

MENDIVE



REVISTA DE EDUCACIÓN

Review article

Mastery of the academic writing process in university students

Dominio del proceso de redacción académica en estudiantes universitarios

Domínio do processo de escrita acadêmica em universitários

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ABSTRACT

Academic writing at the university level stands as one of the fundamental tools for conveying knowledge, thoughts, ideas, results, alternative solutions, etc., stemming from rigorous research, analysis, organization, and reflection within specialized thematic fields. Throughout their professional development, the student generates various types of academic texts, underscoring the importance of their accurate construction in terms of coherence, cohesion, and appropriateness to effectively convey the author's communicative intent. The objective of the article was to disseminate an analysis of the theoretical foundations related to the four stages of the academic writing process in university students. The research methodology employed involved a comprehensive review of literature pertaining to the four stages of academic review: planning, text production, revision, and editing, fundamental in producing coherent, clear, cohesive, and field-appropriate texts. Scientific articles from databases such as Scielo, Scopus, ERIC, and EBSCO were compiled for the study. Findings were associated with identifying the primary contributions to the cognitive approach of the writing process and systematizing the logical sequence of the writing process. It was concluded that there is a necessity to raise awareness within the university community about the application of planning, text production, revision, and editing stages to enhance the production of academic texts; therefore, the attention of authorities, professors, and students is required to foster high-quality academic production.

Keywords: edition; planning; writing processes; academic writing; revision; textualization.

RESUMEN

La redacción académica, a nivel universitario, es una de las herramientas fundamentales para transmitir conocimientos, pensamientos, ideas, resultados, alternativas de solución, etc., producto de una rigurosa investigación, análisis, organización y reflexión de los campos temáticos especializados. En el transcurso de su formación profesional, el estudiante elabora diversos tipos de textos académicos, de ahí la importancia de su correcta producción en cuanto a coherencia, cohesión y adecuación para lograr transmitir el propósito comunicativo del autor. El objetivo del artículo fue socializar el análisis de las bases teóricas relacionadas a las cuatro etapas del proceso de la redacción académica en estudiantes universitarios. La metodología de investigación empleada consistió en una revisión general de la bibliografía relacionada con los cuatro procesos de revisión académica: planificación, textualización, revisión y edición, fundamental para producir textos coherentes, claros, cohesionado y adecuados al campo científico. Para el estudio se recopilaron artículos científicos de bases de datos científicas como Scielo, Scopus, ERIC, EBSCO. Los hallazgos se relacionan a la identificación de los principales aportes al enfoque cognitivo del proceso escritura; y la sistematización de la secuencia lógica del proceso de redacción. Se concluyó que existe la necesidad de concienciar en la comunidad universitaria la aplicación de las etapas de planificación, textualización, revisión y edición para mejorar la producción de textos académicos, por ello, se requiere la atención de autoridades, docentes y estudiantes, para fomentar la producción académica de calidad.

Palabras clave: edición; planificación; procesos de redacción; redacción académica; revisión; textualización.

RESUMO

A redação acadêmica, no nível universitário, é uma das ferramentas fundamentais para transmitir conhecimentos, pensamentos, ideias, resultados, alternativas de solução, etc., resultantes de uma rigorosa investigação, análise, organização e reflexão em campos temáticos especializados. Ao longo de sua formação profissional, o estudante elabora diversos tipos de textos acadêmicos, destacando-se a importância de sua correta produção em termos de coerência, coesão e adequação para transmitir efetivamente o propósito comunicativo do autor. O objetivo do artigo foi socializar a análise das bases teóricas relacionadas às quatro etapas do processo de redação acadêmica em estudantes universitários. A metodologia de pesquisa empregada envolveu uma revisão abrangente da literatura relacionada às quatro etapas de revisão acadêmica: planejamento, textualização, revisão e edição, fundamentais para produzir textos coerentes, claros, coesos e adequados ao campo científico. Para o estudo, foram compilados artigos científicos de bases de dados como Scielo, Scopus, ERIC, EBSCO. As descobertas estão associadas à identificação das principais contribuições para a abordagem cognitiva do processo de escrita e à sistematização da sequência lógica do processo de redação. Concluiu-se que há a necessidade de conscientizar a comunidade universitária sobre a aplicação das etapas de planejamento, textualização, revisão e edição para aprimorar a produção de textos acadêmicos; portanto, é necessária a atenção das autoridades, professores e alunos para promover a produção acadêmica de qualidade.

