

Sugerencias didácticas para el tratamiento a la estrategia de anticipación en la comprensión lectora

Didactic suggestions for the treatment to the strategy of anticipation in the understanding reader

Yazari Hernández-Martínez; Yulianela Lubén-Matos

Universidad de Guantánamo, Cuba
Dirección Municipal de Educación El Salvador, Guantánamo. Cuba

Correos electrónicos:

036yazari@es.gu.rimed.cu

yulianela@cug.co.cu

ORCID: <https://orcid.org/0000-0001-9786-3264>

<https://orcid.org/0000-0002-7077-6790>

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Resumen

La investigación ofrece el tratamiento a la estrategia de anticipación en la comprensión lectora en el proceso de enseñanza-aprendizaje para aprender a aprender; si no se comprende lo que se lee mientras se estudia, difícilmente se aprenderá bien. La problemática de la comprensión lectora no está resuelta, la mayoría de los jóvenes egresan del nivel medio sin saber leer, en tal sentido se presentan sugerencias didácticas para darle tratamiento a la estrategia de anticipación en tres momentos: antes, durante y después de la lectura, lo que facilitará la captación de significados para la obtención del mensaje global del texto seleccionado.

Palabras clave: Compresión; Comprensión lectora; Estrategia; Estrategias de comprensión; Anticipación o predicción

Abstract

The research offers the treatment of the anticipation strategy in reading comprehension in the teaching-learning process to learn how to learn; if one does not understand what is read while studying; it will be difficult to learn well. The problem of reading comprehension has not been solved; most young people graduate from high school without knowing how to read. In this sense, didactic suggestions are presented to treat the anticipation strategy in three moments: before, during and after reading, which will facilitate the capture of meanings to obtain the global message of the selected text.

Keywords: Comprehension; Reading comprehension; Strategy; Anticipation or prediction

Introduction

Communication has been a necessity for human beings throughout history, hence man has used different ways to exchange his knowledge, experiences, culture and ideology. This reason supports the inclusion in the different educational systems of the world and of Cuba, in particular the teaching of the mother tongue, for being an irreplaceable way in the elaboration and expression of knowledge. In addition, at present, this teaching is based on the processes of comprehension, analysis and construction of meanings, the basis of the cognitive, communicative and sociocultural approach provided by Roméu (2003).

Therefore, the process of reading comprehension is a singular and significant milestone in the life of any subject, since it appears from the first years of life and will never abandon it, because it plays an important role in learning to learn, since if one does not understand what one reads while studying, it will be difficult to learn well. In this sense, it is noted that the current teaching of reading comprehension in Cuba is improved with the systematic practice of reading texts in different communicative styles and by different authors; however, despite the efforts made, the problem of reading comprehension has not been solved, most young people graduate from high school without knowing how to read.

This is corroborated with the inquiry in the various sources consulted of researchers who are directed to enhance the work with reading comprehension from edges such as: the levels of comprehension, the steps or algorithms for comprehension, the skills that develop comprehension, among others, however, it is noted that the research works of Martínez (1997), Enrique (1997), Hernández and Estrada (1998), García (1999), Enrique (1997); Hernández and Estrada (1998), García (1999), González (1999), Garriga (2003), Cassany (2005), Sales (2004), Dominguez (2007), Barrera (2013), Coca (2015) and García (2019), reveal the need for a psychological study of the problem and emphasize the use of strategies to comprehend a text with which the authors of this article agree.

The process of reading comprehension should generate motivation, pleasure, pleasure so that the student can grasp the meanings and satisfy the needs they have, which leads to meaningful learning Ausubel (1979), this implies leading the student from the task itself that is presented to the establishment of intertextual, par textual, interdisciplinary and multidisciplinary relationships, which in turn, trigger links with the knowledge he needs.

The work with reading comprehension strategies facilitates the student's stimulus based on the needs that exist in him and that he does not know or does not put into practice on a daily basis; but these strategies are used insufficiently, since more attention is paid, as previously discussed, to the levels of comprehension, the steps or algorithms for comprehension, the skills that develop comprehension. Together with the authors' experience in pedagogical practice, the review of documents and reports of inspection and specialized visits, entrance tests, diagnoses, observation of the school context and the analysis of the diagnostic study carried out, has made it possible to detect the following limitations:

- Insufficient didactic-methodological preparation of teachers for the treatment of the strategy of anticipation or prediction in the process of reading comprehension at the Basic Secondary education level.
- In the orientation of activities for students to attribute meaning to the text, assume a critical attitude, relate it to other texts they already know and insert those meanings to their universe of knowledge and connect them with each other in a harmonious way.
- Students' insufficiencies to decipher the meanings of the text from the semantic, syntactic and pragmatic dimensions from the use of the strategy of anticipation or prediction in the process of reading comprehension.

Hence, we propose to conceive didactic suggestions for the treatment of the strategy of anticipation or prediction in the process of reading comprehension in seventh grade.

