3. In your specialized subjects during quarter term II to IV, were you assigned to write research papers, essays or summaries?	almost always
.6 Do you consider that you express your arguments clearly and precisely on a specific topic when you write?	almost always
13. Do you think it is still necessary to write correctly today?	always
14. Do you think you need to improve your writing skills as you are about to do a professional internship?	always
<i>Relevant questions related to the study objective</i>	
4. When your work was assessed by your teachers, did they point out more than 2 spelling mistakes?	often
5. When your work was assessed by your teachers, did they point out more than one incoherent paragraph or confusing ideas?	often
7. When your work was assessed by your teachers, did they point out more than one incorrectly accented or unaccented word?	often
8. When your work was assessed by your teachers, did they point out more than one paragraph with errors in the application of punctuation marks?	often
9. If at least 1 of the situations mentioned in questions 3 to 8 were pointed out to you, did you take any improvement action?	often
10. If you consider that your improvement action is not acceptable, do you attribute this to the fact that it is easier to consult the PC or laptop proofreader than to learn the rules of accentuation?	often
11. From your perspective and considering your answer to the previous question, do you consider that ICTs have contributed to the spread of an inefficient writing culture?	almost always
12. From your perspective and considering your answer to the previous question, do you consider that not being required to write correctly in your papers throughout your career contributed to propagating a culture of inefficient writing?	almost always

Source: Rossette y Nava (2021).

## VI. CONCLUSION

The students manifest disagree with the improvement of their written proficiency, according to the relevant question, answering frequently when their written works had been reviewed and pointed out mistakes in them by the professors, like paragraph's incoherence with confused ideas, misspellings, accent's faults, punctuation marks, due to not being required to write correctly in your papers throughout your career,

contributed to propagating a culture of inefficient writing. Concerning the almost always answers, they consider that ICTs have contributed to the spread of an inefficient drafting culture.

Thus, they are aware of the problem that nowadays affects them, but they did not do anything, because not were demanded a proficiency written neither by the professor nor by themselves, specifically, during the period between the second and four quarter term. This situation reflects that there isn't, neither the value nor the importance, to the written students' skill. Then, this a great factor that promotes the insufficient performance about the correct written communication, spread it along eighteen years.

To validate the data's instrument, the survey, as the SPSS as well as ANOVA analysis' data, prove it and confidence level too. The other hand, after select eight to fourteen questions, contributed to reach out the study's object and the be demonstrated. Specifically, when separating the opinion questions from those focused on the object of the study.

