RESEARCH ARTICLE

Production of Advertising Argumentative Texts on Reading Promotion: Proposal for Initial Teacher Training

Producción de textos argumentativos publicitarios sobre promoción lectora: Propuesta en la formación inicial de docentes

Produção de textos publicitários argumentativos sobre promoção da leitura. Proposta na formação inicial de professores

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ABSTRACT

The general objective of this research was to enhance the argumentative advertising production of the students of the Complementary Training Program of the Escuela Normal Superior del Quindío. This is due to the fact that they lack argumentative skills and identification of argumentation genres, elaboration of points of view, deliberations, management of arguments and debates. This purpose led to three specific actions: the diagnosis of the level of argumentative competence of the students; the identification of the contextual factors that influence the development of argumentative production and the investigation of some theories for the design and implementation of a project that enhances the argumentative production on reading promotion. The methodology used corresponded to Action Research, based on the approaches of Jhon Elliott and Miguel Martinez, with its 9 phases of research in the classroom and from a Social Critical approach. The results obtained show the need to implement argumentative skills from different discursive genres; at the same time, the dynamism of the Didactext Model (2015) is shown, which is adaptable to different textual typologies; in this specific case, to the argumentative typology and to the discursive genre of advertising. It could not be asserted that the intervention completely solved the existing problems related to argumentation, since the promotion of argumentative attitudes is endless and, therefore, it seeks to encourage the interest of students in reading situations that urge them to read.

Conflict of interest:

The authors declare that they have no conflict of interest.

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RESUMO

A presente pesquisa teve o objetivo geral de promover a produção publicitária argumentativa dos alunos do Programa de Formação Complementar da Escola Normal Superior do Quindío. Isso se deve ao fato de carecerem de habilidade argumentativa e identificação dos gêneros de argumentação, elaboração de pontos de vista, deliberações, manejo de argumentos e debates. Este propósito conduziu a três ações específicas que se seguem: o diagnóstico do nível de competência argumentativa dos alunos; a identificação dos fatores contextuais que influenciam o desenvolvimento da produção argumentativa e a investigação de algumas teorias para a concepção e implementação de um projeto que valorize a produção argumentativa na promoção da leitura. A metodologia utilizada correspondeu à Investigação-Ação, baseada nas abordagens de Jhon Elliott e Miguel Martínez, com as suas 9 fases de investigação em sala de aula e a partir de uma abordagem sócio-crítica. Os resultados obtidos revelam a necessidade de implementação de habilidades argumentativas a partir de seus diversos gêneros discursivos; por sua vez, mostra-se o dinamismo do Modelo Didactext (2015), o que mostra que é adaptável a várias tipologias textuais; neste caso específico, à tipologia argumentativa e ao gênero discursivo da publicidade. Não se poderia afirmar que a intervenção resolveu completamente o problema existente em torno da argumentação, uma vez que a promoção de atitudes argumentativas é interminável e, portanto, busca despertar o interesse dos alunos pelas situações de leitura que os instigam.

Introduction

This research is called Production of Argumentative Advertising Texts on Reading Promotion: A proposal addressed to students of the Complementary Training Program (CTP) of the Escuela Normal Superior del Quindío (ENSQ) is executed within the framework of the master's degree in Education Sciences of the University of Quindío. The problematic situation led to the determination that teachers in training do not successfully produce texts of an argumentative nature and that the teaching of language and of argumentation does not have a functional approach that allows students to express their ideas effectively. This situation leads to no spaces being generated, so that they learn to build argumentative texts through various discursive genres. On the other hand, students reveal lack of knowledge of argumentative competence in the different scenarios, while the development of writing practices is limited to a grammatical approach that moves away from a communicative functional approach (Álvarez, 2005).

Given the complexity of this challenge, the possibility arises of taking advantage of the natural predilection of these young teachers for the mass media to strengthen their argumentative potential with the language of image and mass communication. These elements permeate their conceptions of the world; hence the choice of a discursive genre such as the advertising poster focused on a topic of vital concern for their future work: reading comprehension. This would be a first task that, from the observations collected, could yield important results, with a view to the subsequent strengthening of argumentative production in other genres such as debate, presentation, essay, etc.

