# Strengthening Textual Production, Critical Thinking And Quantitative Reasoning In The Students Of The Popular University Of Cesar: A Transversal Approach From Language And Mathematics

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## Summary

*This article seeks to identify, through diagnosis, the process of textual production in the first semester students of the Chair of Communication and Writing of the Popular University of Cesar, through a transversal commitme [1] nt with the support of the professors of the mathematics and statistics program. Methodologically, we worked under Participatory Action Research, with a work unit of 8 students, an interview was used to evaluate the problem. Six pedagogical workshops were designed and developed called I Adapt My Creation, I Elaborate My Draft and I Express My Ideas, it was concluded that it was possible to verify that following the structure of a writers' workshop, implementing a work plan and carrying out a systematic follow-up of the work carried out by the students to write their life stories,  Textual production, critical thinking and quantitative reasoning are strengthened, strengthening the writing skills required at the university level, as well as reasoning and critical thinking skills, impacting their academic performance and professional future.*

*Keywords:* teaching strategy, training workshop, writing, critical thinking, reasoning.

## Introduction

In coherence, the political, social and technological transformations that have been taking place worldwide have affected the pedagogical work and with it the linguistic competences of the written component required by universities; Despite the technological developments that are the order of the day, the conduct of pedagogical knowledge by university actors creates the impression of having been paralyzed in time, since they maintain a hierarchical order that is manifested in the classrooms, as well as the rules followed by the students who are part of it. In view of these contexts, Davidson and Tomic (1999) state that for more than a century, research on the written component has been part of the teaching-learning process in universities.

On the other hand, Baker (2000) and Bode (2001) reveal that textual production has a historical and institutional character that must be assumed as part of the curriculum; However,

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one of the educational problems at a global level is reflected in the difficulty that university institutions have in terms of integrating the interests of the student, the curricula and the demands of the environment, overlapping the writing environments that bring chaos of reading and writing, scarce opportunities to relate to a variety of texts; among others, which has an impact on a development of the writing process that reinforces logic and analysis.

It should be noted that university education permanently struggles with different discursive genres and specialized contents, which are mostly very complicated, especially when students come from a basic routine oriented to reading texts to learn with schemes and guides to participate in daily work, which lack strategies that guide the structure of a writers' workshop; pre-writing, writing, and post-writing with textual characteristics; expository, descriptive, argumentative, among others, causing high levels of frustration to both teachers and students, a situation that affects the written component and the context tends to strip away its communicative character, becoming a meaningless school action.

Following in this order of ideas, the studies carried out by Carlino (2007) indicate that the experiences of Latin American teachers agree in asserting that a third of the students who enter the medium arrive with mistakes, shortcomings in the comprehension and production of academic texts with deserted, schematic ideas and incompetence of the nature or skills present in writing. literally translating what they read, with a great critical void, distancing them from the reality of a coherent writing.

In this sense, Ruiz (2009) mentions the use of the written component in universities, in his hermeneutics he outlines that one of the most relevant problems that affects the reinforcement of the competence of textual production has its origin in the bases of secondary education, he also states that sometimes the curricular objectives of universities with reference to the subject are modified by teachers who require students to carry out work or Inquiries where the final note is the prevailing unit, leaving aside its real context where it develops or other spaces, thus limiting its abilities to solve the problems that arise in a timely manner in textual production.

In response to the above, UNESCO (2016) in its report Contributions to the Teaching of Writing, shows an analysis carried out on 19 curricula in Latin American countries, showing that for the acquisition of specific skills on the writing process, it is not only necessary to learn; On the contrary, students require tools that reinforce their writing skills, the expression of their ideas and the autonomy of their management, enabling them to develop creativity, affectivity and strengthening their language in different ways. Similarly, the Organization for Economic Co-operation and Development (OECD) (2019) reaffirms that one of the challenges facing Latin American universities and society in the 21st century is to recognize the difficulties that arise in this section in terms of textual production, since educational models represent a link to achieve the development of communicative competence.

