

## WRITTEN PEDAGOGICAL SPEECH IN TEACHERS OF INCLUSION IN PRIMARY EDUCATION

### DISCURSO PEDAGÓGICO ESCRITO EN LOS DOCENTES DE INCLUSIÓN EN EDUCACIÓN PRIMARIA

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#### ABSTRACT

##### Keywords:

written pedagogical discourse,  
inclusion, educational quality,  
communication.

In the context of this dissertation, the objective is to analyze the written pedagogical discourse of inclusion teachers in primary education at the Juan Rangel de Cuellar educational institution, in Cúcuta, Norte de Santander, Colombia. From the theoretical point of view, it is sustained in the conceptions of the context, Halliday (1994) and Halliday and Hasan (1989), who build their theory in a close relationship with the social context where the context of culture and the context of situation stand out. The methodology is of the qualitative research type, whose design is based on an ethnographic study, where the aim is to provide a faithful image of what teachers say and the way in which they act. For the development of this research, teacher informants were approached, in a period of two months, from the month of January to the month of March of the year 2023. The present investigation assumes as an instrument an in-depth interview script. By triangulating the results obtained in the investigation, three significant categories for the interpretation and final analysis were selected as a result of a constant review of the work material: written pedagogical discourse and communication, written discourse and pedagogical procedures, written pedagogy and educational quality. It is concluded that the written pedagogical discourse is a generative act of teaching where the student must establish a relationship with the procedures and contents proposed by the teacher, to seek a contextualized social practice. In addition, the practice of written pedagogical discourse must be implemented in a contextual framework of pedagogical activities.

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#### RESUMEN

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**Palabras clave:**

discurso pedagógico escrito, inclusión, calidad educativa, comunicación.

En el contexto de esta disertación se plantea el objetivo donde se pretende analizar el discurso pedagógico escrito en los docentes de inclusión en educación primaria la institución educativa Juan Rangel de Cuellar, de Cúcuta, Norte de Santander, Colombia. Desde el punto de vista teórico se sostiene en las concepciones del contexto, Halliday (1994) y Halliday y Hasan (1989), quienes construyen su teoría en una estrecha relación con el contexto social donde se destacan el contexto de cultura y el contexto de situación. La metodología es del tipo de investigación cualitativa, cuyo diseño se sustenta en un estudio de carácter etnográfico, donde se trata de proporcionar una imagen fiel de lo que los profesores dicen y del modo en que actúan. Para el desarrollo de esta investigación se abordó informantes docentes, en un periodo de tiempo de dos meses, iniciando en enero y finalizando en marzo del año 2023. La presente investigación asume como instrumento un guion de entrevista en profundidad. Al triangular los resultados conseguidos en la indagatoria, se seleccionaron, producto de una constante revisión al material de trabajo, tres categorías significativas para la interpretación y análisis final: el discurso pedagógico escrito y la comunicación, el discurso escrito y los procedimientos pedagógicos, el discurso pedagógico escrito y la calidad educativa. Se concluye que el discurso pedagógico escrito es un acto generativo de enseñanza donde el estudiante de inclusión, debe establecer relación con los procedimientos y contenidos propuestos por el docente, para buscar una práctica social contextualizada. Además, la práctica del discurso pedagógico escrito debe implementarse en un marco contextual de las actividades pedagógicas.

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## **Introduction**

When it comes to learning the written language, it is always thought to be a difficult path. This is due, among other things, to the fact that the structure of the writing process must be understood. It is also believed that the acquisition of writing does not develop in a simple way, but through a process that is determined by a series of variables associated with the learner, such as attitude and motivation, among other aspects.

For the learning of writing, teaching is fundamental, because through it, learning can be facilitated, giving the student the opportunity to learn, through strategies previously chosen by the educator. The understanding of how the student learns also determines the way used to teach, the teaching style and the didactic teaching strategies implemented in class. The adequate development of didactic strategies for the teaching of writing also depends on the teacher's mastery of these strategies, and this unquestionably involves his or her academic training to incorporate motivating didactic strategies into the teaching process, particularly when dealing with inclusion students.

