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Original article

The development of the construction of written media texts, based on the Environmental Education program

El desarrollo de la construcción de textos mediáticos escritos, a partir del programa de Educación Ambiental

O desenvolvimento da construção de textos midiáticos escritos, com base no programa de Educação Ambiental

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ABSTRACT

The communicative skills that should be developed by every individual throughout their life allow them not only to understand and analyze the world, but also to construct new meanings. Text construction offers students the opportunity to interact and develop this skill. Therefore, the objective of this article is to share a system of activities to contribute to the development of written media text construction, based on the Environmental Education program for pre-university students. The theoretical methods used were the historical-logical and the analytical-synthetic; the empirical methods were documentary analysis and observation. As a result, a system of activities was proposed, emphasizing its structure, for the development of written media text construction, based

on the Environmental Education program. It was concluded that the result contributed to achieving the proposed objective.

Keywords: text construction; environmental education; written media text.

RESUMEN

Las habilidades comunicativas que deben desarrollarse en cualquier individuo a lo largo de su vida permiten que no solo comprenda y analice el mundo, sino que construya nuevos significados. La construcción de texto ofrece la posibilidad de que los estudiantes interactúen y desarrollen dicha habilidad. Por lo que el objetivo del artículo es socializar un sistema de actividades para contribuir al desarrollo de la construcción de textos mediáticos escritos, a partir del programa de Educación Ambiental en los estudiantes del preuniversitario. Se utilizaron como métodos teóricos: el histórico-lógico, el analítico-sintético; de los métodos empíricos: el análisis documental y la observación. Como resultado, se propuso un sistema de actividades, enfatizando en su estructura, para el desarrollo de la construcción de textos mediáticos escritos, a partir del programa de Educación Ambiental. Se concluyó que el resultado contribuyó al logro del objetivo propuesto.

Palabras clave: construcción de textos; educación ambiental; texto mediático escrito.

RESUMO

As habilidades comunicativas que devem ser desenvolvidas por qualquer indivíduo ao longo da vida permitem não apenas compreender e analisar o mundo, mas também construir novos significados. A construção de textos oferece aos alunos a oportunidade de interagir e desenvolver essa habilidade. Portanto, o objetivo deste artigo é compartilhar um sistema de atividades para contribuir com o desenvolvimento da construção de textos midiáticos escritos, com base no programa de Educação Ambiental para alunos do ensino fundamental e médio. Os métodos teóricos utilizados foram o histórico-lógico e o analítico-sintético; os métodos empíricos foram a análise documental e a observação. Como resultado, foi proposto um sistema de atividades, enfatizando sua estrutura, para o desenvolvimento da construção de textos midiáticos escritos, com base no programa de Educação Ambiental. Concluiu-se que o resultado contribuiu para o alcance do objetivo proposto.

Palavras-chave: construção de texto; educação ambiental; texto midiático escrito.

INTRODUCTION

New Information and Communication Technologies have facilitated a renewal in the mastery of skills related to reading and writing processes. "With these technologies, students can actively participate as readers, writers, or supervisors, developing a personal perspective that is expressed and shared" (García, 2024, p. 159). Given a new generation enriched by mass media, as Boillos (2021) states, it is necessary for those involved in the communication process to possess the skills required for understanding and constructing meaning (p. 25).

Skill in written communication in digital format requires mastery of the ability to produce texts that employ different codes depending on the context, paving the way for hypertextuality, since the rapid use of media texts provides constant interaction. The objective of the Literature and Language course in pre-university education is to ensure that students become effective communicators, capable of conveying their most imaginative reflections through language and, more importantly, developing flexible and independent thinking that encourages the pursuit of knowledge and decision-making in the face of diverse problems.

To achieve the objective of language teaching, Roméu (2014) states that it is not enough to simply develop the skills to understand and analyze texts. It is also essential to place students in situations where they construct their own texts; in short, to create meaning according to their communicative needs with a specific intention and purpose. This also implies knowledge of different codes, since communicative situations will not be the same in every case, and lexical and grammatical resources must be used in accordance with the established norms of each code.

