

La construcción de texto en el contexto: uso de dispositivo móvil: teléfono

Construction of text in context: use of mobile device: phone

Odalis Lorié-González; Yolaimis Negret-Estévez; Bartolo Wilson-Lorié

Universidad de Guantánamo, Dirección de Postgrado.

Universidad de Guantánamo,

Dirección provincial de cultura

Correo(s) electrónico(s):

lorie@cug.co.cu

079yolaimis@sbpap.gu.rimed.cu

bwilson@gtmo.copextel.com.cu

ORCID: <https://orcid.org/0000-0002-1426-1792>;

https://orcid.org/0009-0000_2615-7266

<https://orcid.org/0000-0003-1372-0376>

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Resumen

El artículo aborda el tema de la construcción de texto apoyado en enunciados producidos con el uso del dispositivo móvil: teléfono. Tiene como objetivo exponer enunciados favorecedores de la construcción textual. Toma en cuenta, el dominio de las estructuras lingüísticas contextualizadas y su uso en la praxis, implica desarrollo cognitivo, comunicativo, social, espiritual y de placer, articulado con lo afectivo. El método fundamental utilizado ha sido la observación mediante la interacción; también la escucha de enunciados en diferentes contextos. Los principales resultados se concretan en enunciados producidos con el uso de dispositivo móvil: teléfono que favorecen la orientación para la construcción de textos actualizados.

Palabras clave: Construcción; Texto; Enunciado; Contexto; Interacción; Dispositivo; Teléfono

Abstract

The article addresses the issue of text construction supported by statements produced with the use of the mobile device: telephone. It aims to expose statements that favor textual construction. It takes into account the mastery of contextualized linguistic structures and their use in praxis, which implies cognitive, communicative, social, spiritual and pleasure development, articulated with the affective. The fundamental method used has been observation through interaction; also listening to utterances in different contexts. The main results are materialized in utterances produced with the use of mobile devices: telephones that favor the orientation for the construction of updated texts.

Key words: Construction; Text; Statement; Context; Interaction; Device; Phone

Introduction

Language is the essential means of cognition and communication, it includes the fundamental functions: noetic and semiotic. The thought - language relationship is materialized in statements and discourses, in which ideas, criteria and concepts (content) are embodied, which require a context that allows the subjects to be able to participate in it. In this process of interaction, new contributions arise that enrich the text construction component.

Since ancient times, man has been concerned with the study of language and its structures, in correspondence with the communicative situation and technical scientific advances, from which contextual statements are produced.

The teaching of text construction has been introduced at all educational levels, due to its importance for cognitive, communicative and sociocultural development.

Addressing text construction at all educational levels is in line with the most current conceptions of linguistic science through the development of a new approach and scientific advances. However, in educational practice, texts are not always analyzed and constructed in all possible communicative situations, as part of a real event that evidences the role of language in social interaction. In other words, it is a question of approaching the use and effects of signs in a behavior-revealing environment.

Hence, attention to specific utterances produced with the use of the mobile device: telephone, which has expanded their meaning and sense, is introduced.

The mobile device currently constitutes a necessity. It implies unity between instruction, education and development concretized in communication and execution of operations to interact. This requires a pragmatic disposition.

Currently, the use of the mobile device: telephone has generated the expansion of meanings in statements, and others, have been nominated from the components and mechanisms of the device. This has resulted in learners using these utterances in verbal interaction and the meaning is extended from the context.

These statements have been insufficiently treated in the teaching-learning process. In fact, many teachers have turned this way of realization into a preoccupation and not an occupation, i.e., it is a matter of taking advantage of these statements in the construction of texts. Considering the value of the utterances produced with the use of the mobile device: phone means taking into account the social context and individual needs.

Text construction is an essential communication process that requires assimilation and elaboration of knowledge. For this reason, it has been considered that, if statements produced in the interaction with the use of the mobile device: telephone are presented, a teaching-learning process is developed in the learners with relevance and approval.

This is the orientation of an enriched process that takes into account the use of the most frequent utterances in the interaction with the cell phone, aiming to expose various utterances produced as an expression of interaction with the mobile device: phone for the development of text construction.

Development

Textual construction is a complex process and is carried out at all educational levels. Great importance is attributed to this process, since it allows the individual to learn, from a linguistic perspective, in the different subjects under study.

Considering the value of textual construction means that it cannot be analyzed outside the social context and individual needs. This dialectical relationship makes the work of the educational institution irreplaceable.

In this paper we assume the definition of textual construction according to I. Domínguez (2007: 186), offered in the book *The cognitive, communicative and sociocultural approach in language and literature teaching* by Dr. Angelina Roméu Escobar.

This definition has been considered because it considers textual construction as a means of human cognition and communication, and of the individual's personal development.