Currently in education, the term inclusion has become a controversial and significant topic among forums and educational institutions in the country, as well as a debatable reference among teachers since, being promulgated as a right, it raises concerns, questions and even perceptions and attitudes that somehow predispose pedagogical practices in the classroom. In addition to becoming one of the most important and significant educational reforms by countries around the world (Savolainen et al., 2020). Inclusion necessarily has to do with a break with traditional paradigms (Diz-Casal, Aliaga, and Apolo, 2020).

Especially in elementary school where more attention is required in the cognitive, social and behavioral aspects of the student. For this reason, there is a need to interpret inclusive education from the written pedagogical discourse in order to address aspects of the exclusion of those students who have different needs but who can be adaptable in an educational society.

In this research, we seek to analyze the written pedagogical discourse of teachers in elementary school inclusion students, seeking to ensure equality and quality to students with different abilities, with cognitive, cognitive and/or physical difficulties in the classroom, so that they can start a formal learning process. To speak of inclusion in a society of inequality and disinterest in others is to speak of exclusion, since they are considered as people with different abilities incapable of adapting to reality.

For Van Dijk (2000), written pedagogical discourse is a specialized mode of communication through which the transmission of knowledge and learning is affected by the load of emotions that underlie the event itself; in this sense, pedagogical discourse is a means of reformulating a primary discourse. It is the recontextualization through two basic discursive orders: exposition and description (Sánchez, 1992). The pedagogical discourse conveys the feelings and emotions of the didactic task from the detailed exposition of facts with some descriptive elements. The understanding of the pedagogical reality is not simply one more mode among the forms of behavior of the educational subject, but the peculiar way of being, of existing, of the pedagogical discourse, and a particular and distinct way of textual production by its actors. For this reason, it is essential that there is a connection between external signs and learning, thus creating evidence of the teacher's pedagogical discourse (Jewitt, 2005).

Given the importance of the context, that is, the framework from which the written pedagogical discourse emerges, particularly in classrooms with inclusive students, we follow the views of Lyons (1981), who proposes the text as a whole, where the ideas of

the students must be brought out, taking into account the related but distinct properties of cohesion and coherence from a given context. Likewise, Álvarez (1999) states that the text forms a semantic unit referred on the one hand to itself, and on the other hand, to the situational context in which it occurs, so much so that the semantic elements of the text, as well as its form, can be announced from the situational context. Regarding the ideas of Lyons and Alvarez on the necessary relationship of the text with the situation where it is produced, Firth (1957) mentions that depending on the context where a communicative act is produced, the function and expectations of said act will vary. Hence, if one wishes to analyze the discourse of a language, it is necessary to propose ideas on how, in the context, the participants contribute to the process of interpreting the message (Levinson, 1989). This idea is shared by Zhou Ling (2020) when he emphasizes that text and context are complementary and mutually dependent, since, as the author states, without the language of the specific environment, it is impossible to access the real meaning of the text. Regarding context, Halliday (1994) and Halliday and Hasan (1989) build their theory in a close relationship with the social context, highlighting the context of culture and the context of situation, which are fundamental aspects when dealing with students of inclusion.

In this same area of context, Ortega (1991) argues that a text depends to a great extent on the context in which it has been issued, and, consequently, the study of the text will depend on the knowledge we have of the context. However, context should not be understood as the set of all extralinguistic elements, but only those that have an effective influence on the properties of a text, such as the context arising from the inclusion learners. Then, based on the preceding statements, it can be indicated that the pedagogical context of teaching inclusion students, where the written text is sustained in the classroom, which serves as a corpus for the present study, has an impact on the type of text.