Development

Together with the authors' experience in pedagogical practice, the review of documents and reports of inspection and specialized visits, entrance tests, diagnoses, observation of the school context and the analysis of the diagnostic study carried out, has made it possible to detect the following limitations:

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- Students' insufficiencies to decipher the meanings of the text from the semantic, syntactic and pragmatic dimensions from the use of the strategy of anticipation or prediction in the process of reading comprehension.

Hence, we propose to conceive didactic suggestions for the treatment of the strategy of anticipation or prediction in the process of reading comprehension in seventh grade.

The subject in this grade is structured on the basis of 11 units, in each of them according to the literary canon for the selection of the different texts that are introduced in the classes, their selection obeys different criteria established, according to Montaña (2006,) "of aesthetic, ideological and political, ethical and philosophical criteria, among others" (p. 14).

The previous reason emphasizes the reason for the selection of the text "El mancebo que se casó con mujer brava" in unit 5 of the seventh grade Spanish-Literature program, which will be illustrative for the didactic suggestions proposed by the authors for the treatment of the strategy of anticipation or prediction in the process of reading comprehension in seventh grade.

In relation to the definition of the strategy concept, Rodríguez (2002), Calzadilla (2006), Pérez (2006), and others, analyze its meaning since its emergence. For the authors, the semantic load provided by the etymology of the word strategy (stratos: army and ago: I lead) has conditioned several reflections on how to introduce it in the reading comprehension process from the teacher's point of view, which can be summarized as follows:

- The direction of the reading comprehension process involves a responsibility of the teacher in new ways of doing so that the student learns to do.
- The conduction in this process of reading comprehension must attend to the cognitive, affective, cultural and experiential needs of the student, which is why an accurate diagnosis is needed, starting from the students' school age.
- The general characteristics inherent to strategic action are derived from the reading comprehension process.

The above reflections allow us to assume the definition of the term offered by Roméu (1992):

A strategy is a scheme of action that makes it possible to obtain, evaluate and use information. The reader of any text performs actions that guide him in the search for and obtaining of data of interest, through the careful exploration of the text, and that constitute his reading strategies. (p. 92)

For Goodman (1982), García (1999), González (1999), Garriga (2003), Sales (2004), Cassany (2005), Dominguez (2007), Barrera (2013), Coca (2015), García (2019), there are different valid strategies for reading comprehension and they agree that they are: sampling strategy, prediction strategy, inference strategy, self-control strategy, self-correction strategy.

In this research, the strategy of anticipation or prediction will be referred to, in this regard, Dominguez (2007) states that: "The prediction strategy allows us to anticipate ideas about the text, after examining it. Since we observe the text before reading, we can make some anticipations or form hypotheses about its content" (p.46). The use of this strategy favors the anticipation of textual ideas, once the text has been probed; so that the student approaches his experiences and knowledge accumulated since his first contact with the work and the author, therefore, the conduction of the teacher as a guide and facilitator of the teaching-learning process relies on a correct orientation and motivation towards the reading comprehension process.

The didactic guidelines proposed here, without pretending to exhaust all the ways that can be sought for this process to be carried out with greater quality, attempt to provide a solution to the inadequacies detected in the diagnosis of the current state of the problem.

Didactic suggestions for the treatment of the anticipation or prediction strategy in the process of reading comprehension in seventh grade.

- Characterization of the program of the subject at the undergraduate level: it facilitates the detection of the didactic deficiencies of the reading comprehension process that may be manifested in its teaching so that the planning and organization of improvement on the subject can be foreseen.
- Identification of the cognitive expectations of the students' learning in the subject Spanish-Literature at the undergraduate level, insofar as it allows encouraging the motivation for study according to their own reality and not that of the teacher, the essence of this process being the students so that they become the protagonists.

- Proposals for the use of alternative literary texts according to the tastes and preferences of the students without violating what is established in the program, for this the use of intertextuality is paramount, hence it is suggested an orientation directed to:

Carefully review the works analyzed in the course that, due to their content and message, allow them to establish an intertextual relationship with other literary texts that they already know from the previous level of education and that they prefer.

1. To elaborate activities that activate the motivation towards literary reading based on intertextual relationships.
2. To guarantee the didactic procedure of reading comprehension, based on the relationship between the functional components (comprehension, analysis and construction), in three essential moments before, during and after reading.

Reflections on the introduction of didactic suggestions for the treatment of the anticipation or prediction strategy in the process of reading comprehension in seventh grade.

The teacher, during the characterization of the program, knows that there is a relationship between the articulation axis of Literature and the Reading component and the beginning of literary appreciation in seventh grade. Unit 5 of this program deals with the story: "El mancebo que casó con mujer brava", XXXV story of the collection El Conde Lucanor by Don Juan Manuel.

A total of (15 h/c) are dedicated to this unit, 5 of them correspond to the component Reading and beginning of literary appreciation where the character category is approached and the main and secondary characters are classified in narrative texts through the story "El mancebo que se casó con mujer brava.