In the process of construction and transmission of meanings, the unity of thought and language is revealed and the importance of this process for the integral development of the individual's personality from the cognitive,

meta-cognitive, affective-emotional, axiological and creative aspects, as a result of its interaction in the sociocultural context, is manifested.

The theoretical framework that supports this definition takes as a theoretical reference Vigotsky's Cultural Historical Approach (1995), present in the basis of current theories about education; hence, the following postulates were considered:

- The sociolinguistic as a mediator in the essential relationship established between education and development, thought - language.
- The unity of the affective and the cognitive.
- The work with the Zone of Proximal Development as an enabler of the active character of consciousness and of the treatment of: levels of help, transference, interactivity, collaboration, contextualization and measurement.

The linguistic takes as its antecedent the Cognitive-Communicative and Socio-cultural Approach of Dr. Angelina Roméu Escobar and her followers with the Theory of Speech Acts - comprises:

- The analysis of syntax as a functional component
- The analysis of properties: coherence and cohesion
- Integration of semantics and textual pragmatics in the analysis of textual pragmatics.

In the psychological field, we assume the referents of the Theory of Communication, specifically, of educational communication, which conceives within its models an education that emphasizes:

- Developmental, contextualized, active and meaningful teaching.

In this sense, the psychological mechanism is constituted by the activity carried out and the concrete interaction with the utterances that are produced. This means that, in the interaction, not only the "what I enunciate" must be taken into account, but also the "how I enunciate", in which speech acts acquire significance, so that education is seen as a communicative process, in which the teacher projects his activity sustained in the context. This action calls for a "learning to do", whose task stimulates the search for and deepening of the meaning and sense of the statements; it also stimulates comparison: how a certain reality was stated and how it is currently stated.

It is therefore necessary to teach how to construct texts with statements whose linguistic structures have a contextual pragmatic value.

There is an interdependent relationship between **the construction of text, the context and the utterances produced** with the use of the mobile device: the telephone, involving an internal

psychological process of cognitive stimulation of satisfaction, joy and pleasure towards the construction of coherent text according to the levels of development reached in the constructive process based on the structure and functional resources to be used.

However, it is not enough for the learner to intentionally mobilize his/her functional cognitive and communicative resources, but a connoted use is required for the latter, based on the assumption of an attitude in the process, nuanced by the interactive reality, the pragmatic disposition and the cognitive intention. All this allows an awareness and decision making for the construction of text in the classroom context, which becomes cognitive, enunciative and attractive.

The development of communicative competence revealed in the use of communication in specific contexts: it is manifested in the fact that students show, in the texts they construct, statements incorporated into their communicative register with the use of the mobile device: telephone. They also express their mastery of the linguistic means they use in a coherent manner, appropriate to the situation indicated and the type of text required.

In this process of **text construction**, creativity must be considered as a basic element in the writing task. Therefore, the constructive process corresponds to the third level of performance in which the learner faces the production of a text from **statements, meaning and meaning with appropriateness to the context**.

The meaning with adequacy to the context refers to those meanings that exist and nominate a given reality, but that, in the current context expand its meaning: example: copy - means to write in one part what is written in another - currently, with the use of the mobile device, it is copied - to file some message. Below is a table that abstracts some of the most commonly used utterances with the use of mobile device: phone, **meanings and expanded meaning with appropriateness to the context**.

Abstract of Statements produced with the use of the mobile device.

Enunciados	Significados	Significado ampliado con adecuación al contexto
selfie	Tipo de foto: autorretrato	Autofoto realizada para el recuerdo con un móvil o cámara digital

editar	Publicar por medio de ...	Herramienta en línea para publicar letras, revisar, corregir
copiar	Escribir en otra parte lo que está escrito..., Reproducir	Reproducir un mensaje
pegar	Fijar, unir una cosa con otra	Unir recuerdos, mensajes
desbloquear	Liberar, eliminar desobstrucción,	Volverlo a poner en función...Cumpleaños ... (nivel desbloqueado)
En línea	Disponible al vínculo o enlace a través de internet	Conexión al ciento por ciento
silencio	Ausencia total de sonido, abstención de hablar	callado
En red	Dispuesto	Internet abierto accesible
Fuera del área de cobertura	Desconectado, aislado, distanciado sin respuesta	Sin señal
Estoy en zona	Estoy cerca	Estoy a un paso o en el área
Estoy en pausa	Descanso Breve, sin interrupción sin movimiento, acción o ejercicio	Sin movimiento por un tiempo o momento
No disponible	Que no está Disponible, utilizable	No quiere atender a nadie
Vista móvil	Disponer la pantalla en función proporcionar una mejor lectura	Persona inestable
Sin brillo	Apagado, deslucido, opaco y pálido	Sin motivación por algo. Tenso, sin luz
Rotación de pantalla	Rotar una imagen completa	Estar en movimiento
Agregar a mis amigos	Añadir, seleccionar a una persona	Añadir a un conocido en las redes

Cuenta restringida	No puedes utilizar determinadas funciones. Estás limitado; condicionado	Sin acceder por ... (Sospecha por actividades ilegales o prohibidas; no está confirmar tu identidad; debes hacer debes proteger tu cuenta; debes solicitar revisión)
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Source: Own elaboration

The enunciations provide the possibility for the learner to make choices, to value options, to stimulate debate, to encourage discovery and reflection, to seek productivity and to stimulate independent work. All these elements are essential to achieve the creativity of learners and continue to expand the meaning appropriate to the context and the use of the cell phone.