Under these interpretations, Cubas (2007) reveals that the complexity of producing texts moves in a finalist context, where pedagogical strategies are usually located in a rigid system with ways of working that distance the student from the management of their skills, because of this the tools to strengthen their skills request the transformation of old paradigms towards the creation of learning environments that reflect on the needs of students as well as those of the environment, taking advantage of the different pedagogical spaces for the evolution of life itself.

Within this framework, Cassany, Luna and Sanz (2005) propose that when the writing of a text remains in the spaces of the classroom, the action is dispersed from the communicative process, on the contrary, when the participants turn the experience into a meaningful one by involving feelings and emotions, adequate registers are installed that turn writing into a personal challenge by citing the value of the structure of the text.

By placing oneself in this atmosphere, it can be deciphered that when the didactic strategies used in a writing process are accommodated to old learning schemes, they limit the opportunities that students have to self-regulate the construction of knowledge in the process of textual production; referring to the adequacy, coherence and cohesion of the text, limiting them as passive individuals to receive information that they must instantly rewrite to obtain an effect that is below the expected standards.

Seen from these perspectives, the writers' workshop integrates a practical reality, favoring the integrative reflection of language with reading and writing, making it a main part of any pedagogical procedure, where it is recognized that previous knowledge, affective ties and stimulation are part of a sketch of a work plan, with life stories that reinforce empathy to challenge students to build their own text.

In this particular approach, life stories used as strategies for writing a text; it goes through the subject's sensitivity; In addition, promoting the spontaneous participation of the student to share their personal experiences and their cultural experiences with specific processes in the literary style in their testimonies that give meaning and narrative significance to their oral and written language; a situation that leads him to face his own questions, building meaningful and contextualized knowledge in academic spaces.

In particular, studies carried out by González and Vega (2010), with the programs of the Sergio Arboleda University (Bogotá campus), justified the importance of teaching how to think and design writing tools to strengthen the mastery of communicative skills, highlighting the obstacles in the processes of coding and decoding written language, recording that there are few actions to achieve this. Consequently, higher education institutions and their teachers have a responsibility to develop and promote strategies appropriate to each discipline.

However, the situation described leads to the need to produce texts in spaces or workshops for writers, under an interactive process in which the student can set in motion all the skills and mental structures, so that they carry out their writing learning processes in a conscious way to understand that dynamism that goes beyond writing. strengthening the skills to develop thinking from their own environment; Therefore, the student is required to be aware of the mastery of language in order to appropriate it and use it with aptitude in all contexts of life.

The above stubs as an integral condition, have their effect in the Popular University of Cesar, through the experience of the researchers as professors of the institution and the unstructured observations made in the classrooms, it was possible to corroborate that the students of the first semester in the chair of Communication and Writing in the first place lack tools that allow them to build a coherent text, appropriate to the context and its communicative intention, with a handling of written discourse far from the level of demand of academic standards. Indeed, students bring with them school practices of copying and pasting texts, distancing them from writing skills, which makes it difficult to analyze and interpret them,

abandoning the procedure to do it correctly, it can also denote the use of short-term memory to express their ideas, leaving a void when arguing and proposing them.

Secondly, the Universidad Popular del Cesar lacks academic spaces dedicated to the production of texts, while the Chair of Communication and Writing focuses its contents on theories related to communication, its elements, language functions, levels and types of reading, communicative acts with thematic axes typical of universal literature, where the practical component of textual production and experiences are absent from the process. cooperating in strategies for writing written texts that are far from actions adjusted to the reality of the students to strengthen learning and strengthen their critical and creative thinking; interrupting the spontaneous development of both the cognitive area which is reflected in the difficulties of the writing process, argumentation of texts; among others, that it prevents the empowerment of the knowledge necessary for a favorable and successful academic performance at the beginning of their university life.