## REFERENCES

- [1]. Amoux, E., Nogueira, S. & Silvestri, A. (2006). Lecturas y reescrituras de un texto teórico en estudiantes de profesorado de enseñanza primaria. *Signo y Seña*, 16, 137-165. <http://revistascientificas.filo.uba.ar/index.php/sys/article/view/5712>
- [2]. Barnet, S. y Bedau, H. (2005). *Critical Thinking Reading and Writing. A brief guide to the argument*. Boston: Bedford/St. Martin's. Retrieved from: <https://1lib.mx/book/5974336/cfd82b?id=5974336&secret=cfd82b>
- [3]. Behrens, L. y Rosen, L. F. (2004). *Writing and Reading Across the Curriculum*. Nueva York, Pearson Longman. Retrieved from: <https://www.pearson.com/content/dam/one-dot-com/one-dot-com/ped-blogs/wp-content/pdfs/WRAC-IM-178183.pdf>
- [4]. Bono, A. y De la Barrera, S. (1998). Los estudiantes universitarios como productores de textos. *Lectura y Vida*, 19(4), 13-20. Retrieved from: <https://studylib.es/doc/7714366/leer--escribir-y-aprender--tareas-y-espacios-aulicos-comp>
- [5]. Cadena I., P., Rendón M., R., Aguilar Á., J., Salinas C., E., De la Cruz M., F. R., Sangerman J., D. M. (2017). Métodos cuantitativos, métodos cualitativos o su combinación en la investigación: un acercamiento en las ciencias sociales. *Revista Mexicana de Ciencias Agrícolas*, 8(7), 1603-1617. Retrieved from: <https://www.redalyc.org/pdf/2631/263153520009.pdf>
- [6]. Carlino, P. (2013). La alfabetización académica diez años después. *Revista Mexicana de Investigación Educativa*, 18(57), 355-381. Retrieved from: [https://www.researchgate.net/publication/262713264\\_Alfabetizacion\\_academica\\_diez\\_anos\\_despues](https://www.researchgate.net/publication/262713264_Alfabetizacion_academica_diez_anos_despues)
- [7]. Cassany, D. (2006). *Tras las líneas. Sobre la lectura contemporánea*. Barcelona: Anagrama. Retrieved from: <https://media.utp.edu.co/referencias-bibliograficas/uploads/referencias/libro/295-tras-las-lineaspdf-WB5V4-articulo.pdf>
- [8]. CASSANY, D.; MORALES, O. (2008). Leer y escribir en la universidad: hacia la lectura y la escritura crítica de géneros científicos. *Memorialia*, Retrieved from: [http://www.saber.ula.ve/bitstream/handle/123456789/16457/leer\\_universidad.pdf?sequence=1](http://www.saber.ula.ve/bitstream/handle/123456789/16457/leer_universidad.pdf?sequence=1)
- [9]. Castedo, M. (2008). *Didáctica de la escritura y la lectura*. Argentina: Universidad de la Plata. Retrieved from: <http://www.memoria.fahce.unlp.edu.ar/programas/pp.626/pp.626.pdf>
- [10]. Hernández S., R., Fernández C., C. y Baptista L., M. P (2014). *Metodología de la Investigación*. México: McGrawHill. Retrieved from: [file:///C:/Users/Javier%20Rossette/Documents/Doctorado/Cap%C3%ADtulo%20IV/Precisi%C3%B3n%20Metodol%C3%B3gica/Libro\\_Metodolog%C3%ADa%20de%20la%20Invest\\_Hdez\\_Sampieri.pdf](file:///C:/Users/Javier%20Rossette/Documents/Doctorado/Cap%C3%ADtulo%20IV/Precisi%C3%B3n%20Metodol%C3%B3gica/Libro_Metodolog%C3%ADa%20de%20la%20Invest_Hdez_Sampieri.pdf)
- [11]. Núñez C., J.A. y Moreno N., A. (junio, 2017). Percepción de los estudiantes universitarios iberoamericanos sobre la competencia comunicativa y la alfabetización académica. *Zona Próxima*, 26, 44-60. Retrieved from: <https://www.redalyc.org/pdf/853/85352029004.pdf>
- [12]. Mejía M., E. (2005). *TÉCNICAS E INSTRUMENTOS DE INVESTIGACIÓN*. Lima: USNM. Retrieved from: <http://online.aliat.edu.mx/adistancia/InvCuantitativa/LecturasU6/tecnicas.pdf>
- [13]. Monje A., C. A. (2011). *METODOLOGÍA DE LA INVESTIGACIÓN CUANTITATIVA Y CUALITATIVA*. Guía Didáctica. Colombia: Universidad Surcolombiana. Retrieved from: <https://www.uv.mx/rmipe/files/2017/02/Guia-didactica-metodologia-de-la-investigacion.pdf>
- [14]. MURRAY, Donald (1997). *The craft of revision*. USA: College publisher. Retrieved from: <http://php7.bluebus.com.eg/cgi-bin/file.php?article=donald.murray.craft.of.revision.download.free.pdf.books.about.donald.murray.craft.of.revision.or.use.online.pdf.viewer.pdf.pdf&code=0b01023168c7e7b303e674ad41d0398>
- [15]. Ochoa S., D. (2015). Competencia para producir textos académicos El caso de la Maestría en Docencia en Enseñanza Media Superior. *Perfiles Educativos*, 37, 55-69. Retrieved from: <http://www.scielo.org.mx/pdf/peredu/v37nspe/v37nspea5.pdf>
- [16]. Pita F., S. y Pértegas D., S. (2002). Investigación cuantitativa y cualitativa. *Atención Primaria en la Red*, 9, 76-78. Retrieved from: [https://www.fisterra.com/mbe/investiga/cuanti\\_cuali/cuanti\\_cuali2.pdf](https://www.fisterra.com/mbe/investiga/cuanti_cuali/cuanti_cuali2.pdf)
- [17]. ROMERO, Loaiza Fernando (1998). Voces e inscripciones de las oralidades y las escrituras. *Revista de Ciencias Humanas*, 5(13), 45-54. Retrieved from: <https://media.utp.edu.co/referencias-bibliograficas/uploads/referencias/articulo/1082-la-escritura-en-los-universitariospdf-h42ZJ-articulo.pdf>
- [18]. Tecnológico de Monterrey (s/f). *Métodos, técnicas e instrumentos de recolección de datos*. Diplomado en Aprendizaje Orientados a Proyecto. Retrieved from: <http://www.cca.org.mx/ps/profesores/cursos/apops/Obj02/web/media/pdf/Parasabermas.pdf>
- [19]. Vargas, F. (2005). Escribir en la universidad: reflexiones sobre el proceso de composición escrita de textos académicos. *Universidad del Valle*, 33, 97-125. Retrieved from: <https://media.utp.edu.co/referencias-bibliograficas/uploads/referencias/articulo/1209-escribir-en-la-universidad-reflexiones-sobre-el-proceso-de-composicion-escrita-de-textos-academicospdf-4KJ7j-articulo.pdf>