In this order of ideas, it is proposed as a general objective to enhance the advertising argumentative production of the students of the Complementary Training Program of the Escuela Normal Superior del Quindío, from which the following specific objectives are derived: 1) to diagnose the level of argumentative competence of the students; 2) to identify the contextual factors that influence the development of argumentative production; and 3) to examine some theories for the design and implementation of a project that enhances the argumentative production on reading promotion.

This made it possible to formulate the following research question: How to enhance the advertising argumentative production on reading promotion of the students of the Complementary Training Program of the Escuela Normal Superior del Quindío? This leads to the identification and categorization of some of the problems in relation to the students' argumentative competence. In an attempt to imagine the answer to this question, the following hypothesis was enunciated in this context: Students participating in research could enhance the development of skills related to advertising argumentation, through the implementation of a sequence that allows the identified difficulties to be intervened. In this way, it will provide tools for them to understand the relevance of advertising persuasion in context and identify the role that the fabric plays between image and text mediated by rhetorical strategies that improve writing production through advertising on reading promotion.

The validation of this hypothesis was based on theories related to the didactics of the mother tongue (Camps, 1993, 2011, 2005) and the didactic transposition (Chevallard, 1985, 1998; Álvarez, 1998; Dolz, 1995; Dolz, Gagnon, and Mosquera, 2009). On the argumentation side, the advertising argumentative conception was assumed (Lomas, 1996, 1999). In addition, a look was given to the discursive genres (Bajtín, 1982) and the sociocognitive, pragmatic and didactic model (Didactext, 2015).

For the realization of this research, carried out over two years, the Participatory Action Research (PAR) design was used from the perspective of Martínez (2010), who following Elliott (2005) proposes nine phases, namely: 1) general design of the project; 2) identification of an important problem; 3) problem analysis; 4) formulation of the hypothesis; 5) collection of the necessary information; 6) categorization of information; 7) structuring of categories; 8) design and implementation of an action plan and 9) evaluation of the implemented action. The intervention proposal was executed with eighteen fifth-semester students of the Complementary Training Program, within the framework of the academic space called Pedagogical Research Practice, with an intensity of 4 hours per week throughout the semester.

It is important to note that, although the production of argumentative texts is sought from the near field of reading promotion, the results can be represented from four perspectives: 1) concept of reading and its applicability in reading promotion; 2) advertising bank on reading promotion: a look to image and slogan; 3) rhetorical figures in advertising from semantic, morphosyntactic, phonetic and pragmatic perception and 4) adaptation of the Didactext model (2015): A look at advertising in school

(Péninou, 1972).

Ultimately, it is recognized that in the face of the vast research landscape that is seen, the project constitutes a first approach to the challenge of enhancing argumentative production in the PFC, as a relevant element in language teaching (Ministry of National Education, 1998, 2013). Additionally, it is understood that the promotion of argumentative attitudes is inexhaustible and, consequently, it seeks to encourage the interest of students in reading situations that urge them through a close genre such as advertising, with the intention of awakening in this new generation of teachers' scriptural interests.

Didactic transposition: from wise knowledge to taught knowledge, from the perspective of Yves Chevallard; an approach to the concept

Various authors and researchers in didactics agree in recognizing that the concept of didactic transposition is due to Michel Verret, who defines it as "the transmission of those who know to those who do not know. From those who have learned to those who learn" (1975: 39). Later, in 1985, the concept was taken up by the Frenchman Yves Chevallard, who was initially interested in the interaction between teacher, students and knowledge. These three elements constitute a so-called didactic system and the tripartite relationship between them is conceived as the didactic relationship. At the same time, Chevallard raises the importance of the relationship between knowledge and the knowledge taught, in these terms:

> "a content of wise knowledge which has been designated as knowing to teach suffers thereafter a set of adaptive transformations that will make it suitable to take place among the teaching objects. The 'work' that an object of knowledge to be taught does to transform it into an object of teaching is called didactic transposition" (Chevallard, 1998:39) (Our translation).