Thirdly, another of the obstructions causing the deterioration of skills at the writing level is related to the scarce preparation that university professors have with reference to the subject, there are few who manage to include in their pedagogical work strategies that interact with the texts and with their own reality, since a large part of them are anchored to traditional schemes stranded in knowledge; even though it is now recognized that emotions and experience determine the formation of writers; the construction of ideas based on the needs or experiences of the student, their affective and emotional processes, is disregarded; This generates resistance when it comes to discovering new possibilities, learning or incorporating skills that allow them to strengthen their relational system in future academic and professional opportunities.

This situation implies the need for students to have a teacher guide to produce or construct a text under a literary expression that motivates them to think or reflect from the beginning of their academic life, reinforcing their training until they reach the professional system, guaranteeing their incorporation and permanence in the workplace with flexibility and relevance in the execution of their tasks.

In the words of the authors and the opinions of the university professors through informal conversations, they confirm that the aforementioned problems are intensified by the lack of tools and spaces that allow the student to write coherent compositions where they can identify the preparation, production and evaluation of a text, identifying the genre, the theme, the the type, its logical and psychological structure; Since, most of the opportunities and experiences of students who enter the system with reading and writing difficulties that in some way hinder their learning. In fact, a high degree of failure in the actors involved is reflected in the lack of understanding of the programmatic contents, problems in writing, lack of spelling, lack of motivation, semantic confusion with desertion and inability to make coherent judgments and interpretations to be able to transmit their idea.

The above implies responding to the needs of students who are in a university system for the first time; In such a way, that they have the ability to take on the challenge of self-regulating their learning through the construction of their own texts, reflect on their shortcomings and take actions or strategies to correct them, coherently reinforcing their thoughts with their actions, in compliance with the conforming demands of the university. Based on these interpretations, incorporating workshops and textual production as didactic strategies, which include distinctive features of their structure and a work plan with clearly identified objectives, the writers' workshop will reinforce the meaning of learning in the

classroom or outside it, strengthening the area of knowledge, procedural and affective, giving value to the actors involved.

Therefore, when the student performs the act of writing using workshops as a didactic strategy, unconscious skills are integrated into the way of communicating what is written, which leads to the ability to express their own text with coherence and cohesion, recognizing the effect that writing has in a learning space or workshop. This provides an order of information that can be combined with other resources that serve as support at the time of writing.

In view of what has been described, there is a need to propose writers' workshops as a strategy that strengthens textual production in the new students of the Popular University of Cesar, where the chair of Communication and Writing leads to the anchoring of competence on language, written communication and the contextualization of reality and serves as a support for other subjects outside or within the university community. Therefore, it can be elucidated that when the student in training builds his knowledge from reading and writing, he acquires models of behavior that build his practices at an academic and professional level.

Thus, if this situation is prolonged, it will continue to affect the student, with negative effects on the development of their critical and evaluative capacity in the face of social reality, which in turn transcends their speech or writing skills. For this reason, experience in the classroom shows that in order to start writing, you must develop skills in creating texts to make yourself understood. As well as the description of the design of the writers' workshop in accordance with the characteristics of the textual production process.

Consequently, when university students manage to articulate their experiences with textual production, interests and motivation expand spontaneously with almost immediate effects on academic development and their relational environment; as expressed in Law 1188 of 2008. Article 2; In other words, when students are provided with autonomous learning, they acquire tools that make it easier for them to adapt to the environment in which they develop, reflect and become the protagonist of their own story. Taking into account the above, the following question is formulated: In what way do writers' workshops strengthen textual production and critical thinking in first-semester students in the Chair of Communication and Writing at the Universidad Popular del Cesar?

In order to answer this question, the following sub-questions were posed: How is the process of textual production in first-semester students in the Chair of Communication and Writing at the Universidad Popular del Cesar? What is the structure of the writers' workshop for the strengthening of textual production, in the first semester students of the Communication and Writing Chair of the Popular University of Cesar? How is the implementation of the writers' workshop for the strengthening of textual production, in the first semester students of the Communication and Writing Chair of the Popular University of Cesar? How do you evaluate the implementation of the writers' workshop as a didactic strategy for strengthening textual production in first-semester students in the communication and writing department of the Universidad Popular del Cesar?