Palavras-chave: edição; planejamento; processos de redação; redação acadêmica; revisão; textualização.

INTRODUCTION

The university aims to train future professionals in various areas and promote research to face different social, political and economic problems; That is why, to achieve these objectives, it is essential that university students develop the linguistic skills of written production and text comprehension since this will allow them to manage information. Without a doubt, writing is one of the basic skills of great importance for the acquisition, transmission and production of knowledge, hence, in the course of their university education in which they interact with information of various kinds, various types of academic texts such as: monograph, reports, scientific articles, theses, dissertations, essays, opinion articles, life stories, case studies, etc., each of these productions written with their own characteristics and formats, obviously, for this purpose, it is necessary to provide the student with the tools to manage information and master knowledge.

However, various studies show that the writing level of university students continues to be a concern for academia. In this regard, Enciso et al. (2022) state that university students are located in the deficient level with 20.2%; acceptable with 46.8%, good with 31.2% and only 1.8% were at the excellent level, this means that university students are still in the process of acquiring writing skills. Also, Rey and Gómez (2021) identify difficulties associated with the identification of information, use of punctuation marks, use of connectors and articulation of quotes with their production. Likewise, Herrera (2020) analyzed the writing level of university students who initially ranked below level I, although after receiving advice regarding the construction of the argumentative text, the students reached level III and IV, that is, they managed to develop and strengthen writing skills. On the other hand, Da Cunha and Montané (2019) point out that the greatest difficulties in writing specialized texts are textual structure, content, vocabulary, then textual cohesion and formality. For this reason, Hermsillo and Verdin (2019)

propose that to improve results on writing levels in university students, it is essential to create methodological strategies that respond to the interests and needs of students, as well as share responsibilities between different educational entities.

That is why the objective of the study is to analyze the theoretical bases related to the four stages of the academic writing process and to socialize each of the substages to be considered in the process of academic writing in university students.

For the research, the theoretical bases related to the four stages of the academic writing process in university students were analyzed and for this purpose documentary analysis was used as an empirical method to carry out an adequate theoretical description, guaranteeing the systematic recovery of information and establishing a balance. of research on the topic (Meza et al., 2020).

The methodology consisted of a general review of the literature related to the four academic review processes: planning, textualization, review and editing. For the research, scientific articles were collected from scientific databases such as Scielo, Scopus, ERIC and EBSCO. The key words used in the search were: "academic writing", "writing processes", "university students".

The bibliographic analysis focused on the collection of updated information on the topic, for which 65 articles were initially collected, after analyzing the information in detail, only 39 were considered. The articles considered publication date, sample size, the sufficiency in the description of the results obtained and the contribution to the writing processes in the academic writing of university students.

DEVELOPMENT

Academic writing

The writing of the academic text must be assumed as a process of several stages and not a single one, as referred to in the cognitive approach to the writing process, which allows us to understand how mental processes, memory and emotions interact in the preparation of the academic text. Various skills and cognitive operations intervene in this process that are activated before, during and after writing the text and that are visualized in three stages: planning, textualization and correction (Flower & Hayes, 1996, Cassany, 1999). On the other hand, Vásquez and Varas (2019) considered four categories in the writing process: definition, planning, textualization and review. In this line of ideas, Enciso et al. (2022) specify that any academic text that seeks to transcend requires systematically complying with the writing processes of planning, textualization, review and editing. Obviously, each of these writing stages are cyclical and not exclusive (see Figure 1).