On the other hand, Chevallard considers that an educational system is constituted by an educational system, and that in turn, it is implicit in a broader field: society. Every didactic system that is permeated by an educational system constantly faces social debate. The same happens with the situation of interrelationship between subjects who are confronted with problematic situations emerging from society and their new demands, as assumed by Chevallard (1985). In other words, the place where the didactic functioning as a noosphere is built and put into practice is understood as the area constituted by the emerging agents of the immediate context, which in turn constitute representatives of the educational system, representatives of society and experts in the specific field.

Conceptual Approach in relation to Discursive Genres

An approach to the notion of discursive genre is briefly presented, with the intention of continuing to mark the horizon of this research proposal; in this sense, we take as a reference point what Bakhtin proposed, as follows: "The richness and diversity of discursive genres is immense, because the possibilities of human activity are inexhaustible and because in every sphere of praxis there is a whole repertoire of discursive genres that differentiates and grows as the sphere itself develops and becomes more complicated."

Paraphrasing Bakhtin (1982), the use of language is set in motion according to the form of the utterances. These manifest the concrete conditions and the object of each of the spheres, not only by their thematic content and verbal style, that is, by the selection of the lexical and grammatical resources of the language, but, above all, by their structuring. This definition of discursive genre makes it possible to visualize three important elements: content, verbal style and structuring. These elements account for the differences between one genre and another, which manages to establish relatively stable typical forms. In other words, for Bakhtin (1982), each sphere of language use elaborates its own relatively stable types of utterances, which we call discursive genres.

It can be said, in conclusion, that the discursive genres are characteristic of the historical development of humanity. They occur as a result of the relations between individuals and communities, mediated by norms, conventions and, of course, by their purpose. New discursive genres are currently being unveiled and conceived by the advancement of technology, such as chat, email, teleconferences, social networks, among others. Likewise, we can account for others that disappeared such as the telegram, radio novels, the oral tradition of storytelling. In this framework, the advertising poster will be addressed later

(with a specific theme of reading promotion) as a discursive genre of argumentation that offers important advantages for working with new generations of teachers who have been born in the midst of the heyday of the image, the brevity and the massive dissemination of goods and services, in the framework of a technological revolution and globalization in communication.

Advertising: Argumentative Position from the Perspective of Carlos Lomas

Image retains moments and determines events, synthesizes a memory that establishes an itinerary of significant situations for those who observe them; colors, textures, shapes in unison are combined to represent a memory, a dream or simply a desire. Therefore, the harmonic correlation of all the elements gives way to the so-called advertising that is interpreted "as a communicative use that combines the iconic, the graphic, the sound, the verbal and the non-verbal. Advertising appears in our societies as a mosaic of discursive practices in which objects enter, through complex connotation networks, into the territory of sign" (Lomas, 1996: 25).

The discursive practices that haunt the classrooms and that concern desires, dreams and tastes are permeated by the action of the audiovisual media, which are presented as more fascinating, striking, easily accessible instruments that direct the pedagogical action of the teacher and that, in the same way, reflect what has been taught in schools (Dietcher, 1963). The doors of the advertising text allow you to view which from the beginning retains the gaze with its rhetorical capacity and reflect the social life of the students. Therefore, "advertising instructs children, adolescents and young people who come from Monday to Friday to our schools" (Lomas, 1992).

Having said that, it is evident that the communicative uses that have been given to advertising allow us to see the power that the image has over the construction of culture. It gives force to concrete ways of perceiving the world and to forms of communication that guide group and personal ideals in social, ideological and political construction. In this scenario, advertising shows that "new forms of communication guide our perceptions and guide our actions through various verbal and non-verbal uses of persuasion that pursue an ideological consensus in our societies similar to the linguistic consensus that makes it possible for a speaking community to establish oral and written exchanges within its womb" (Lomas, 1996: 16).