Faced with these questions, the following objectives emerged that lead to the answer of the research sub-questions previously formulated, allowing to guide the research process. To propose a writers' workshop for the strengthening of textual production in first-semester students in the Chair of Communication and

Editorial team of the Popular University of Cesar.

This general objective is operationalized with the specific ones: To identify, through the diagnosis, the process of textual production in the first semester students of the communication and writing department of the Popular University of Cesar. To design the structure of the writers' workshop for the strengthening of textual production, in the first semester students in the Chair of Communication and Writing of the Popular University of Cesar. Implement the structure of the writers' workshop with the work plan for the strengthening of textual production in first-semester students in the Chair of Communication and Writing of the Popular University of Cesar. To evaluate the implementation of the writers' workshop through the strategies of the texts of life stories, for the strengthening of textual production in the first semester students in the Chair of Communication and Writing of the Popular University of Cesar.

Knowing the arguments that support the research, it is justified because it aims to implement a writers' workshop to strengthen textual production in first-semester students in the Communication and Writing Department of the Popular University of Cesar; It is worth mentioning that in order to establish the construction of a text, an affective relationship system is required where life story strategies are present that lead to the needs of those involved and the demands of a university system, to provide spaces for the interpretation, appropriation and elaboration of knowledge, with a view to the manifestation of knowledge.

From this context, the present research is justified at a scientific-theoretical level because it contrasts the positions of various authors such as Maya, (2007). Cassany (2014), Cassany, et al. (2000) For Krajewski, et al. (2000), Fernández and Bressia (2009), Zabarza (2014), De La Torre (2010) among others; as well as, research and background information related to the object of study, providing up-to-date, pertinent information within the educational context that provide guidance on the management of writers' workshops and textual production, using learning spaces to strengthen it.

Regarding the methodological area, the present study was framed in a qualitative descriptive approach and a socio-critical paradigm, following the participatory action research (PAR) method. In the same way, the data collection instruments are designed with the validation of an expert and its application allows to systematize the experiences through the triangulation of the different objectives, answering the central question: How does the writers' workshop strengthen the textual production of first-semester students in the Chair of Communication and Writing at the Universidad Popular del Cesar Valledupar?

In practice, the proposal is aimed at the implementation of writers' workshops so that students can produce their own texts with a structure that leads to the development of the process of textual production, supported by a work plan that aims to guide it in favor of the strengthening of written competence. In such a way, that their performance before, during and after putting the strategy into practice is coherent with their own needs and the demands of the university, thus dynamizing the experience from a practical and motivating sense.

Now, in the educational field, it is justified in the first instance because by implementing the writers' workshop as a didactic strategy for the construction of a text attending to the life stories of the first-semester students of the Popular University of Cesar, it gives them the opportunity to work on their self-management, turn their gaze towards a flexible process that highlights their skills, taking responsibility for the academic process in which they are immersed, also applying what they have learned in other scenarios, improving their

relationship with the environment and acquiring tools that give rise to a future scenario as a professional.

Last but not least, the implementation of writing workshops for the strengthening of textual production, gives the Universidad Popular del Cesar the opportunity to extend the results of this study to other areas of knowledge, strengthening academic processes based on institutional quality; It gives teachers and students the feasibility of applying tools, consonant with the writing processes as part of university education, becoming aware of the realities that can be generated through their practice.

In view of the above, it is expected that the results will allow us to deepen our knowledge of the writers' workshop and textual production, impacting the university educational system, as well as the social area in which the participants are immersed; In such a way that the negative perceptions that arise on the subject can be reduced, with actions that open space for reflection for the change of paradigms, strengthening the communicative skills that contribute to the benefits of the municipality, the state and the country.

To carry out the article, it was necessary to consult the international, national and local bibliography of research that made significant contributions in the implementation of strategies with the two categories: writers' workshops and textual production, as a significant support to the following study with the first semester students of the Popular University of Cesar.

