

***La enseñanza-aprendizaje de la comprensión del texto ilustrativo
en la carrera Español-Literatura***
***The teaching-learning of the comprehension of illustrative text in
the Spanish-Literature degree program***

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Resumen

En el presente artículo se aborda la comprensión del texto ilustrativo, teniendo en cuenta las dificultades que se presentan en el proceso de enseñanza-aprendizaje. Como objetivo se plantea elaborar una metodología para la enseñanza-aprendizaje de la comprensión del texto ilustrativo en la carrera Español-Literatura. Se utilizaron métodos teóricos y empíricos que permitieron el estudio del tema investigado. Se efectuó una caracterización del tema investigado y se propone la metodología como solución al problema investigado. Los resultados obtenidos demostraron que la propuesta contribuye a la preparación de los profesores para la comprensión del texto ilustrativo y en correspondencia con ello, mejores resultados en el aprendizaje de los estudiantes en formación.

Palabras Clave: Metodología; Enseñanza-aprendizaje; Comprensión, Texto ilustrativo.

Abstract

This article deals with the comprehension of illustrative text, taking into account the difficulties that arise in the teaching-learning process. The objective is to elaborate a methodology for the teaching-learning of comprehension of the illustrative text in the Spanish-Literature course. Theoretical and empirical methods were used, which allowed the study of the investigated topic. A characterization of the investigated topic was carried out and the methodology is proposed as a solution to the investigated problem. The results obtained showed that the proposal contributes to the preparation of teachers for

the comprehension of the illustrative text and in correspondence with this, better results in the learning of students in training.

Keywords: Methodology; Teaching-learning; Comprehension, Illustrative text.

Introduction

The Bachelor in Spanish-Literature Education, in charge of promoting an integral cultural development, has the responsibility of directing the teaching-learning process aimed at the integral formation of the personality, through the linguistic and literary contents, and the coordination, from the school, of the educational and socio-cultural influences of the family and the community.

Despite the efforts deployed for the achievement of these purposes, the requirements of the Model of the Professional 2016-2017 are still not met, since in their initial training they do not reach a general vision that considers the understanding of the illustrative text from the codes in which they are expressed, and the knowledge of the student as a subject of culture. Thus, this future educator must be prepared to understand the textual typology, in order to meet the learning needs in the contexts in which they work.

This problem has been approached superficially, since the teaching-learning of textual comprehension in the Spanish-Literature course is limited to the narrow conception of text referring to books or manuals used for the study of language and literature, which responds to a very restricted concept of what texts are and not to a broader and more comprehensive meaning, which includes all the messages that we communicate to other people, using words or any system of signs.

In this sense, Cabrera (1989) and others direct their attention to interpretation based on formal configurations (system-form). Jubría (1985) refers to some techniques and characteristics, from the artistic point of view.

In Cuba, prestigious researchers have expressed common concerns about the process of textual comprehension, among them: (Domínguez, 2013; Montaña and Abello, 2010 and Roméu, 2003), among others. In Guantánamo, (Barrientos, 2011; Garcia; 2019; Hodelín, 2024; García, 2023; Lorié, 2008 and Moreira, 2012); refer to the importance of textual comprehension for the teaching-learning process, comprehensive training, social interaction and efficiency in future performance.

The above reveals the need to carry out a consistent and systematic work of preparation of teachers of the Spanish-Literature career in the comprehension of illustrative text, so that they are prepared for the proper management of the teaching-educational process in order to achieve the necessary quality of the teaching-learning process (PEA), not only in the methodological, but also in the educational aspect with a view to the comprehensive training of schoolchildren.

Among the most relevant sources of textual comprehension in the Cuban educational process are: (Domínguez, 2013; Montaña and Abello, 2010; Roméu, 2003 and Sales, 2007) and others. They attribute meanings to the text and consider that it is an unlimited process of inferences and generalizations, of re-elaboration of the text by the reader and knowledge of the context. It is considered to be a cognitive, affective and intellectual process.