Fig. 1- Stages of the writing process
Source: own elaboration

Likewise, Vásquez and Varas (2019) concluded that the university students, who participated in their research, assume writing as a process, however, in a superficial and limited way. In this sense, they suggest taking courses aimed at assuming writing as a process. In relation to this, Niño and Castellanos (2020) conclude that since not everyone can successfully manage the writing process, instructional work needs to be promoted.

In the pedagogical practice of basic and higher education, it is evident that the writing processes that university students neglect most are planning and textual revision. Therefore, it is a pending task for educational institutions to empower students in the use of discursive strategies that allow them to be successful in each of these writing processes.

Textual planning

In the writing process, writing planning is understood as a stage of reflection, prior to writing. In general, this stage is neglected or not considered by inexperienced writers (Chumaña *et al.*, 2019). Therefore, planning should focus on the generation and order of ideas, as well as establishing purposes for the text. To achieve the purpose of any writing, good textual planning is very important (Aznárez & López, 2020).

Various studies show that textual planning is one of the processes most neglected or omitted by writers with little experience. Mateo et al. (2021) specify that among the problems that stand out in the writing process is that there is little academic rigor in the search for information and that there is no writing planning. Chumaña et al. (2019) conclude that 66.7% of university students from a study group at the School of Languages, research subjects, state that they do not plan before writing. Romero (2013) shows little textual planning; he found that 95% of the students who participated in the study took notes beforehand and that 70% did not have sufficient mastery of a technique for planning prior to the text.

The choice and delimitation of the topic

The choice and delimitation of the topic is one of the first steps to be considered in planning. The theme should be understood as a main topic around which the subthemes develop without contradictions and repetitions (Melguizo & Gallego, 2020). The choice of the topic can begin with a brainstorming session. This process must

be complemented with the review of sources to facilitate understanding of the location of the topic in the reviewed literature. This allows for a greater overview to specify what is being discussed. will investigate, its characteristics and subtopics to be addressed (Iño, 2018).

The review of sources

In the planning phase, the sources that will support the content expressed in the textualization phase are studied, analyzed and reviewed. However, this phase, necessary in any research process, is very complex due to the amount of information available. At this stage, the writer must be aware that not all of the sources he or she has reviewed are important to his or her text. Here, the power of discerning which ones are truly important to your purpose and which ones are not, must be put to use. This process requires the development and organization of information search strategies, mainly the development of the analytical capacity to compare and contrast (Carranza & Pérez, 2021) **Determination of the audience**

The audience is the potential readers of the text, these may or may not be knowledgeable about the topic. Knowing the audience allows the writer to decide wisely about what material to include, how to organize ideas most appropriately, what level of register to use, and so on. According to Melguizo and Gallego (2020), the recipient of the text must be considered at all times. In this same order of ideas, González et al. (2019) maintain that it is very important to know the recipients to whom the text is directed, to know how much they know about the topic, what register is appropriate, what vocabulary, grammar, etc. is relevant, what strategies will be used to capture their attention and communicate effectively, among others. Regarding audience dominance, Enciso et al. (2022) show that 35.8% have a poor audience domain, 48.6% have an acceptable level, 14.7% have a good audience domain, and only 0.9% have an excellent level. In other words, 99.1% have some hearing problem. On the other hand,

Chumaña *et al.*, (2019) conclude that 61.1% do not consider the audience to whom the text is directed.

Determination of purpose

Determination of purpose refers to the purposes, goals, and functions that an author has in the task of creating a text. Thus, writers with tendencies to reproduce knowledge assume that writing allows the communication of information produced by experts and focus on formalities such as regulations. Meanwhile, writers with more complex concepts consider that writing contributes to modifying knowledge, becoming empowered by the topic, generating new ideas, and clarifying ideas about what is written (Errázuriz, 2020). Consequently, it is relevant to train the student in determining the textual purpose before starting writing. Among the communicative intentions, the following stand out: inform, explain, entertain, convince (González, 2019). According to Chumaña *et al.*, (2019), 66.7% of the study subjects do observe their purpose or purpose and type of exercise to be performed.