The symbolic message moves in different verbal and non-verbal systems and impacts from the advertising persuasion, as a contemporary medium that floods the perceptions and the socio-cultural environment. Therefore, the role that the messages of the industries execute determine the ideals of the people and the meaning that they give to them. Now, the social impact of advertising provokes actions and feelings in the public that receives it; this is how "the uses and forms of advertising communication, in its inevitable reiteration of topics and connotations and in their desire to stimulate the individual and social desires and aspirations of people, contribute in a very useful way to the current process of theming in our societies" (Lomas, 1996: 18).

On the other hand, the power that advertising continuously exercises in social spheres offers a show of convincing for the receivers who are made to believe the impossible, the intangible or simply the real. "The language of advertising is nothing but a specific type of discourse that obeys certain conditions of enunciation and reception, has a specific intentionality, is inscribed in precise cultural contexts and is expressly marked, in such a way that it is usually recognized by its recipients without any difficulty" (Lomas, 1996:28).

From this perspective, it is possible to establish the need to respond and determine advertising as the means that contextualizes the different topics of culture that are incorporated in concrete communicative contexts. We conceive it as a framework of those circumstances that assume the purpose of selling an image that is catalogued as adequate or proper of the real scenarios, with the intention of invading the unconscious in order to build ways of life according to cultural paradigms.

This theoretical synthesis that has been outlined constitutes the epistemological foundation on which the study is based. This is the starting point for the elaboration of the intervention proposal that aims to respond to the problematic situation addressed.

Materials and Methods

Due to the nature of the present study, we use the Participatory Action Research (PAR) method, from the point of view of Elliott (2005), who defines this paradigm as follows:

> Action research is conceived as the study of a social situation to try to improve the quality of action in it. Its objective is to provide elements to facilitate practical judgment in concrete situations, and the validity of the theories and hypotheses it generates does not depend so much on "scientific" proofs of truth, but on their usefulness in helping people to act more intelligently and wisely (88) (Our translation).

Action research necessarily involves the self-reflection of the participants on the situation presented as problematic; it describes and explains the social situations of daily life; the facts are interpreted as human actions and transactions, rather than natural processes subject to the laws of science. We are also aware that research processes permeated by PAR require more time for their implementation. However, although in our case the duration was six months, we could still say that this experience is part of this PAR modality, since during this time significant attitudinal changes were created and transformations were promoted in the way of dealing with these complex processes of textual comprehension and production by these students, future teachers.

The elaboration of this research proposal is executed from the approach of PAR, which was carried out from the stages proposed by Martínez (2010) who exposes them according to Elliott's proposal, namely: 1. General design of the project; 2. Identification of a major problem; 3. Analysis of the problem; 4. Formulation of the hypothesis; 5. Collection of necessary information; 6. Categorization of information; 7. Structuring of categories; 8. Design and implementation of an action plan; 9. Evaluation of the action implemented

The research was carried out in the Educational Institution Escuela Normal Superior del Quindío, of a public nature, made up of four educational headquarters, Rojas Pinilla, Fundanza, Republic of Uruguay and Central. Currently, it offers the levels of preschool, basic, and middle school, as well as Complementary Training Programs. It serves a population of approximately 2700 students generally belonging to socioeconomic strata 2, 3 and 4.

Results

The following is an account of the actions carried out during the intervention process and their contributions to the achievement of the objectives. The information is distributed in 4 moments: 1) Concept of reading and its applicability in reading promotion; 2) Advertising bank on reading promotion. A look at image and slogan; 3) Rhetorical figures in advertising from semantic, morphosyntactic, phonetic and pragmatic perception and 4) adaptation of the Didactext model (2015). A look at advertising at school.

From the previous moments, the results are presented, based on the coding, categorization and triangulation of the information, which was possible from the instances of the field diary, content analysis and checklists. These results allowed to visualize the findings, in relation to the production of advertising argumentative texts on reading promotion and the effectiveness in the implementation of the didactic sequence.