Although, as expected, not all elements of the context have a direct influence on the linguistic characteristics of the discourse, particularly in written pedagogical discourse, since new contextual elements could always be added in the discourse, which makes the symbiosis between text and context possible. Van Dijk's (2001) conception of context reflects a constant concern: the relevance of the context in the production of the text. The most complete systematization of the definition of context is manifested in the structured set of all properties of a social situation (knowledge, beliefs, intentions, actions) that are possibly relevant to the production, structures, interpretation and functions of text and conversation (Van Dijk, 1988).

The context is a set of circumstances in which the message is produced: place and time, culture of the sender and receiver, among others, and which allow its correct understanding. In this sense, Lyons (1981) refers to context as the determinant element of the meaning of the utterance at three different levels of textual analysis. First, you may allude to which sentence has been stated, if it has indeed been stated. Second, it will usually say what proposition has been expressed, if a proposition has been formulated. Third, it can serve to explain that the proposition in question has been expressed with one type of illocutionary force rather than another. In all three cases, the context is relevant in determining what is said.

On the other hand, each discursive community has its own culture that distinguishes it, characterized, among other aspects, by different schemes that control the production and dissemination of knowledge. The school community, as discursive, produces a type of discourse with very particular characteristics, specifically pedagogical, which shows a certain type of organization. The discursive activity itself and the language

that accompanies it construct contexts that allow the participants in the interaction (teacher-students of inclusion) to represent in a more or less coordinated way what they are dealing with. In fact, didactic interaction seeks to provoke in the student mental representations and skills elaborated in a more or less scaffolded way by the teacher, or developed through the didactic actions elicited in class (Vygotsky, 1979).

In this sense, the texts produced in the classroom are written to be interpreted in a particular sociocultural context, and therefore reflect the knowledge, norms and conventions shared by the members of the community (Van Dijk, 2001). In this environment, the type of text that emerges from the classroom constitutes an interesting communicative medium for teachers working in basic schooling, since, on the one hand, it allows them to make their pedagogical experiences known and, on the other hand, to have a space where they can obtain elements for their daily activities. In the context of the aforementioned aspects, the objective of this dissertation is to analyze the written pedagogical discourse of inclusion teachers in primary education at the Juan Rangel de Cuellar educational institution in Cúcuta, Norte de Santander, Colombia.

## **Method**

In this research we propose to analyze the written pedagogical discourse of teachers of inclusion in primary education at the Juan Rangel de Cuellar educational institution in Cúcuta, Norte de Santander, Colombia. The concern, in this part of the work, is to investigate in natural contexts, that is, to analyze data taken as they are found in reality. This means that those texts extracted from the interviews in a specific context, such as the basic education classroom of the Juan Rangel de Cuellar school, were selected for the analysis.

Since the purpose as researchers, following Martínez (2000), is to observe the phenomenon, but not to transform it but to make interpretations, it is necessary to point out that the study is based on real data, so the type of research is qualitative. The design is supported by a study of ethnographic character, in which the researcher, according to Jirón and Imilan (2016), Diz-Casal (2017), Ingold (2017) and Frasco (2016), who agree with Goetz and Lecompte (1988), tries to provide an accurate picture of what teachers say and how they act. The use and justification of ethnography, in this research, is supported by the analytical description of the subject on the written pedagogical discourse.

For the development of this research, teachers from the Juan Rangel de Cuellar educational institution were approached. As this research requires the selection of participants, the Case Study is taken into consideration as an approach for the selection of key informants; therefore, the group of teachers is ascribed to the so-called purposive sample, according to Hernández et al. (2014). Finally, it is mentioned that the research process in the context was carried out over a period of two months, from January to March 2023.

Among the most frequent techniques for qualitative research are observation and interview, which according to Barrios (2006) and Hernández et al (2014), are specified through instruments. Thus, in the present research, the interview technique and an in-depth interview script were used as an instrument. Since the focus of interest in this ethnographic study is the discursive parts, following Martínez (2013) and Hernández et al. (2014) categorization and, subsequently, triangulation, constitute the basic analysis activities in the analysis of the data. Therefore, the information obtained during the

research was analyzed and interpreted based on the transcriptions of the interviews conducted with the selected teachers.