The author defined the concept of text as:

> (…) a coherent communicative utterance, carrying meaning; that fulfills a communicative function […] in a specific context; that is produced with a specific communicative intention and purpose; that makes it possible to accomplish certain communicative tasks, for which the sender uses different procedures and chooses the most appropriate linguistic means (Roméu, 2014, p. 34).

According to Emery and Rother (2000), writing is "a complex cognitive activity in which individuals construct texts for others, using means and codes of communication, in accordance with the forms and conventions characteristic of discourse in specific contexts; for this purpose, media texts take on great significance" (p. 61).

It is important to highlight the importance of communicators in society, given that "the construction of creative texts is an interactive transactional process, where meaning is the result of a complex dynamic of interactions" (Rosabal, 2022, p. 169).

However, as a result of an exploratory study in pedagogical practice, the difficulties that students present in the development of the text construction skill were found, which are related to: achieving adjustment to the topic, presenting quality and sufficiency of ideas, making use of adequate coherence and cohesion, and being able to identify and correct errors in writing; it was observed that the texts with which they interact most in class are literary ones.

According to Villarroel Silva *et al.* (2022), the media should strive to communicate objectively; however, depending on their ideology, they may specialize in: informing, educating, transmitting, entertaining, shaping opinion, teaching, controlling, and so on. "Inevitably, these texts or discourses that appear in digital media influence their users, whether consciously or unconsciously, whether by informing or misinforming" (p. 73).

The study of media texts grouped into "films, programs, images, places on the net, etc., that are transmitted through television, cinema, video, radio, photography, advertising, newspapers, magazines" (Orduz, 2017, p. 1) is chosen, since these are transmitted through mass media channels and mobile devices, where students are in constant interaction and allow the development of reflection and self-criticism in the face of the reality being studied.

Problems related to human beings and how they live and develop in their environment take on special significance. Today it´s had inherited a damaged environment; climate change affects more and more people every day in different parts of the world, and its consequences have made it a threat to survival.

Given global concern, the 2030 Agenda and the Sustainable Development Goals for the countries of Latin America and the Caribbean propose as a target for goal 13, referring to the adoption of urgent measures to combat climate change and its effects: "Improve education, awareness and human and

institutional capacity regarding climate change mitigation, adaptation to it, reduction of its effects and early warning" (Caribbean, 2016, p. 27). According to Solares, Muench, Pasquier and Ríos (2021), "it is important to achieve an awareness of prevention and preservation of the environment in the population, whether in the countries vulnerable to this problem as well as in the least affected; that is why strategies and objectives are drawn up at the regional level" (p. 55).

This study assumes that Environmental Education should be a continuous process both in and out of school, with an interdisciplinary approach, emphasizing active participation, prevention and solution of environmental problems (Calderón Torres & Caicedo Rincón, 2019, p. 31).

There is an urgent need to take responsibility for preserving all the resources that nature provides us today and that it´s passed on to future generations. However, it can be observed different approaches among population groups, communities, organizations, and companies that still lack awareness of the importance of caring for and preserving the environment. Therefore, it is essential to use media to raise awareness about the importance of making informed decisions at the personal, governmental, and global levels regarding climate change, which affects us all.

In response to this situation, the authors set as their objective to socialize a system of activities to contribute to the development of the construction of written media texts, based on the Environmental Education program.

MATERIALS AND METHODS

The dialectical-materialist approach was assumed As a general method, it studies the most general laws of the development of nature, society, and thought itself, and views objects, phenomena, and things as constantly changing, transforming, and moving. Therefore, it offers the possibility of transforming the current state of a problem and bringing it to a desired state. Theoretical methods such as the historical-logical method were used to analyze the process of constructing written media texts, as well as their treatment in the subject of Literature and Language, and in the process of Environmental Education. The analytical-synthetic method allowed for the decomposition of the phenomenon under study and the determination of trends for incorporating procedures into the process and modeling. This enabled the design of a system of activities that would contribute to the development of the construction of written media texts.

The following empirical methods were used: content analysis, in the study of normative documents, The study analyzed the programs, methodological guidelines, and textbooks to verify the regulations and guidelines established by the governing documents for working with text construction within the subject and Environmental Education. The selected students' notebooks were reviewed to assess their progress in text construction skills. Observation was also conducted to determine how the subject teacher contributes to the development of written text construction, whether they utilize different stylistic text types, and how they implement the Environmental Education curriculum, as well as how they adhere to the guidelines, methodological guidelines, and textbooks for the subject. A survey and a pedagogical test were also administered to the students in the sample to verify their progress in text construction skills.