For the development of the didactic sequence, learning guides were generated. Each one was elaborated with the same structure ordered in 4 phases or cycles taking as a reference the cognitive and metacognitive strategies of the Didactext Model (2015). The moments of the guide were: Read the world, Read to know, Read to write and Read to improve.

Each phase, of course, sought the development of autonomous and participatory work. From the methodological principles of PAR, they started from the dialogue among students and prioritized group work, as well as allowed the construction of learning from step-by-step reflection. Next, we find the analysis elaborated according to the categories enunciated in the previous chapter. Some of the comments made by the students throughout the didactic sequence are also cited there.

Concept of Reading and its Applicability in Reading Promotion

Officially, for the development of the learning guide, the concept of reading was discussed. A dialogue was generated about the impact of the action of reading on academic, personal and social life. As a complement to the above, the proposals of the National Reading Plan Leer es mi cuento, of the Ministry of National Education (2006), were collected. There are considered "reading and writing as intimate, aesthetic, access and production of knowledge practices, but also as social and cultural practices from which we can achieve the exercise of full citizenship" (6).

Next, different types of texts were explored, which showed the functionality that reading can have. In addition, the different typologies and contexts in which reading is used were investigated. We analyzed the fact that we read in mathematics, ethics and social sciences classes. We also inquired about the circumstances in which we read the world from different expressions of language until we reached the conclusion stated in the National Reading Plan (2013): "reading is not only limited to the school environment and is not restricted only to the areas of Language and Literature" (8).

For the construction of the concept of reading, the activity was divided into three moments: first, the individual concept was elaborated, which was based on the students' previous knowledge, the experiences they considered relevant to name and, basically, the knowledge of the world they possessed. Second, each student shared his or her concept of reading. Then we discussed them as a group, and afterwards, they met in groups of four members and developed a group concept.

Up to this point, only arguments of exemplification and analogy were used, since they elaborated the concepts according to what is considered by each group. In the third part of the activity, we elaborated a concept in light of some of the theoretical approaches of the Ministry of National Education, and specifically, in Reading Practices in the Classroom. Pedagogical guidelines for teachers, document published in 2014.

It is important to clarify that the horizon that governed the intervention was based on the argumentative production by the students of the Complementary Training Program. In this order of ideas, the discursive genre of the advertising poster was used, since this discursive genre is a bridge that supports the argumentative structure and makes it possible to work, later on, with more complex discursive genres. Therefore, it was necessary to develop other categories of analysis, on which to work more broadly: some generalities of the production of argumentative advertising texts on reading motivation.

Advertising bank on Reading Promotion. A Look at Image and Slogan

The development of the concept of the advertising poster is initially focused on looking at two general elements that it combines. On the one hand, the image, defined by the Real Academia de la Lengua as "figure, representation, likeness and appearance of something". On the other hand, the slogan, considered by Lomas (1996: 92) as: "the philosophical and religious slogan or political slogan, convincing, brief and easy to remember and containing a single argument (a clear and concrete idea) and at the same time alluding to what the consumer will obtain (in a real or figurative way) as a consequence of the acquisition of the object".

In accordance with the objectives of the learning guides, the students searched the networks in search of images and advertising posters related to the promotion of reading. Based on our research, we were able to create an advertising bank with 100 allusive images that became the basis for the development of the following sessions.

To strengthen the analysis, Carlos Lomas' book *El espectáculo del deseo* is read. Uses and forms of advertising persuasion, and specifically, chapter 4 on "*Lo obvio y lo obtuso*", with the intention of recognizing some generalities of the argumentative advertising texts collected. This activity made it possible to jointly draw up a checklist (rubric) for the review and analysis of the advertising bank. By mutual agreement, the aspects highlighted to review were the following: 1) Purpose of the advertising poster; 2) Persuasive Intent; 3) Iconic Resources; 4) Consistency; 5) Originality and Contextualization and 6) Spelling and writing.