Preparation of the writing outline

There are various methods to organize ideas: the scheme, classification, hierarchy, cause-effect relationship, comparison and contrast, among others. Of all of them, the one most used in the university environment is the writing outline. In this regard, Escurra et al. (2007) specifies that a text outline is a graphic, symbolic or numerical list that shows the ideas that make up a speech, the order in which they will appear in the text and the hierarchical relationships between them. The function of the outline is to panoramically project the path of the text. Consequently, the scheme developed at this level is usually comprehensive, coherent and hierarchical, since it contains a large amount of information driven by specific ideas and guidelines.

Textualization

Writing is an activity that requires a great cognitive effort on the part of the author, in this case, university students, researchers, teachers, who express their knowledge about a certain topic, and also allows them to go deeper into the information they need. manage to write the text and, therefore, the knowledge they had is transformed and they learn more, since they must review various reliable and academic sources (Abanto, 2019). As can be seen, Abanto values writing as a complex process where the person registers mastery over a given topic. Likewise, as the third stage of the writing process, there is textualization. This is defined as the product of physical and mental relationships, and the interaction of the previous stages (planning and review). Carranza (2021) states that, in this second stage, textualization, there is still a search and consultation of sources, but it is also the stage in which it has to be demonstrated which authors or which texts were consulted to prepare the text; This must appear explicitly.

The authors Escalante de Huayta et al. (2022) also define textualization as the process of producing a text. It refers to the precise moment in which words come together to produce a global meaning. It is one of the key concepts of Discourse Analysis. In this way, textualization corresponds to the precise moment in which the speaker expresses his ideas through terms or words, which of course present coherence. Likewise, it is important that at this stage students manage basic categories, such as punctuation and spelling. In this regard, Esteban (2023) states that "It is essential that they manage within their abilities grammatical and orthographic resources that support and sustain adequate grammar" (p.57).

Likewise, it is important that at this stage students manage basic categories, such as punctuation and spelling. Likewise, it is important to note that the textualization stage includes compliance with the writing scheme, the latter must be prepared taking into account the communicative situation

and the sources reviewed, the writing scheme constitutes, in this way, a support or map of route from which the student must be guided in the writing process.

Likewise, it is important to consider that during the textualization stage the organization of ideas in sentences and paragraphs must be guaranteed. In this regard, Coronado (2021) points out that academic writing is an insufficient practice, a situation that causes surprise, because It is a social practice that allows us to learn new knowledge, however, it is the one that receives the least interest. Considering Coronado, writing should strengthen the ability to connect ideas logically and coherently. León (2020) asserts that there are few writing practices carried out by university students to develop satisfactorily in the field of writing, because they are not carried out in school, since traditional methods for teaching writing are taught there. In this sense, the author considers it necessary to promote, in students, the abilities to articulate their ideas well to create coherent messages.

Likewise, for this third stage of the writing process it is important to note that the presentation, support and connection of the information must be as rigorous as possible. In this regard, Pandal (2020) points out that there are various investigations on the writing problem in the university students, this precisely because they do not adequately connect ideas, hence the importance of coherence. In this regard, Caro et al. (2015) specify that coherence is understood as the thematic structure that a text has, which is orderly and relevant. On the other hand, cohesion refers to the internal sequence that a text has, which promotes understanding of the idea. Regarding the thematic structure, when the text has coherence and cohesion and helps explain a central theme, that is where it can be stated that a thematic structure exists.

Likewise, Calle et al. (2020) indicate that for textualization to exist, two indicators must be present: textual linguistics and sentence linguistics. The first refers to the presence reported where the characters or

agents, time and space are made clear. In addition, semantic coherence, references to avoid repetition of terms, as well as thematic progression are necessary. On the other hand, sentential linguistics consists of giving order to words or groups of words where they are syntactically related.

The textual review

Experienced writers view revision as a global text-related activity, reviewing the entire text, while inexperienced writers view this activity as a more local level, reviewing the text at the sentence level. That is, inexperienced or beginner writers define revision as changing words, deleting errors, and deleting parts of the text; while experienced writers review a variety of aspects such as, for example, the structure, coherence and content of the writing (Alamargot & Chanquoy, 2001).