In Guantánamo Lorié (2008), refers to the process of textual trans comprehension; Barrientos (2011), addresses the comprehension of Martí's texts; Moreira (2012) alludes to comprehension, in the broad conception of texts and in terms of cognitive, communicative and sociocultural competence; Garcia (2019) refers to the didactic orientation to inference in pre-university, Garcia (2023) points out inferential comprehension of political discourse and Hodelín (2024) addresses reading comprehension in the area of Humanities.

We agree with the concept of textual comprehension provided by Roméu (2012), when he states that: It is a complex and dynamic process, during which the subject interacts with the text he/she interprets, through the application of cognitive and meta-cognitive strategies, which results in the exchange between the new information contained in the text and that stored in the subject's mind, and enables the text to influence the reader, enriching or reformulating his/her knowledge, and the reader to attribute new meanings to the text from his/her inferences. (p. 42)

For the process of comprehension of the illustrative text, the levels of comprehension provided by Roméu (2013) are assumed, where the following should be considered:

1- Intelligent comprehension (reproductive level). Capture of the literal meaning, which implies not only capturing what the work shows but also attributing meaning to it based on knowledge and experiences. At this level, the meaning of the illustrative text is understood and inferences are made by attributing meanings from their universe of knowledge.

In this research it is suggested to: observe the image; identify the elements; determine the elements of the illustrative text considering its characteristics, components of visual language; place the observed text in the immediate context of the student; check if the meaning of the illustration has not been lost and determine its meaning.

2- Critical comprehension (productive level). It is still an intelligent observation, but it takes place at a deeper level. One distances oneself from the text in order to be able to give an opinion on it, judge it, criticize it, evaluate it; one is in a position to take sides for or against what is expressed by the author. To do so, he/she gives his/her opinion, judges, comments, evaluates and takes sides in favor or against what is stated by the author of the text.

In this research, the definition of illustrative text is assumed as those that are formed by images. These texts have some resemblance with the objects they represent, so they do not aim to imitate reality with accuracy and fidelity, but to turn the phenomena they translate into bearers of aesthetic meanings. (Roméu, 2013, p. 22)

In understanding the illustrative text the reader can judge, for example, about the effectiveness of the use of visual language, the relationship of the illustrative text and the context, and comment on the author's views. It includes: emotional response to the content: the student should verbalize it in terms of interest, excitement, boredom, amusement, fear, hatred; identification with the elements of the illustrative text, sensitivity to them, sympathy and empathy; reactions to the use of visual language, as well as similes and metaphors.

In this way, the artistic capacity of the creator to express through images and that the student can visualize, taste and feel is evaluated.

3- Creative comprehension (Creation or extrapolation level). It supposes a deep level of understanding, which is reached when the student applies what is understood, exemplifies or extrapolates. In other words, the student uses creatively the new meanings acquired and produced by him.

Here creativity should not be understood in a restricted sense, referring only to artistic creativity, but as the capacity to act independently, to relate the illustrative text to other contexts (whether related to appreciation or to other subjects) and to make it intertextual. The student reader applies knowledge about the illustrative text to other contexts, exemplifies and extrapolates. He relates it to other contents in other subjects, and inserts that knowledge to his universe of knowledge, connecting them harmoniously with each other.

In order to solve this problem, the objective is to elaborate a methodology for the EA of the comprehension of the illustrative text in the Spanish-Literature course.

Development

Methodology for understanding the illustrative text

- We proceed to determine the first message of the illustrative text: by distinguishing the information offered, we try to identify the information that appears in the text and relate it to the topic it represents.
- In order to access the unknown and necessary information, it is necessary to identify oneself from the information previously located. In this way, the student's knowledge network is strongly activated in relation to the content object of learning, allowing the student to make the necessary demarcations.