For the development of this research, 30 students were selected from a population of 309, representing the tenth-grade enrollment at the Federico Engels Pre-University Vocational Institute of Exact Sciences (IPVCE) in the province of Pinar del Río. This selection was made using stratified random sampling. The resulting allocation was as follows: five winners of knowledge competitions in various subjects, 15 residents of the municipalities who boarded at the school, and the remaining students who lived in the urban area on a day-boarding basis. This division corresponds to:

- The creation of a scientific society as an extracurricular activity for the development of communicative skills, emphasizing the construction of written and media texts.
- The social and cultural context in which students develop outside the institution's teaching process.

With the aim of guiding the diagnostic process, in accordance with the chosen scientific problem, the dimensions and indicators were determined, coinciding with those proposed by Domínguez (2010) for the stages of the written text construction process. In the *planning stage*, ideas are generalized and selected, preliminary outlines are developed, and decisions are made regarding discourse organization, the characteristics of potential readers, and the communicative context. In the *drafting stage*, the planned ideas are put into writing, the conceived thoughts are translated into linguistic information, and a series of decisions are made regarding spelling, syntax and pragmatics, and thematic progression. In the *self-revision stage* textualization results are improved towards the detection and elimination of errors.

RESULTS

Using empirical methods, the following results were obtained, considering the proposed dimensions and indicators. In the application of the survey, for Dimension I: *Planning*, Indicator 1: Generalizing and Selecting Ideas, 30 students were surveyed, representing 100% of the sample. Analysis of the results showed that six students, 20% of the sample, are able to adopt new criteria and develop their own, demonstrating generalization and selection of ideas for writing (they were rated as Good). Eight students showed difficulties with this indicator, representing 26.6%, as they are unable to generalize and select the ideas necessary for adequate construction. These students were rated as Fair and Poor. For Indicator 2: Determining Essential Ideas Addressed in the Text, a total of six students, 20%, correctly answered that, upon understanding a text, they determine its essential ideas, facilitating better mental organization of those ideas (they were rated as Good). The remaining seven students (23.3%) indicated that they sometimes identified the main idea (rated as Fair), while the other 56.6% did not identify the main ideas in the text they understood (rated as Poor). Regarding indicator 3: developing a preliminary plan for writing, eight students (26.6%) responded that they do develop a preliminary plan to facilitate writing (rated as Good), while 73.2% neither develop nor are familiar with the types of preliminary plans available for writing. These latter students were rated as Fair (16.6%), and the rest as Poor (56.6%).

As can be seen, the indicators that measure this dimension show low results, since the evaluated responses of Good are below 30 %, reflecting that the students do not possess broad and deep knowledge about the topic addressed; they do not determine, in logical sequence, the essential ideas in the text, and they do not use the prior plan for a correct algorithm in the construction.

Another diagnostic tool was a pedagogical test, which was administered to the sample group. This test consisted of constructing a text based on a given topic. Several ideas were presented, and the students were asked to select one. The results for Dimension I: *Planning*, under indicator 1, showed that only seven students (23.3%) of the sample demonstrated mastery in generalizing and selecting ideas and possessed knowledge of the subject matter (Good). Nine students (30%) demonstrated partial mastery (Fair), while 14 students (46.6%) did not demonstrate adequate generalization and selection of ideas (Poor). Under indicator 2, only six students (20%) identified the essential ideas of the text (Good), while seven students (23.3%) did not, to a limited extent (Fair). The remaining 17 students, 56.6% (Poor), do not consider the identification of essential ideas important. Indicator 3 showed that only nine students, 30%, correctly developed a preliminary plan (Good); six students,

20% (Fair), partially developed one; and 15 students, 50% (Poor), did not consider it at all. This dimension demonstrated that students have difficulty determining the logical sequence and essential ideas in the text, do not use the preliminary plan for a correct algorithm in the construction process, and lack broad and in-depth knowledge of the topic being addressed.