## Results

### *Introductory Aspects*

The research now requires the realization of the interpretative activity of the diagnostic findings on educational inclusion and written pedagogical discourse in the Juan Rangel de Cuellar educational institution. Information obtained from interviews. Thus, this chapter shows the implementation of the guidelines explained in the methodological design, i.e., one of the interviews is analyzed and categorized. In this regard, following Corbin and Strauss (2002), the first step consisted of "the simplification or selection of information to make it more manageable and manageable" (p.23).

For the aforementioned authors, data reduction tasks constitute rational procedures that usually consist of categorization; identifying and differentiating analytical units of meaning. Then, in each analytical unit of study, following Corbin and Strauss (2002), "textual accounts are obtained that give way to what the authors call axial coding, which is a process of relating categories to their subcategories" (p.134). These analytical units are constituted by the interview with the teachers, from which one was selected that functions, in this study, as an analytical unit from which deductive categories are obtained, which arise from the analysis through the permanent revisions to the work material.

### *What Teachers Say in Interviews*

For this study, it is very important what teachers who work with inclusion students think about the teaching of written pedagogical discourse. In this regard, teachers mention that they do not feel qualified to assist a student with special educational needs in the writing process, since they generally always work with regular students. Therefore, it is necessary for teachers to be trained for diversity attention, but it is a process that must happen spontaneously.

Inclusion in Colombia, in recent times, is taken as letting them enter the classroom to study, but there are no tools, no material, no support to make the necessary adaptations. For example, how to care for a student in a wheelchair or with some other physical or cognitive disability, and also teach them how to write. Therefore, teacher training should allow for an analysis of the student's history, his or her condition and the recommendation made by the professional who detected the need, in order to provide professional and human assistance. Significant sentences and deductive subcategories that emerged from the teacher interviews are presented below.

**Table 1**  
*Meaningful sentences and subcategories*

Meaningful sentences	Deductive subcategories
When we talk about inclusion students at the moment, one feels as a teacher that one does not have the competencies to be able to guide them.	Inclusion student orientation competencies.

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But in theory we think we are not ready, but as we advance, we say that we are ready for it

Inclusion is not properly implemented in the classroom because there are barriers: Let's say we have a student with a motor disability or a student with reduced mobility who has to be in a wheelchair and the school has not designed ramps for him/her, for example

There is a need for instruments that enable this quality.

It also requires the commitment of the parents so that the child can overcome these barriers, as well as the commitment of some students.

Classroom teachers should be trained for diversity. It is difficult to guarantee the process of adaptation and acceptance not only of the student with the disability, but also the process of adaptation with the student outside the family or outside the child.

In teaching, learning styles and rhythms must be taken into account because this allows us to make these curricular adaptations and if we know the type of student, planning can be made a little easier.

The beliefs or preconceptions held by the teacher or the lack of knowledge about the disability greatly affects learning and the entire educational process.

When teachers talk about written pedagogical discourse, they think it is very important because it is like the way to concretize ideas, it is like the way to know how to communicate.

The written discourse allows to identify the procedures to be carried out.

With what is written, it is recognized which are the evaluative processes.

We have to look at the type of disability... because if we have students who... who have difficulties in interpreting or recognizing what is written, we have to do it with verbal language.

you have to give very specific characteristics, like a few steps... what are we going to do first? we are going to read the text, second step we are going to understand what the text says, third step underline what is most important fourth step, ask what you don't understand... fifth step how to do it, yes? let's say we are going to do a specific topic... the narrative genres... then, we can

Inclusion is not properly implemented in the classroom because there are barriers.

There is a need for instruments that enable quality in inclusive education.

It also takes parental commitment for the child to overcome these barriers.

Classroom teachers should be trained for diversity.

It is difficult to guarantee the process of adaptation and acceptance not only of the student with the disability, but also the process of adaptation with the student outside the family or outside the child.