The advertising posters compiled were very useful, since they facilitated a broad view of the forms of advertising persuasion. Likewise, they induced to reflect on advertising from aspects such as color, form, intention, and context. On the other hand, the students did this exercise with the 100 advertising posters for reading promotion found on the network. According to the data analyzed, the checklist (rubric) provided a broader picture of the perspectives in which reading promotion advertising moves and how it seeks to persuade an audience (Perelman, 1989).

A large part of the advertising posters analyzed have arguments that cross the barrier of the tangible and the literal text. This dialogues with the position of Lomas (1996: 18): "the uses and forms of advertising communication, in its inevitable reiteration of topics and connotations and in its eagerness to stimulate the individual and social desires and aspirations of people, contribute in a very useful way to the current process

of theming in our societies". From this perspective, if a persuasive effect is not achieved, it is not possible to mark the collective memory of the public to which we wish to adhere.

In the analysis of the advertising bank, it was found that the posters have as their starting point social work. That is, they allow us to see reading as a liberating action, as an action of growth in academic and personal spheres, they place a broad emphasis on the development of the imagination. A large part of the posters showed an optimal level, which says that they present their own novel idea, being able to integrate existing elements but reworking and interpreting them or appealing to aspects of the social and cultural context of the recipients to whom the poster is being addressed.

For this reason, the results of the activity offered a broad overview of advertising aimed at motivating reading in different spaces, either in the case of Ministries of Education or private institutions in various Latin American countries. It cannot be forgotten that advertising permeates the urban landscapes of all media; in this case, recapitulating Lomas (1996: 92) we can say that: "in effect, in their eagerness to seduce and convince the reader or viewer of advertising messages, those who enunciate advertisements not only use images aimed at unfolding the symbolic universe of connotations. They also use the power of words."

Towards the end of the analysis exercise of the advertising bank, it was sought that the students elaborate a first advertising poster. This poster was made from their previous knowledge. It was felt that after reviewing the concept of reading and the analysis of the advertising bank, the students had the necessary inputs to produce a draft version poster. It should be clarified that, the teachers in training knew about color theory and distribution of planes and shapes, since in the Higher Normal School of Quindío they have received training in arts, from the level of Basic Secondary until they finish the Complementary Training Program.

Rhetorical Figures in Advertising from Semantic, Morphosyntactic, Phonetic and Pragmatic Perception

Continuing with the purpose designated in the learning guides, the exercise focused on looking in detail at some rhetorical figures used in advertising language. According to Lomas (1999: 280) "rhetoric studies the linguistic uses and communicative strategies used by people to persuade and convince other people. Hence, it is subtle not only to know the different uses
and effects of words but also of images, especially of an image as persuasive as advertising." To our end, we focus on looking at the rhetorical figures in four sections, from their uses:
1) phonic; 2) morphosyntactic; 3) semantic and 4) pragmatic. Table 1 shows the rhetorical figures used from this classification:

Table 1. Uses of rhetorical figures

Phonic uses	Semantic uses	Morphosyntactic uses	Pragmatic uses
Onomatopoeia	Synecdoque	Anaphora	Exhortation
Alliteration	Hyperbole	Concatenation	Affirmation
Rhyme	Metapho		Prosopopoeia

Source: Prepared by the author

It is worth remembering the wide variety of rhetorical figures elaborated by the students, some of which rest on the learning guides made by themselves. The following are some of the produced products, shown in Table 2.

Table 2. Figures of speech during sessions	
Rhetorical figures of phonic order:	**Rhetoric figures of order:**
Rhyme: 1,2,3, let's read!	Anaphora: Dare to grow, get ready to learn! Get ready to read!
Onomatopoeia: BAM! Reading generates	
Rhetorical figures of semantic order:	**Rhetorical figures of order:**
Hyperbole: A million times you've been told Reading is important!	Affirmation: Everyone, read!
Metaphor: Reading to daydream.	Exhortation: You already have the book! Read it.