In a study carried out by González (2020) it is concluded that students understand that there is a common thread of revision and they do so by evaluating and correcting elements that they believe are incorrect. But the aspects on which they focus the most are the aspects of form, because although they indicate that the most important thing is the content, they do not know what revision codes to implement, nor do they know strategies to help them materialize the abstract concepts of coherence and cohesion when writing that they build. Furthermore, they do not consider within the construction process the possibility of returning to other previous processes, such as planning or access to knowledge. Instead, they follow successive steps, and when they have a first draft, they only superficially evaluate and correct. They do not show substantive changes, deletions or additions to the content. What is evident, in the best of cases, is a modification of what they wrote at the beginning of the process. Furthermore, he adds that this implies that textual review can be assumed as a teaching activity by the teacher and a learning method for the student.

Review of textual purpose

Every textual purpose responds to a defined structure or characteristics and different texts that make it concrete. The review of the textual purpose should focus mainly on the fulfillment of the intention of the type of text that is written, on the understanding of the ideas that the text exposes and on the organization of the type of text that is written. When an academic text does not fulfill its textual purpose, it is generally because there is no clarity in the ideas that are to be communicated, the sequence is lost or the topic changes, the organization that the produced text requires or does not comply with. the characteristics of the recipient have been considered.

Enciso et al. (2022), in an investigation of second cycle university students, found that in relation to the fulfillment of the textual purpose, 28.4% are found to be deficient, 45.0% are at an acceptable level and 26.6% are between good and excellent. They report that, although the results reflect a favorable development in the textual purpose, however, there are deficiencies to overcome in relation to this textual review sub-process.

Consistency check

Coherence is a textual property that allows us to identify the clarity, relevance and logical order of the ideas in the text, what the topic is and what is reported about it, the length and unity of the paragraphs (Cassany, 1999). Next, a classification and description of the most relevant coherence problems is presented (See Figure 2).

Principio de coherencia	Transgresiones más comunes
Congruencia entre las ideas	Contradicción: una idea del texto contraría el significado de otra expuesta anteriormente, por ejemplo, en el siguiente texto se plantean dos ideas que no pueden ser ciertas al mismo tiempo: Francisco es vegetariano así que come carne solo de vez en cuando. Incongruencia: una idea del texto no es congruente con el universo creado por el discurso. En el ejemplo, el texto presenta una proposición que no es congruente con el universo 'En Santiago': En Santiago, los niveles de contaminación son casi imperceptibles.
Progresión temática	Pérdida de referente: la referencia de alguna idea del texto no está unívocamente establecida. En el ejemplo siguiente no se sabe con certeza a qué refiere la expresión 'esta forma': No creo que exista una carrera adecuada para cada género, salvo algunas excepciones como ser matrona o ginecólogo, porque creo que es más cómodo para una mujer ser tratada de esta forma. Cambio de tema abrupto: sucede cuando se inserta un tema nuevo que no contiene información dada ni está íntimamente relacionada con una idea expuesta anteriormente en el texto. Redundancia: una oración o un conjunto de oraciones solo contiene proposiciones ya dichas en el texto, por lo tanto, su presencia no tiene justificación ya que no contribuyen en nada al logro de su propósito. Secuenciación azarosa de ideas: un segmento del texto no se entiende ya que el orden en que las ideas están presentadas parece fortuito. Esto implica que al lector no le es posible inferir qué intención explica que las ideas hayan sido secuenciadas del modo en que lo están. En otras palabras, no se sabe por qué razón una idea ha sido puesta al lado de la otra. Fuera de estos casos, en teoría son completamente unisex. Tanto hombres como mujeres tienen la capacidad para cumplirlos a cabalidad, es completamente personal, saben cuál es la habilidad dominante en eso y si se desea seguir ese camino.
Relación entre las ideas	Digresión: sucede cuando una proposición está relacionada con el tema, pero la información nueva que aporta no contribuye con el propósito del texto. Conector inadecuado: Existe un conector que establece una relación inadecuada entre dos proposiciones sucesivas. En el ejemplo siguiente, vemos que el autor incorpora dos conectores causales ('porque' y 'por lo que') pero no se puede inferir una relación de causalidad entre las proposiciones que conectan: Creo que, si bien el estudio realizado por la OCDE refleja datos sobre los estudiantes a nivel mundial, no es el tipo de estudio que sirva para saber si existe una carrera apta para cada género, porque esta pregunta está hecha en base a un estudio realizado, por lo que, no es de gran utilidad.