Learning styles and rhythms must be taken into account in teaching.

The beliefs or preconceptions held by the teacher affect learning.

The written pedagogical discourse is the way to concretize ideas and the way to know how to communicate.

The written speech allows to identify the procedures to be carried out.

The evaluative processes are recognized in writing.

It is necessary to look at the type of disability, because if the student cannot interpret or recognize what is written, it is necessary to do it with verbal language

The teaching of writing goes first by reading the text, second step we will understand what the text says, third step underline what is most important, fourth step, ask what you do not understand ...

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put an activity: elaborate a mind map, then explain step by step how to build a mind map, that we place a central idea, that we draw branches, then, the next step is to place an image, then look at what the main ideas are, then break down the themes of those main ideas... in other words, the written pedagogical discourse has a great influence... to achieve the goals of education as such..

We can draw up a mind map, then look at what the main ideas are, then break down the themes of those main ideas.

Written pedagogical discourse is important to achieve the goals of education.

We improve our pedagogical practice and it is strengthened through experience...because we make an analysis of our daily life...today I did not do so well...these groups are not working...What am I going to do with this student? How do I improve? And to the extent that I ask myself what and how I improve, I am resignifying my pedagogical practice...

We improve our pedagogical practice and it is strengthened through the experience..

In the teaching of writing we must start from learning styles... learning styles and rhythms... why? Because first it allows me to identify the number of students who are...kinesthetic, visual and auditory...why? because knowing that result...when I plan my classes or when I am guiding a specific topic...I raise my voice for the students who are auditory, I move around the room or use resources in my hand...ehhh...so that I capture the...the attention of those who are visual and kinesthetic at the same time when I move around...yes? and when they are visual, I bring a poster or a slide, something that allows me to keep all the students focused...it allows me, for example, to plan classes with videos and not in the traditional way...but a minute and a half long video and

In the teaching of writing we must start from learning styles... learning styles and rhythms.

Conversation with the student is necessary.

the strategy would be to sit down with him, talk to him suddenly in an hour of rest, know what he wants, what he likes, have his affinities because even the chirping may represent that...what is the boy good for...

Starting from learning styles and rhythms...sometimes I may be bold but I refer the parents...I refer the students to orientation...so that they can give me a concept from the psychological profile... but if we can identify that the student has a learning difficulty, that he/she has a dyslexia problem, a dyscalculia problem, a dysgraphia problem...then I start to inquire with the parents and even with the students themselves... eh hh...and sometimes I am daring...when the disability is not so visible...for example, a student who has many motor difficulties...yes, to write, to have strokes...well...I tell him...bring me a double line notebook and I'll make him a planas...or if he wants we can make the planas together...let's make little figures together...so that you can improve your fine motor skills or so...but in any case, we always try to guarantee quality education whether you are diagnosed or not...ehhh...as I said at the beginning of this question...I refer you...take him.

Starting from learning styles and rhythms.

Analyze whether students have dyslexia, dyscalculia, or dysgraphia and then inquire with parents and even with the students themselves.

When a student has a lot of motor difficulties...a double line notebook is used to make flats.

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*Note.* By the author (2023)



**Table 2**

*Selection of subcategories and deductive categories resulting from the diagnostic interviews*