Source: Prepared by the author

After the second version of the advertising posters, the exercise sought to review each of the posters produced, with the support of the verification sheet (rubric); but with the results of the analysis it was seen the need to make a third and final version of the advertising posters.

Adaptation of the Didactext Model: A Look at Advertising in School

The development of the intervention sessions focused on the work embodied in learning guides. At this point, it is necessary to emphasize that each learning guide sought to make an adaptation of the cognitive and metacognitive strategies of the sociocognitive, pragmalinguistic and didactic model for the production of written texts, Didactext Model (2015). At this point we can say that, the elaboration of the final version of the advertising poster was possible thanks to the contributions of each of the strategies of the adopted model. The following account shows in a generalized way the production process of the final poster:

Access to knowledge (Read the world): The execution of the intervention was oriented towards the search for a specific topic. In addition, based on the concept of text, the students' previous knowledge was recognized; likewise, the production of advertising posters was found to be a meeting point between the development of argumentative processes and interest in promoting reading. It is worth clarifying that we took advantage of the discursive genre of advertising, since it is presented as a pleasant, eye-catching and interesting medium for students. However, at this point we pre-established the possible results expected from the product to be produced (advertising poster on reading promotion).

Planning. (Read to know): The learning guides, as elements of work planning, started from a specific objective, since the intention was always to optimize the advertising poster. Likewise, the planning of the work that was exposed in the guides allowed the production of posters according to the budget. In the same way, these not only exposed the work instructions, but also allowed classifying the information according to the needs of each session. These showed step by step what the students had to perform and, in turn, allowed to carry an order of the goals set for each meeting.

Textual production (Read to write): The work designed and executed was carried out around the recognition of the discursive genre of advertising. Thus, each of the moments presented in the intervention was thought with a definite intentionality: the production of advertising argumentative texts on

reading promotion. To this end, different intermediate drafts were prepared, which in this case are called advertising posters versions 1, 2 and 3. Also, the aim was that during the development of the sessions the students would think about the audience to whom the information was addressed.

Review (Read to critique and revise): For the review of the intermediate drafts, one of the tools designed from the planning stage was the checklist (rubric), which allowed during the process a continuous analysis of what was proposed for each session. This led to establish moments of comparison, inference and reflection on what was done, so that problems related to the topic, the intention and the subjects to be persuaded could be solved.

Conclusions

The students were able to elaborate a new concept of reading: They began by recognizing that their propositions were fundamentally doxastic and by deepening the theory they constructed a more epistemic concept, which goes beyond decoding and recognizes the interactive, pragmatic, and cultural value. The intervention work influenced the elaboration of this new conception, and it is interesting to verify that the students coupled the theoretical discussions to the revision of the corpus obtained on advertising posters in promotion of reading. The following proposal is one of many made by students who support the above.

The young people obtained a general overview of how reading promotion advertising is situated at the local, national and international levels; a scenario that indicates that the uses of advertising arguments transcend borders and have generalized characteristics within the framework of what is intended to "sell" and what is wanted to be received. Thus, advertising for the promotion of reading is generalized as a key objective in the sociocultural context. This shared interest that is visualized in the compiled advertising bank shows that we are immersed in an information and, of course, media society.

However, it is indisputable that publicity on reading promotion is focused on promoting an interest in a specific group of people so that the reading activity becomes a habit strengthened in the community, above all in the family. We can say, then, that advertising about reading promotion seeks to touch people in their emotion, with the goal of changing their attitudes. On the other hand, the advertisements collected show a strong trend towards the use of new information technologies.

It can be concluded that the interaction between the iconic and the linguistic aspects in the compiled advertising posters is interesting. In this relationship, the image takes on an essential role to arouse the interest of an audience. In this discursive genre the image orients towards the understanding of what is intended to be argued. For its part, the word joins the effect of the image in a brief, forceful and precise way to achieve a rhetorical end: to persuade, to move, to achieve adhesion in the auditorium.