In the *textualization* dimension, indicator 1, the proposed topic is familiar to everyone due to its importance in our lives. However, difficulties were observed in adapting to the topic, as eight students (26.6%) addressed the central idea (Good), while seven students (23.3%) only partially addressed the topic (Fair). Fifteen students (50%) did not address the topic at all (Poor). Regarding the quality and sufficiency of ideas, indicator 2 of this dimension, seven students (23.3%) demonstrated mastery of the proposed topic and showed good quality ideas, as well as sufficiency in the message conveyed. Nine students (30%) partially expressed their opinions, with quality and sufficiency. The remaining 46.6% did not demonstrate good quality and sufficiency, as their writing was weak in ideas and they did not express their own opinions. In indicator 3, related to coherence and cohesion, it was found that eight students (26.6%) achieved a connection and link between words, sentences, and paragraphs; 10 students (33.3%) had difficulties and were therefore rated as satisfactory; the remaining 12 students (40%) did not meet the requirements. These results are below the established parameters, which are rated as Good, Seven as Satisfactory, and Fifteen as Poor.

Another instrument used was the review of students' notebooks. The results showed that, in indicator 1, regarding the generalization and selection of ideas in the *planning* dimension, 10 students (33.3%) showed no difficulties (Good); eight students (26.6%) were rated as Fair; and 12 students (40%) were rated as Poor. In indicator 2, 11 students (36.6%) were rated as Good; nine (30%) as Fair; and 10 (33.3%) as Poor, demonstrating that the students showed insufficient ability to identify essential ideas when constructing texts. In indicator 3, nine students (30%) showed difficulties, as they did not develop prior plans for text construction; 11 students (36.6%) were rated as Fair; and 10 students (33.3%) were rated as Good. In this area, the results were found to be unsatisfactory, as 30% of the students, when writing in their notebooks, displayed carelessness and inattention; they did not focus on the requirements for good writing, but rather approached it as if it were just another activity, without giving the creative act the attention it deserves. This is mainly due to the students' lack of motivation and disinterest, as well as insufficient follow-up to the diagnostic assessment and the lack of differentiated instruction for students in the text construction process.

The indicators of the *textualization* dimension also had difficulties:

In indicator 1: achieving adherence to the topic, nine students (30%) were rated as Good because they demonstrated in their writing that the central idea is of vital importance and that the other ideas must revolve around it, without supplanting or omitting it. Eleven students (36.6%) were rated as Fair because they partially managed to adhere to the central topic in their writing. Ten students (33.3%) were rated as Poor for not paying attention to the topic.

In indicator 2: achieving quality and sufficiency of ideas, eight students (26.6%) were rated as Good, as they demonstrated quality ideas in their written work and addressed the topic without difficulty. Twelve students (40%) were rated as Fair, as they demonstrated some difficulty in the quality and sufficiency of their ideas. Ten students (33.3%) were rated as Poor, as they failed to demonstrate quality and sufficiency in their writing.

In indicator 3: achieving textual coherence and cohesion, 10 students (33.3%) were rated as Good, as they demonstrated coherence and cohesion in their writing, achieving connections between sentences and paragraphs. 13 students (43.3%) were rated as Fair, demonstrating partial mastery in applying textual coherence and cohesion. 7 students (23.3%) were rated as Poor, as they failed to connect ideas, sentences, and paragraphs.

In the *self-revision* dimension, it was found that nine students identified and corrected errors in their writing, representing 30% (Good); the remaining 33.3% did so partially (Fair), or not at all (Poor). In the revision of their writing, only 10 students, representing 23.3%, met this indicator; the others did not bother to produce a corrected version with the errors addressed.

As can be seen, the dimensions that govern the process of text construction in the sampled students present low levels of development, as verified by the application of the different diagnostic instruments, with the greatest difficulties being the adjustment to the topic, coherence, textual cohesion, the reworking of the writing plan, as well as the generation and selection of ideas.

The proposal was developed following the structure for a system of activities, where the components or indicators illustrated in the sheet show the connections necessary to fulfill the proposed purpose (Figure 1).