Deductive subcategories	Deductive categories
Teacher competencies to guide the inclusion student.	Pedagogical competencies
In the classroom at inclusion is not properly enforced in the classroom because there are barriers.	Barriers to educational inclusion.
There is a need for didactic instruments that allow for quality in inclusive education.	Inclusive teaching strategies
It also takes parental commitment for the child to overcome these barriers.	Parental commitment
Classroom teachers should be trained for diversity.	Teacher training for educational inclusion.
It is difficult to guarantee the process of adaptation and acceptance not only of the student with the disability, but also the process of adaptation with the student outside the family or outside the child.	Adaptation of the student with some diversity.
	Acceptance of the student with a disability.
The beliefs or preconceptions held by the teacher affect learning. Learning styles and rhythms must be taken into account in teaching.	Pedagogical conceptions of the teacher.
The written pedagogical discourse is the way to concretize ideas and the way to know how to communicate.	Written pedagogical discourse and communication.
The written discourse allows to identify the procedures to be carried out.	Written discourse and pedagogical procedures.
The evaluative processes are recognized in writing.	
It is necessary to look at the type of disability, because if the student cannot interpret or recognize what is written, it is necessary to do it with verbal language	Writing and evaluation
	Relationship between writing and orality.
The teaching of writing goes first by reading the text, second step we will understand what the text says, third step underline what is most important, fourth step, ask what you do not understand ...	Writing process.
We can draw up a mind map, then look at what the main ideas are, then break down the themes of those main ideas.	The mind map and the writing process.
Written pedagogical discourse is important to achieve the goals of education.	

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	Written pedagogical discourse and educational quality.
We improve our pedagogical practice and it is strengthened through the experience..	Pedagogical practices
In the teaching of writing we must start from learning styles... learning styles and rhythms.	Learning styles and the teaching of writing. Conversation and writing.
Conversation with the student is necessary.	

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Reviewing what teachers say in the interviews reflects the subcategories and deductive categories. Then, the categories resulting from the interviews with teachers of the Juan Rangel de Cuellar educational institution appear: pedagogical competencies, barriers to educational inclusion, inclusive didactic strategies, parental commitment, teacher training for educational inclusion, adaptation of the student with some diversity, acceptance of the student with some disability, pedagogical conceptions of the teacher, written pedagogical discourse and communication, written discourse and pedagogical procedures, writing and evaluation, relationship between writing and orality, writing process, mind mapping and the writing process, written pedagogical discourse and educational quality, pedagogical practices, learning styles and the teaching of writing, conversation and writing.

From this variety of categories, the decision was made to select those that were directly related to the object of study, so the following were selected for the triangulation process: written pedagogical discourse and communication, written discourse and pedagogical procedures, writing and evaluation, relationship between writing and orality, writing process, mind mapping and the writing process, written pedagogical discourse and educational quality, pedagogical practices, learning styles and the teaching of writing.

A final section will present the conclusions of the article, followed by the main conclusions. Where appropriate, limitations and proposals for continuity will be included. The research now requires the realization of the interpretative activity of the diagnostic findings on educational inclusion and written pedagogical discourse in the Juan Rangel de Cuellar educational institution. Information obtained from interviews. Thus, this chapter shows the implementation of the guidelines explained in the methodological design, i.e., one of the interviews is analyzed and categorized. In this regard, following Corbin and Strauss (2002), the first step consisted of "the simplification or selection of information to make it more manageable and manageable" (p.23).

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### Triangulation Interviews

After having generated the deductive research categories, we proceed to triangulation. For this purpose, the comparison of empirical sources and theoretical sources is used. In this case, we compare what was said by the teachers in the interviews, as key informants and what was observed by the researcher, to explain the selective categories from the convergence with the theoretical aspects to analyze the analysis of the written pedagogical discourse in the teachers of inclusion in primary education at the Juan Rangel de Cuellar educational institution, in Cúcuta, Norte de Santander, Colombia.

In this regard, Goetz and Lecompte (1988) argue that "triangulation consists of a cross-check between different sources of data, whether they are people, instruments, documents or a combination of all of them" (p.78). Next, the graphic systematization of the triangulation is presented, to give way to the interpretative processes of the selective categories.

**Figure 1**

*Triangulation process*



*Note.* The figure shows the final selection of deductive categories that emerged from the teacher interviews.

Therefore, by triangulating the results obtained in the inquiry, three significant categories were selected for the final interpretation and analysis, as a result of a constant review of the work material. In this sense, the categories written pedagogical discourse and communication, written discourse and pedagogical procedures, written pedagogical discourse and educational quality were used. That is to say that, from a variety of categories that emerged from the permanent review of the interviews, the decision was made to select those mentioned; and for their analysis, the subcategories significant to each category were extracted.