Students recognized that it is possible to argue through the identification, knowledge and use of rhetorical figures; they also noticed that these resources are valuable and illustrative to produce an advertising poster. Even though at the beginning of the intervention process they did not recognize some rhetorical figures, after the conscientious work on this subject, they managed to produce an advertising poster that they use to serve a communicative intention.

On the other hand, the most common rhetorical procedures that were visualized, not only in the advertising bank previously mentioned, but also in the productions elaborated by the students, are rhyme, hyperbole, metaphor, anaphorae and paronomasia. It is important to clarify that it was not in the students' interest to memorize the rhetorical figures, but to learn what their structure was and, above all, what effect they could achieve with their use. Precisely in an investigation of the DiLeMa[1] research group, documented in the article *La producción escrita de los estudiantes de grados 5 y 9 de Educación Básica en el marco de la preparación para las Pruebas Saber en Armenia y el Quindío*, Caro, Castrillón y Rivera (2012) insisted on the need to work in the classroom on the perlocutionary scope of rhetorical figures, supported by the following words of Perelman: "A figure is argumentative if its use, leading to a change of perspective, appears normal in relation to the new situation thus suggested. On the contrary, if the speech does not achieve the adhesion of the audience, the figure will be perceived as ornament, as a figure of style that remains ineffective as a

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1. The project *Análisis de la producción escrita de estudiantes de grados 5 y 9 de Educación Básica en el marco de la preparación para las pruebas Saber en la ciudad de Armenia y el Departamento del Quindío* (2011-2012) was based on a question included in a mock Saber Test aimed at groups of grade 5th and 9th of public institutions. The central objective of the research was based on the analysis of the texts produced by the students in this test, in order to identify strengths and weaknesses in textual production, which would allow generating proposals and suggestions in order to improve skills in this field. The writing test was applied to one student for each group evaluated: 93 in grade 5th, and 104 in grade 9th, for a total of 197. In this test, the young people were asked to write to a group of Spaniards coming to Colombia. By means of a letter, they would try to convince the leader of the group to visit the department of Quindío and, in particular, their school.

means of persuasion" (Perelman, 1997: 64). Thus, this research was able to collect positive results in this recommendation, since the students subject to research understood that in the corpus of advertising posters studied, more than ornamental figures, there were precise rhetorical figures that achieved the ultimate goal of the audience's adhesion.

It cannot be forgotten that the intervention was located around the production process of the advertising posters. In this attempt it was decided to elaborate an adaptation of the Didactext Model (2015), specifically in terms of the cognitive and metacognitive strategies that this proposal presents. Looking closely, the adaptation of this model had a positive impact not only on the production of advertising posters, but also on the students' attitudes towards writing in general.

On the other hand, the students performed writing production exercises in an improvised manner and did not use information organization resources for the construction of their product. With the implementation of the learning guides mediated by the Didactext Model (2015), we sought to prioritize in the previous knowledge, in the planning of the activities, in the elaboration and subsequent reelaboration of a product, which allowed them to go through various stages of correction until reaching a final version close to the criteria that we had drawn.

The implementation of the Didactext Model and its adaptation to the work we carried out on the production of advertising argumentative texts on reading promotion allowed us to refine a reflection on the discursive mediating genre in this research process. This model was presented as a tool applicable, also, to the elaboration of an advertising writing process. All this demonstrates the didactic importance of the model in the production of various types of texts.

Therefore, the Didactext Model as a useful, dynamic, and versatile tool that is adaptable to various textual typologies such as the argumentative one. It is worth clarifying that this model was initially developed to produce expository-explanatory texts; however, from this research project it is inferred that it becomes a resource for the accompaniment of different writing processes.

From these observations, it can be concluded that the research is pertinent, not only in the achievement of results in the discursive genre chosen with this group of high school students, but in the possibilities of transferring changes in the way of mediating their writing processes to the different areas in which they will exercise their future teaching work.

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