In this project, the students actively constructed the text, reflecting reality as it is represented in their consciousness. Therefore, the students' sensory perception is a complex process that allows them to represent the world and construct it through text, imbuing it with feelings, attitudes, understanding, and will. The use of media text, with the aid of mobile phones or other smart devices, fostered interaction and promoted environmental awareness.

One of the key elements of this system of activities was the socialization of text construction, where collaboration among students in building, revising, and evaluating texts was emphasized. It was essential to foster a sense of community and educate students in the socialization of appropriate knowledge, which stimulates the development of social relationships as the driving force behind change and social mobility.

Figure 1. Structure of the activity system

The system of activities presented the following components:

General objective of the system of activities: to contribute to the development of the construction of written media texts, based on the Environmental Education Program.

Specific objectives of the activity system: to construct texts based on the message that each one of them offers us and to construct texts in which an environmentalist culture is evident.

General methodological guidelines

The activity system is designed for extracurricular activities; each activity is led by the teacher, with student performance being the primary focus. Each indicator to be measured in the research was considered in the system's development, and a relationship exists between each activity to guide students through the different stages of the text-writing process. Environmental texts were selected for the activities to support the Environmental Education program.

The first and second activities measure the indicators of the first dimension; the third through sixth activities measure the indicators of the first and second dimensions; and the remaining activities measure the indicators of all three dimensions. The activities will be evaluated individually and collectively, taking into account the established parameters.

The following slide illustrates the systemic nature of the activities (Figure 2):

Carácter de sistema

Actividad	Dimensión	Indicadores	Temas Medioambientales
1	Planeación	1,2,3	Cambio climático
2		1,2,3	Cambio climático en Cuba
3	Planeación y Textualización	1,2,3,1,3	Los bosques
4		1,2,3,2,3	El agua. Importancia
5		1,2,3,1,2,3	Agua y saneamiento
6		1,2,3,1,2,3	Consumo y consumismo
7	Planeación, Textualización y Autorrevisión	1,2,3,1,2,3,1,2	La energía eléctrica
8		1,2,3,1,2,3,1,2	Los desastre naturales
9		1,2,3,1,2,3,1,2	Repercusión de la actividad humana y el cambio climático

Figure 2. Systemic nature of the activities

One of the nine activities of the system was selected to show the structure and content.

Activity 8. Natural disasters

Objective: to construct a text based on the message it provides, in order to develop a culture of prevention in the face of natural phenomena.

Methodological guidelines for the activity

The activity begins by presenting the following quote from José Martí: "Prevention is the whole art of saving," prompting students to identify the core concepts and express their opinions based on the author's communicative intention. The activity title is then introduced to establish a connection. The text is presented, and the teacher reads it aloud, guiding students through the related exercises. The activity will be evaluated individually, based on each student's responses and according to the established criteria.

Text:

> Earthquakes, floods, fires, volcanic eruptions, tropical storms, tornadoes, thunderstorms, landslides, droughts, plagues, and the phenomena known as El Niño and La Niña are all part of nature, like the sun and rain. These phenomena affect almost the entire Earth. Today, science, technology, and history help us understand why these events occur. However, these phenomena still become disasters, arriving unexpectedly, disrupting the normal systems of each country or region, and affecting many people in every corner of the planet where a culture of prevention has not yet been established.

Exercises:

a) Silent reading to look up unknown words; if necessary, use a dictionary.
b) Did you like the text? Why?
c) What are we talking about?
d) The text tells us about:

- The protection of the ozone layer.
- Forest fires.

- Natural disasters.
- The pollution of the seas.

e) Choose which of the following statements does not correspond to the content of the text:
   - Science, technology, and public health help us understand the causes of these phenomena.
   - Almost the entire Earth is affected by natural phenomena.
   - These phenomena affect many people in areas where a culture of prevention has not yet been established.
   - Nature is in a permanent process of movement.

f) In a very brief statement, express what you consider to be a culture of prevention.

g) Can we apply the information in the text to everyday life?

h) What was the author's intention in writing it?

i) Imagine that our town is being affected by the most common of these phenomena and that you have the responsibility of making an appeal to the community of Pinar del Río. Write a text that would serve as a script for your participation in a Radio Guamá program, explaining what should be done in this situation.

j) Identify and correct the errors present in the writing.

k) Rewrite the previous text.