At the international level, the study carried out by Zárate (2017) emerged, entitled The difficulties and needs of training in academic writing, the purpose of the research is to propose a methodological didactic strategy based on tasks for the strengthening of academic writing in students of the third semester of the career of Education Sciences of the Universidad Mayor de San Andrés (Bolivia). This is a correlational study that seeks to determine the relationship between didactic strategies and academic writing. The results obtained indicate that 96% of university students stated that they have difficulties in the elaboration of written texts such as writing, spelling and organization of ideas, from the data analyzed it is concluded that most students recognize the writing difficulties they have in the university environment and that the causes attribute it to the education received at the primary and secondary level in their schooling process and highlight the importance of academic literacy in the university environment.

The contribution of this research was supported by theories of textual production that seek to establish the current state of knowledge about the processes, difficulties and needs of academic writing in higher education. It was considered that this topic is relevant both for teachers and for the student population of the university system, since the information derived from the bibliographic review on the subject can be used to design didactic strategies, evaluate programs for the preparation of academic texts, develop evaluation instruments and provide tools that help develop capacities and skills related to academic writing in students University.

In the national context, the study by Cruz, Ortiz and Rivera (2021) was located, which was called Writers on the web: a proposal for the strengthening of textual production through a didactic sequence from life stories, developed at the University of Cartagena. The objective was to strengthen the textual production in the fifth grade students of the IET Ciudadela Desepaz in the city of Cali through the didactic sequences from the life stories, through the use of a website in Wix, it was carried out from the qualitative method, descriptive approach, is in the line of pedagogical action research. In the first place, it was necessary to carry out a diagnosis in which the level of textual production of the participants was evidenced, in the ten

components that make up the textual production. To solve this problem, a didactic sequence was designed and implemented, divided into three phases, with nine sessions arranged on a Wix website, finally its incidence is evaluated, evidencing a gradual strengthening of this competence, influencing motivation and interest in writing, in addition to the improvement of technological skills.

The contribution of this research is reflected in the training processes on the production of written texts in students to strengthen their skills, evidencing the performance of previous learning, becoming aware that the mastery of academic reading and writing is a requirement of the level where they are being trained.

In the local context, the study by Arias (2018) was located, entitled strengthening the communicative competence of reading and writing using the blog as a didactic strategy with 7th grade students at the Agricultural Educational Institution of La Mina – Cesar, developed at the University of Santo Tomás. Its main objective was to strengthen the level of communicative reading and writing skills in 7th grade students at the Agricultural Educational Institution of the Cesar Mine, making use of the blog. It was approached methodologically from the perspective of the qualitative approach, within which we worked with the type of descriptive research and the analytical, synthetic, inductive and hermeneutic methods. It was concluded by indicating that the communicative competence of reading and writing was strengthened from the psychosocial point of view, leading to look at the interactions from the socializing context of the content shared through the blog. The contribution of this research was supported by the theories of textual production, which instituted in the design of didactic strategies to develop coherent academic writing skills in university students.

Knowing the perspective of the categories of the study in different contexts, we proceeded to select the theories that give a scientific character to the treatise, studying the textual production, through the gaze of Fernández and Bressia (2009) and Vacas (2010), who agree in expressing that the textual production as part of the writers' workshop constitutes a process of construction of the text. where the first-semester student acquires the ability to identify his or her own construction; adequacy, coherence and cohesion. As well as, balancing the moments that must be followed in the structure of the writing.

In terms of textual production processes, he relied on Van Dijk (2001), Echeverría (2005) and Cassany (2007), who consider that textual production requires thinking and rethinking from the moment the theme is distinguished, to the final product, so for the author it is essential to structure it through the adequacy, coherence and cohesion that must be taken into account throughout the student's writing practice. to perform appropriately; Seen in this way, it is a favored space for the student to develop and acquire the necessary tools for the process.