In addition to the above, the results of the diagnosis of the expectations of the students, who, in the interview, recognized the Spanish classes as pleasant, with emphasis on grammatical and orthographic content, although those that are directed towards reading only some texts are attractive to them, among which they mention in order of priority the following: "El abuelo y el nieto", by the Brothers Grimm, "Francisca y la muerte", by Onelio Jorge Cardoso, "El mancebo que casó con mujer brava", by Don Juan Manuel, "La Noche", by Excilia Saldaña and "Cada uno a su oficio" adaptation by José Martí.

The accurate and real diagnosis determines the work with the tastes and preferences of the students to offer a better treatment to the reading comprehension from the strategy of anticipation. What to do to motivate the student? It is suggested to the teacher to take into account:

- The three essential moments for working with reading comprehension: before, during and after reading.
- The elaboration of tasks that have as "hooks" the activation of the willingness to search for information based on questions posed, so that it is possible, from their own elaboration as a result of the individual processes of meaning, to assume solid positions with respect to what has been learned.
- The tasks should be elaborated for the three moments before, during and after reading.

An example could be the story "El mancebo que casó con mujer brava", by Don Juan Manuel, the teacher should do the following:

Before reading

- Orient the reading of the story from unit No. 4, when working on elocutive forms and emphasizing on narration and its characteristics, the teacher can mention by way of illustration the different narrative texts studied in the grade, those already studied from units 1-3, and those yet to be studied from units 4-11, he/she can then orient in a pleasant and simple way the reading of the story.
- Develop questions such as the following:
- As you have already known in unit 4, narration is one of the eloquent forms through which you can enjoy the history of the life of men, that is why we propose that in order to delve into a very ancient history you investigate what we propose below:

What do we call the Spanish Golden Century?

Who is Don Juan Manuel?

How was El Conde Lucanor composed and how was it written?

What does the title of the story: El mancebo que casó con mujer brava suggest to you?

Read carefully the story that appears on pages 51-55 of the textbook Spanish-Literature seventh grade, on which you can rely for the research you are going to do. You can also use other sources such as:

Dictionaries, Wikipedia Free Encyclopedia, Ecured the Cuban Encyclopedia, Interactive Autodidactic Encyclopedia Part II.

During reading

- Reading the text in a shared way, it is not about a model reading, but to share in class a reading of the story where the teacher reads and as many students as possible take part from their desires and motivations. It is suggested that the reading not be interrupted to rectify, nor to model, but to enjoy that magical space in which teacher-student are readers of a literary work for pleasure.
- Select the parts of the story that are significant in the ethical-aesthetic and pedagogical order.
- The teacher can use the activities that appear in the textbook Spanish-Literature seventh grade in the section: Exercise what has been studied page 57 activities 1 and 2 (items c-g) and make modifications in what is proposed, for example, the following questions can be made based on the integrative approach of the subject.
- In the text the word genius is connoted, what does this word mean and what result does it acquire in the context in which it is used.
- Extract from the text the expression that characterizes the word genius. What is the relationship between the expression and the word? What meaning does it bring to the text?
- With what other word can you substitute it in the text, taking into account that the concordance is not lost?
- In the text there are other words with similar meanings, extract them.
- Taking into account the repetition of the meaning of the word genius with the use of synonyms, summarize in five lines which character has these characteristics. Classify the character as principal or secondary.
- In addition to these characteristics, what other qualities does this character have?
- Considering the qualities of the young girl. Justify why it was so difficult for the young woman to find a mate.
- What was the objective of the old Moor?
- How does the young man succeed in turning the young woman into a docile girl? Do you agree with his actions? Do you think this would work nowadays?
- What other character in the story tried to do the same thing, did it work, and why? Classify it into main or secondary.

- In which part of the story is the moral clearly evident? Write that moral yourself.
- Think: to what other issue can you apply this moral? Explain your conclusions.

The teacher should offer levels of help to the students and guide them on how to proceed in order to understand the message of the story.

In this second stage, during the reading you should corroborate these anticipations through confirmation and self-correction.

- Reread the text if you do not understand it or find it confusing.
- Make notes about the characters and moments in which the events take place.
- Consult the dictionary.
- Write down expressions that confirm or contradict your anticipations.
- Summarize the content of the story.

After reading

Guide activities in problematic situations that highlight the results and educational messages of the works and provide a model of action for students in different circumstances, the following activities can be done:

- Carefully read the following text: "Literature is a reflection of life and people. Through literary works we learn a lot about the customs, history, and development of a people; we also appreciate the psychological peculiarities of the characters."
- Relate this text to the story you have read. Can you exemplify some of the points made in this text? Argue your answer.
- After enjoying reading and understanding the text, explain what you would do in the following situations:

If a person you hold in high esteem always had outbursts of anger.

If someone insults you and disrespects you.

If you had to give advice to a person who was in a bad mood.

Conclusions

The criteria offered in the researches consulted on the reading comprehension process reveal the need for a psychological study of the problem in the learning of this vital functional component in the school life of the student and of men in a general sense, and emphasize the use of strategies to comprehend a text. The didactic suggestions and explicit criteria on the treatment of the strategy of anticipation or prediction

in the process of reading comprehension require new ways of doing in order to motivate learning and the development of modes of action in the teaching-learning process.

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