Fig. 2- Principles of coherence and most common transgressions

Source: Taken from Andueza, A. & Aguilera, N. (2018). Teaching and learning textual coherence: a didactic proposal based on the theory of Michel Charolles. *Didactics. Language and Literature*, 30, 23-40. <https://doi.org/10.5209/DIDA.61952>

Londoño and Ospina (2018) in a study between the Metropolitan Technological Institute (ITM, Medellín-Antioquia) and the Envigado University Institution (IUE, Envigado-Antioquia) obtained poor results in the students of the control group, both at the beginning and at the end of the course. In relation to the experimental group, the expected results were not evident, but they demonstrated considerable improvement. On the other hand, Andueza and Aguilera (2018) conclude that the incorporation of teaching coherence within the writing process is a necessity. Thus, the mastery of some of the elements of coherence such as congruence between ideas, thematic progression and the relationship between ideas will be operationalized; however, they specify that these principles do not fully explain the complexity of coherence.

Review of textual cohesion

The sub-process of reviewing textual cohesion allows us to identify and correct deficiencies in the use of connection mechanisms between one idea and another, using various procedures of

lexicon, grammar, thematic progression, referents and discourse markers; very left out or unknown by students (Moscol, 2018). In a research carried out by Herrera et al. (2020) report that: "with respect to cohesion, there were a large number of omissions of punctuation rules; commas, periods, semi-colons, accentuations; accents; likewise, there were problems related to difficulties with pronouns, connectors, order of syntactic elements, etc." (p.27). On the other hand, Cedeño et al. (2022), in a study carried out on remedial university students, conclude that the lowest results were obtained in coherence, cohesion and variation that correspond to the ability of written expression.

Review of textual adequacy

Textual adaptation must be understood as a mechanism that allows the use of the linguistic register according to the communicative fact and the demands that it demands. In this line of ideas, Herrera et al. (2020) refer that textual adequacy is related to the level of adaptation of the discourse of the communicative act. Here the type of formal, semi-formal or informal register of the language is considered, depending on the communicative situation, social group and function of the text. Furthermore, they report that: "in the field of textual adequacy, 80% of students use common words and there is no good lexical level, which makes redundancy very noticeable in the writings" (p. 27).

Review of appropriate use of information: mastery of sources

Martín and La Fuente (2017) propose five indicators for the bibliographic review of the body of the work: exhaustiveness, critical use of the bibliography, quality, relevance and review of previous research. Likewise, they suggest nine indicators for the bibliographic references included at the end: updating, total number of citations, self-citation, language, typology, support, complete citations, accuracy and compliance with a citation style or standard. On the other hand, Hernández et al. (2019) analyzed 562 references and

1,209 citations from 14 theses from the National Digital Repository of Peru, in 2017, they evaluated the citing mechanisms and references and identified that the level achieved for both variables was "sufficient." However, they point out that the results of this research show deficiencies in the process of references and citations of sources.

Edition

Editing is the fourth and final stage of the writing process. This writing process allows you to visualize and analyze the initial image of the text. Various aspects must be considered, for example, writing style, bold, italics, images, margins, type of sheet, etc. In this regard, Javier (2019) asserted that the articulation of literary practices with the topics of specialty courses is pertinent, so that the student feels motivated and can, from the beginning of his university life, verify that textualization What he does on stage is valuable knowledge, necessary to be disseminated. Furthermore, this author points out the importance of familiarizing yourself with the topic that is going to be written.