Writers' Workshop, the contributions of Cassany, et al. (2005), Reyes, Baena and Urios (2000), Álvarez (2010), Maya (2007), Tovar (2008) were considered, who agree that they are spaces with a determined time, dedicated exclusively to developing and strengthening knowledge and to leading students to the practice of writing through the application and development of strategies that consciously regulate their writing processes. involving cognitive tasks to self-regulate learning where the production of information intervenes; In such a way, that the writing process is seen in the monitoring of one's own thoughts to produce the text.

In reference to Life Stories, the postulates of Gusdorf (2012), Escorcia (2010), Dewey (1998, as cited in Cano, 2013) were assumed, who visualize it as stories that bring together

scattered elements of personal history, where memory is used to tell own events that happened in the past in such a way that they can be grouped to establish a coherent scheme with reality. Such narration includes a form that privileges mental and reflective activity, since the individual is in a position to understand himself in his social and historical environment; In other words, the context influences its historical development, which allows it to interpret and integrate the situations that have been experienced.

**Results**

This qualitative research was aligned with proposing a writers' workshop for the strengthening of textual production in first-semester students in the Chair of Communication and Writing of the Popular University of Cesar; Hence, a diagnosis was made that piloted the pedagogical workshops that framed the design of the workshop structure and the work plan, to then evaluate its execution through life stories as a strategy that strengthens textual production.

The active participation of the students was highlighted as a favorable point, who at all times during the application of the interview revealed interest in learning to organize and write their own book; Likewise, the achievement or progress of bringing together students in a physical or virtual space for the development of the activity, respecting biosafety protocols, was highlighted. This activity was established based on 10 questions, checking the basic or elementary knowledge they have about the textual production process; accommodation, coherence, cohesion, punctuation marks, communicative intention, as well as how comfortable or difficult it would be to write a text, and at what level of complacency leads you to build your own text.

This inquiry was used to answer the question: What is the process of textual production like in the estimated group? Hence, an appropriate space was created to promote a climate of security and trust to identify the process of textual production through the information provided by the students in each question, approving the previous knowledge on the subject, thus ensuring the lack of knowledge they have about the syntactic rules, the semantic content and the pragmatic component of a text; as well as the need to employ mechanisms that give meaning to writing. Subsequently, the effects at the level of results of the general and specific were recorded in the field diary, evaluating the adequacy, coherence and cohesion they have to construct a text.

In general, during the development of the pedagogical workshops called "I adapt my creation", "I prepare my draft" and "I express my ideas", the content referring to the structure of the writers' workshop was revealed; in pre-writing, writing, post-writing, correspondingly, offering them theory about the practice of each of the stages of writing respectively of a life story, making clear the need to contextualize the writing considering the different contours where the writer develops, previously specifying the communicative intention and how the information must be organized in order to be able to write their own life story. To this end, visual strategies were used, through presentations, videos and documentaries; as well as models of how to structure their own book, which gave them ideas about what they wanted to write and choose the design of their preference.

Therefore, the results showed that most of the students who made up the group of object of study did not know how to implement the context or communicative intention, therefore, they presented confusion to synthesize the central idea of their narrative text and organize their ideas in a coherent way. On the other hand, they reflected a low knowledge in the adequacy of

the text, due to the fact that it was difficult for them to contextualize their environment and to thoughtfully plan questions that could guide the information of their central idea.

In relation to the work plan category, the pedagogical workshops technique was used, where three (03) workshops were given called "I determine my story", "I produce my own narrative text" and "I evaluate my production", which includes the preparation, production and evaluation of a written text. For this, participants were gathered online and were shown through the classes how to elaborate their own text on life history, highlighting that in the preparation the student must know and apply the phenomenology of life stories, developing an approach through planning and construction to bring their own life experiences closer to what they want to write.