Then, with respect to the category written pedagogical discourse and communication, it starts from the subcategory associated with written pedagogical discourse as the way to concretize ideas in order to communicate. For the researcher of the present study, the written discourse that emerges from classroom activities is a tool that involves the participation of the protagonists of the educational environment, even

among classmates and teachers, since everyone performs the action of writing. Therefore, it is important, in the writing process to communicate what happens in the classroom, that the teacher takes into account the student's knowledge regarding the use of techniques and resources to produce a text. Within the classroom, written work should encourage participation and exploration of both teaching and learning processes, since the products that emerge allow observing the individual contribution of a student, even increasing the motivation for classroom work, generating the collaborative need for each other to produce well elaborated texts, which can strengthen the development of skills and spontaneous learning to communicate in writing the didactic activities.

In this order of ideas, following Leal (2009), the written pedagogical discourse that emerges from the classroom is built through a dialogic process, expressed by the transmission of knowledge of something that is to be communicated. It seeks to provoke the learning of writing with a social function, since, in addition to the procedures for imparting knowledge, it also requires making pedagogical practices known. In this regard, Van Dijk (2002), states the importance of communicating classroom actions in order to generate useful knowledge for life in the student. To this end, it is important that teachers assume a conception of teaching that implies comprehensiveness in the construction of knowledge in the production and communication of written discourse.

For this reason, the researcher alludes that, inside the classroom, teachers discover every day different ways of conceiving writing on the part of the students, among them the scarce motivation for what is written, so it is important to be clear about the difficulties presented by the students. For this reason, the classroom climate is fundamental, which must be oriented to the learning of writing, accompanied by listening and observation of these particular needs. Thus, the teacher must create spaces within the classroom to motivate and encourage writing by developing potentially meaningful contexts that rely on a highly interactive methodology with a social function.

Regarding the category of written discourse and pedagogical procedures, the researcher states that these depend on the actions of the teacher, who is basically oriented to understanding the educational reality in which he/she works, in order to organize the teaching of written discourse according to his/her conception. Didactic strategies are a way of planning the teaching process for the learning of writing, all of which revolves around a general theme that becomes the integrating axis of the process, providing consistency and significance to the theoretical contents that the student must acquire, but, in some cases, far from the training in writing. Likewise, the researcher thinks that this way of organizing knowledge and experiences should consider the diversity of elements that contextualize the process: student level, sociocultural and family environment, to regulate the practice of the contents, select the basic purposes to be achieved, the didactic guidelines with which the written text is worked and the necessary teaching experiences to improve the process.

Following the ideas of Leal (2009) and Parodi (2000), the teacher, in his processes of teaching written text, shares with the student didactic and cultural forms that are the basis for acquiring knowledge, specifically about written discourse. Van Dijk (1983) mentions that if students and teachers, when sharing pedagogical discourse, have the same knowledge base, the classroom experience could be written down in a concerted manner. The complex way of producing knowledge through pedagogical practice implies a hierarchy and position of the teacher. For example, once the teacher begins his class, students must be ready to listen and thus the pedagogical discourse is lost in the teacher's text.

That is to say, according to Mota (2001), teachers do not share with students the cultural knowledge that is the basis for acquiring social and specifically pedagogical knowledge; therefore, there are very few publications on the pedagogical practices that take place inside the classroom. For, as Núñez (1993) says, if the members who share the pedagogical discourse, teachers and students, exchange and construct knowledge, a written discourse could be produced as a product of classroom discussions and not as a copy of the class.

Regarding the category of written pedagogical discourse and educational quality, the researcher states that it is essential for teachers to take into account the basic learning rights - DBA. Because in this proposal is printed the aspirations of Colombian education for the so longed-for quality. The DBAs state that students should develop skills to assume the written production processes as constructive processes resulting from actively constructing meanings, applying cognitive strategies and reflecting on their own writing process. Thus, for the researcher of this inquiry, the Basic Learning Rights associated with writing are necessary for competencies in all areas of the curriculum. In this sense, the student requires the necessary reasoning to have the ability to write in the different subjects. In relation to the above, Tobón (2009) and Hoyos and Gallego (2017), refer that didactic strategies to form a good writer from the classroom, must take into account thinking skills.