Ramos (2019) stated that teachers have the commitment and responsibility to help students in the process of development, maturation, and achievement of communication skills that go beyond professional success. That is why, today, the writing process is quite a challenge. On the other hand, Medina (2022) points out that the student must be able to use and master written language and its rules to construct coherent, cohesive and appropriate discourses and transmit them to a specific recipient in specific contexts and following a purpose . This competence implies all stages of writing.

The authors Escalante de Huayta et. al (2022) also define the process of reviewing the writing of the text, in which the writer seeks to recognize possible changes in order to give it coherence in its construction, allowing us to weave together linguistic arguments, etc. As can be seen, this stage is considered a verification

mechanism so that the textual writing reaches its end. Along these lines, Sologuren (2019) stated that in the university environment, writing assumes a fundamental role in the academic spectrum both due to its crucial participation in the academic literacy process and its role in the global context.

The cultured language is understood as the linguistic modality where one seeks to use, in a perfect way, the lexicon and morphosyntax of a language. On the other hand, the communicative situation refers to when the content of the text is clearly located within a specific context (personal, academic, political, economic, etc.). Finally, the communicative intention consists of demonstrating the author's intention in the content. This is where the author's purpose is to claim, give his opinion, suggest, describe or highlight a topic through the content of the text.

As a reflection, it is necessary to point out that various authors only consider three stages: planning, textualization and revision. However, this classification would be more focused on text production in general. In the case of higher education, the level of content demand is higher, so re-reading is required to find errors, gaps and imperfections. Therefore, this is where the editing stage appears.

CONCLUSIONS

The deficit in textual production includes aspects related to the management of the process itself, which should be of concern to the academy, since knowledge extends and transcends through writing, which is why we can conclude that, Recognition and awareness in the university community of the stages that comprise the written production process must be guaranteed, in such a way that each of these is defined, among which are: planning, textualization and revision as aspects addressed by various authors, but editing should not be left aside as an enriching and summative stage in the development of skills even

though it is not yet widely disseminated. Likewise, it is important to guarantee that the activities linked to writing are of interest to the student in such a way. so that his commitment to the writing is genuine.

Of the writing stages, planning is considered of vital importance for the student, since the development of the process prior to writing will allow him to guarantee the location of topics of interest, after exploring sources (choice and delimitation of the topic), the adequate discernment of the use of sources for the construction of the text (review of sources), the identification of the audience to guarantee the use of language and other aspects that allow the reader to be captured (audience determination), as well as the communicative intention (determination of the purpose) and the projection of the structure of the text, contemplating the hierarchical relationship of the ideas (writing scheme).

In relation to textualization, this is a part of the process in which the writing scheme must be complied with, guaranteeing the communicative intention in the text in a global sense. To do this, the student must articulate the ideas by expressing them through words in a clear, precise manner and with appropriate language, in such a way that they maintain the logic of the established thematic structure (coherence) and the organization in sentences and paragraphs with adequate internal sequence (cohesion) thus complies with the progression, order and syntactic relationship.

On the other hand, the review is the period in which important aspects such as the communicative intention and the type of text in general are verified, but also, at this stage, particular aspects such as clarity, relevance and order of ideas that guarantees congruence, progression and relationship between them. In addition, the connection of ideas with the appropriate use of punctuation marks, grammar and connectors, since these allow the adaptation of the speech to the communicative act, which during this stage

the review of the information used in the text, both in the body and the references.

Editing is a little-known stage, however it is of vital importance since it is the closing of the academic writing process, in which the style of the language is verified according to the communicative situation, as well as the latest modifications that contribute to clarity, and neatness of the text, keeping in mind the form through language, the content in the communicative situation and the contribution to the text with the communicative intention, so those criteria of form that the text requires for its dissemination are also considered, the which generally conform to pre-established formats.

Finally, writing is a complex process and of great importance for the dissemination of knowledge, which is why the attention of authorities, teachers and students is required, in order to achieve texts of various kinds and with thematic fields that contribute to society, therefore , it is necessary that those responsible for curricular plans and academic authorities consider the development of competence in written production as a priority element to improve information management and increase the production of knowledge.

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