As part of the system, each activity contributed to another, both for the treatment of skills and the proposed topics, which, although not sufficient, proposed the method to follow.

DISCUSSION

The teaching-learning process of writing or constructing texts should be approached from a complex thinking perspective that contextualizes, relates and generalizes the various aspects, the diverse perspectives and the dissimilar approaches that converge in it.

Complex thinking does not allow us to delve into the intricate web of problems that converge in the act of writing; it allows us to situate it from diverse perspectives: linguistic, communicative, cognitive, pragmatic, stylistic...; it allows us to contextualize it, it does not require establishing relationships between the teaching process (methods, procedures, approaches...) and learning (cognitive processes, experiential learning, aptitudes, skills...).

This complex nature is what, by its very nature, underlies the problem of low quality in the written texts produced by students. When writing, drafting, and textualizing ideas, an entire culture, one's entire being, is involved, making the problem increasingly complex and polyphonic.

The system of activities corroborates what was proposed by Comendador and Hidalgo (2019), who describe it as a set of elements that are closely related to each other, that keep the system directly or indirectly united in a more or less stable way and whose overall behavior normally pursues an objective.

Teaching text construction focuses on exploring the possibilities and ensuring the conditions for students to grow, through collaborative activity, to a higher level, starting from what they cannot yet do alone. This means placing the student at the center of attention, around whom the pedagogical process should be designed.

In writing, the important thing is not only to teach how the final version of a piece of writing should look, but also to show and learn the intermediate steps and strategies that should be used during the creative and writing process. Teaching a set of attitudes and skills toward writing is considered essential for knowing how to work with ideas and words.

In pedagogical practice, "the construction of written text constitutes a social and academic task and is the macro-skill in which our students show themselves to be least competent" (Castellón *et al.*, 2021, p. 231).

The results of this study coincide with what was stated by these authors, this skill being one of the most difficult to develop.

The generation and selection of ideas when writing, coupled with the mismatch with the proposed theme—where the other ideas do not orbit around the central one according to the selected thematic progression—, as a consequence of the poverty of vocabulary, the insufficient critical and creative understanding, as well as the inappropriate use of functional communicative means and the deficient use of global and formal coherence in their creations, cause students to present difficulties in the ability of textual construction.

In the construction of written media texts, it can be seen that "students express attitudes towards media discourses which they reflect upon and adopt a more autonomous way of thinking, oriented

towards the development of personality and environmental awareness, among other aspects" (Betancourt, 2025, p. 1386).

The author agrees that students are motivated by the use of smartphones or other devices that provide interaction and immediacy in information; however, difficulties persist in practice.

It is worth clarifying that it is necessary for students to have skills in the use of technological media, since a lack in this sense constitutes an obstacle to the development of other skills if they do not have skills in primary school.

The results of the measurement instruments used to assess the implementation of the proposal showed progress in the development of text construction. This is where students best adapt to the proposed topic and strive to write a coherent text; the indicator that showed the most progress was the development of the preliminary plan, thus fulfilling the objective set in this research.

This study presented novel and relevant aspects that are highlighted in:

- The contribution to the development of text construction skills in high school students, as a prelude to university education.
- The production of meaning is a logical thinking skill that requires special attention, highlighting the use of the mother tongue.
- Media texts are becoming increasingly important in a society transitioning to Generation 4.0 of New Technologies. Understanding, analyzing, and constructing these texts requires special attention, not only for students but also for society as a whole, due to their high degree of interaction and influence.
- The Environmental Education program has a great influence on the awareness of students, families, and society in decision-making for the preservation and care of the environment.
- The proposed system of activities contributed to the development of skills in the construction of written media texts, where progress was observed in the processes of *planning*, *textualization* and *self-revision*; however, difficulties persist, mainly in the second stage.

The process of text construction is one of the essential components in the teaching and learning of our native language; it complements and enriches other processes of comprehension and analysis. This study contributed to its development through the use of written media texts to implement the Environmental Education program for pre-university students.

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Conflict of interest

Authors declare no conflict of interests.

Authors' contribution

The authors participated in the design and writing of the article, in the search and analysis of the information contained in the consulted bibliography.

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