The spontaneity of communication allows the use of other enunciations not included in the examples. Self-regulation: considers the development of skills to plan, execute, self-monitor and self-review the texts that are constructed from the utterances.

Each activity takes into account their correspondence with the Spanish and Literature program. It is intended that the students operate with elements that allow them to exercise them in the teaching-learning process.

All the planned activities are intended to build written texts based on statements related to the use of the mobile device: telephone for the development of contextual communicative skills. They can be initiated with given communicative situations in which the construction of text is oriented.

Enunciations are carriers of text meanings; therefore, it is an essential **content** that offers the possibility of achieving the proposed **objective** for the construction. The affective, emotional, motivational, axiological and creative aspects must be taken into account. Hence, this activity articulates with the **pragmatic disposition**.

The essence is to engage the learner so that - based on the statements - he/she builds texts that foster feelings and attitudes.

This didactic perspective contributes to the appearance of qualitative changes that respond to the need to achieve transformations in the teaching-learning process of teaching Spanish and Literature in basic secondary education, manifested fundamentally in the **assimilation of meanings and sense of the statements** that are attractive to them.

To the same extent that the learner contextualizes himself/herself, a meta-cognition of his/her cognitive schemes and resources is produced in order to develop his/her individual experiences and procedures in a dialectic unit synthesized in the components: analysis, comprehension and construction. The three take shape in interdependence. In this perspective, it is "society" and not "the individual" that is at the center of the approach. Therefore, the linguistic potential of the learner is interpreted as the means by which the various social relationships in which he or she participates are established, developed and maintained. Adopting a functional approach to language means recognizing what the learner can do with it. Thus, utterances and texts are conceived under a sociocultural orientation.

It is evident that the relationship between construction - text - context, interaction - mobile device: telephone. This implies not only preserving the cultural heritage achieved by expressing our feelings, moods and allowing us to enter the inner world of the people with whom we interact, but also enriching it with scientific and technical development.

Language should be assumed as a form of social life, as one more form of interaction through symbols. Approaching language in schools as social semiotics means interpreting it within a sociocultural context, in fact, it establishes a relationship with one of the laws of didactics. All of the above is conceived in the functional approach to language and language development.

This perspective of analysis is supported by the principles that appear in the book: The cognitive, communicative and sociocultural approach in the teaching of language and literature by Dr. Cs. Angelina Roméu Escobar (2007, p. 9).

1. The conception of language as an essential means of human cognition and communication and of the personological and sociocultural development of the individual.
2. The relation between discourse, cognition and society.
3. The contextualized nature of the study of language.
4. The study of language as a social practice of a group or social stratum.
5. The interdisciplinary, multidisciplinary, transdisciplinary and autonomous nature of the study of language.

The study of text construction based on these principles allows the deepening of the use of language: what text I construct..., how I construct it..., what utterances I use... In this way, an attractive text construction is oriented, because it takes into account utterances produced with the use of a mobile device: telephone.

In this perspective, we have assumed the theory developed and enriched by Lorié's, reflected in his doctoral thesis in which he systematizes the theory of Austin, J. L. and Searle. Said theory takes into account, "the acts of communication, seen as speech acts. In this order, a basic element is the enunciation of speech acts". (2008, p.30).

As a result of the enrichment of this theory, a quality of textual connotative enunciation is revealed in three higher levels that express a subordinate hierarchical system: locative translation, illocutive interpretation and perlocutive extrapolation.

The levels allow interaction based on previous knowledge and condition a positive attitude towards learning. By associating them to the teaching-learning process of text construction, they account for the totality of the process where the components are integrated: analysis and comprehension of what has been constructed.

Specifically in this paper, we delve into the statements, which have an individual and collective character.

Conclusions

The coherent systematization of the construction of text supported by statements produced with the use of a mobile device: telephone favors the achievement of a higher level of emotional development that has its maximum expression in the interaction with the other in the context. With the use of these utterances the learner feels more comfortable to communicate. The teacher must insist on appropriate expressive behavior. This perspective in writing contributes to the integral formation of man, who is the center of society, so that he can think, listen, speak, write and socialize conveniently.

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