On the other hand, in the production it was explained that at this stage of the work plan they begin to elaborate their life story, selecting the topic on which they wish to write, based on some significant experience that they would like to capture in a text, to later begin with the elaboration of their final draft. Finally, in the last pedagogical workshop called "Evaluate my production", the student was supported so that he complied with the established rules by structuring his life story in book format, validating that they had a front cover, back cover, review, biographical, flap, acknowledgments, dedications, among others; To this end, the guide provided by the researchers for the final edition of the work, called "Shape your book. In the same way as the previous category, the pedagogical workshops corresponding to the work plan evolved using strategies or virtual dynamism. as well as auditory and kinesthetic, with the aim of totalizing the different forms of knowledge about the proposed contents.

Consequently, the trajectory of the writing process of the students who are part of the work unit was justified, because as the pedagogical workshops were developed, they became the actions living a stage of introspection or self-regulation that led them to reflect on the texts corresponding to their life stories. This scenario allowed them to be attentive to the mechanisms or rules that serve as support for establishing syntactic, meaningful, and pragmatic relationships in a text.

Regarding the implementation of the writing workshop, a checklist for the hermeneutics of information was used as an instrument, where the execution of the writers' workshop was adjusted through the strategies of the texts of life stories, for the strengthening of textual production in the first semester students in the Communication and Writing Chair of the Popular University of Cesar. This checklist was carried out online through the google meet platform, with the intention of legalizing the comprehension, the management of linguistic semiotics in the life stories written by the students and finally the application of the guide provided by the researchers for the final printing of the work. called "Shape Your Book." It is highlighted that most of the students were amazed by their achievements and evolution, evidencing the displacement they had throughout the process for the creation of their own text, achieving that the 8 subjects who are part of the work unit were able to produce and deliver their book.

In this sense, the triangulation of the data was carried out, which scrutinized to validate the information compiled through the different instruments used, which provided the knowledge of the factors present in each of the sub-categories studied, looking at the results from the vision of the authors who support the study, as well as the position of the researchers; In this way, it was possible to evaluate the effectiveness of the activities and dynamics executed, corroborating the cognitive-behavioral progress of the students at the time of writing a text. Taking into account the above considerations, based on the data obtained through the

implementation of the different instruments applied during the study, the information that supports the categories and subcategories is interpreted, proceeding subsequently to triangulate it with the contributions of the theories that validate the results and the respective position of the researchers on the fact evaluated.

**Conclusions**

For the first objective aimed at identifying through the diagnosis, the process of textual production in the first semester students of the Communication and Writing Department of the Popular University of Cesar, it was evidenced through the findings of the open interview that the students present deficiency in their previous knowledge on the subject. admitting the lack of knowledge they have about syntactic rules, such as the need to use mechanisms that give meaning to writing, the semantic content and the communicative intention of a text.

Regarding the second objective, aimed at designing the structure of the writers' workshop, the findings showed that most of the students who made up the group under study did not know how to interact with the communicative context, consequently, they presented confusion to point out the central idea of their narrative text and organize their ideas in a coherent and cohesive way. They reflected a low knowledge in the adequacy of the text, due to the fact that it was difficult for them to contextualize their environment and to plan in a reflective way questions that could guide the information of their central idea.

Now, in relation to objective three, the results to implement the structure of the writers' workshop with the work plan for the strengthening of textual production, evidenced the students' transfer on the correct writing process, since as the pedagogical workshops were developed, they were integrated into the activities living a stage of metacognition that led them to reflect on the texts referring to their stories of life.

Continuing with the fourth objective, which sought to evaluate the implementation of the writers' workshop through the strategies of the life story texts, it was found that the students as a whole managed to achieve the aptitudes, talents and skills presented by the textual production process, presenting their life story work as a product.

To conclude with the general objective aimed at proposing a writers' workshop for the strengthening of textual production in first-semester students in the Chair of Communication and Writing of the Popular University of Cesar, it was possible to verify that following the structure of a writers' workshop, guided by a work plan and carrying out a systematic follow-up of the practice executed by the students to write their life stories, It is possible to strengthen textual production by strengthening the writing skills required at the university level, impacting their academic performance and their future in professional life and in all contexts.

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