According to Silva (2012), the search for quality in the teaching and learning processes requires teachers to train students to be competent in textual production. In this regard, López (2000) and Macías (2006) state that educational quality also requires a search for meaning in the processes that involve the concerns and possibilities of those who work in academic environments. The issue of the didactics of writing plays an important and urgent role, due to its transversality in academic learning and its role in the quality of education.

Consequently, for Fuenmayor et al. (2008) and León and Cordero (2021), it is essential that teachers reflect on what corresponds to the teaching of writing and learning in the management of linguistic resources as a tool for the production and communication of knowledge. Because, according to Silva (2012), by unveiling the factors that influence the process of teaching writing, it will be easier, then, to search for strategies appropriate to the demands imposed by the pedagogical environments to their students, to make their practices known and contribute to the quality of education.

According to Silva (2012) and León and Cordero (2021), the aforementioned aspects imply transcending teaching techniques to give way to the students' knowledge, which allows the debate on the quality of education, from the perspective of written literacy, inasmuch as the qualification in writing is necessary for all learning, in the different academic areas.

## **Discussion and Conclusions**

The written pedagogical discourse is the consequence of the interaction between the teacher and the student inserted in a culture, where each member shares categorizations, differentiations and negations with the members of the community. Therefore, the teaching practice, the action and the interaction between the teacher and the teacher presuppose discursive strategies that regulate the basis of the didactic activities to make them an encounter between the student and the writing processes.

The written pedagogical discourse is a generative act of teaching where the student must establish a relationship with the procedures and contents proposed by the teacher, in order to seek a contextualized social practice. In this sense, the practice of written pedagogical discourse must be implemented in a contextual framework of pedagogical activities and, in turn, framed in the students' knowledge, in order to activate the students' thinking with a view to forming them as text producers, without forgetting, of course, the context where this is developed. As stated by Arvelo (2021), the adaptation of pedagogical strategies according to the context makes it possible to respond to educational barriers in terms of inclusion. This finding was found in the results since the participants mentioned the need for orientation and training in terms of inclusion and its management in the classroom, taking into account that the educational institution is not fully adapted for this type of students even though it theoretically meets the minimum conditions, so that training the learner as a text producer becomes complex.

Now, based on the results, an interesting conclusion is the preconception that educators have in relation to inclusive students since they mention that having a student with this type of conditions makes their pedagogical practice more complex, adding the management of emotions that the student may have and their influence on the school environment such as motivation in the development of activities, assertive communication and participation. Opinions that are supported by Van Dijk (1988), when he mentions that the definition of context is manifested in the structured set of all the properties of a social situation (knowledge, beliefs, intentions, actions).

Finally, from the teachers' opinion, it is concluded that teacher training for the correct orientation of inclusion students is important in order to generate an inclusive and quality education, either during the pedagogical practices or during teacher training (university studies). In the same way, the participants affirmed the need to adapt the educational facilities for students with physical disabilities, since they do not have these adaptations, which makes it difficult for them to move around the school. Likewise, it is important to mention that, although the research obtained results with broad clarification, the research will continue with a larger sample of participants in which the results will be compared in order to provide a conclusive and significant result.

In relation to the researcher's opinion, it is concluded that teachers act from their experience despite the lack of knowledge and tools (physical, human) that they may have regarding inclusion, both cognitive and social, with the optimism of generating: a) a concept of quality inclusive education in their reality; b) a practice of written pedagogical discourse based on a contextual framework of pedagogical activities; c) the flexibility of their curriculum according to the needs of students; and d) the adaptation of the environment in order to provide an optimal school environment for all learners in general.

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