- Explicit and direct information is located in the illustrative text (it refers to locating the information that appears objectively in the text).
- The contextual meaning of the words and expressions that appear in the illustrative text is specified. It requires the analysis of expressions, according to the context of use, contextualized from the basic meaning of the expressions, to the most exact possible meaning they have in the text in question. Without this it is not possible to determine the meaning.
- The key words and expressions of the illustrative text are determined: those words or expressions that contribute the most to the overall meaning of the text, not because of their meaning itself, but because of their structural value in relation to content and form; they can be discerned from the information they contain, the suggestions they make, the relationships they lead to from the semantic point of view.
- It is a matter of being acute in the understanding of the meanings provided by the text, which is what ultimately determines whether they are key expressions or not, therefore, the analysis cannot be superficial.
- Inferences are made according to the significant suggestions provided by the key words and expressions of the illustrative text. In this way, the reader (student) will have before him "traces" that lead him to basic conceptual nuclei around the essence of the illustrative text.
- The essential ideas of the illustrative text are specified (explicit and implicit messages).
- The main or transcendental idea of the illustrative text is determined. For this procedure, the student has to learn to use the macro rules, according to Van Dijk (2000), of selection, generalization and construction. This idea encompasses all the others, it is the nucleus, the axis around which they revolve, which determines its transcendence in relation to them. If it appears implicit, the reader has to construct it according to the suggestions contained in the illustrative text.
- The intention of the illustrative text is captured: it is the result of the integrated appropriation of the semantic and the syntactic, which now interacts with the pragmatic and enables the necessary integration between the three basic cores of discursive analysis.
- The messages of the illustrative text are linked with the vital experience as addressee, with the universe of knowledge according to the acquired cultural heritage. In this sense, the meanings contained in the text are put in contact with the student's knowledge and his particular appreciation of it is conditioned.

- The illustrative text is judged, criticized or evaluated. Each student must interpret the text, give his/her opinion on it, and issue his/her judgment or assessment according to his/her knowledge and experience acquired on the subject.
- Finally, the reconstruction of the message is oriented. This takes shape in the emission of the definitive message of the illustrative text in an act of production of new meanings. Here the text itself or the new text is born according to the knowledge of the receiver, who decodes and issues his or her value criterion, which which escapes from the author's hands because it now has the new nuances that the receiver or reader assigns to it. The student modifies his knowledge and enriches his knowledge, so that cognitive actions reach their maximum expression.

Example of illustrative text comprehension:

Example 1 Comprehension of the illustrative text: "Episode of the windmills".

Subject: Comprehension - Text Construction

Subject: Comprehension of the illustration "Episode of the windmills" by Gustavo Doré.

Illustrative component: image, line, color.

Prioritized functional component: comprehension.

Subordinate components: analysis and construction.

Objective: To apply textual comprehension strategies, through the observation of the illustrative text "Episode of the Windmills" by Gustavo Doré, for the students' mode of action in their future professional performance.

Method: Independent reproductive work.

Procedure: Silent and commented reading, questioning system, analysis-synthesis, note-taking.

Means: Selected illustrative text, Textbook.

Form of organization: Class (practical class).

Evaluation: Oral and written

First step (before visualization of the illustrative text)

It is necessary the previous orientation towards the search of information on some fundamental questions of the work; the author (personal data, study of the historical context in which it is located, country, economic, political and social situation, among others); the components of the visual language (line, point, area, color, value, texture, among others), that will help in the comprehension of the work from the indications guided by the teacher.

In general, the reading of the literary work and the previous orientation towards the search for information on some fundamental questions related to the content of the illustration that will be visualized. This will help him/her to solve the teacher's indications.

Second step: (during the visualization of the illustrative text)

Illustrative text: Episode of the windmills, by Gustave Doré:

The visualization of the illustration "Episode of the windmills" by Gustavo Doré is guided.

It is convenient to start from a contextualization, as it always allows a more global understanding: the historical period in which it was created, the personal circumstances, its relationship with the addressee. Responding to the level of intelligent comprehension:

What is the name of the illustration?

What is observed in the illustration?

What explicit message is conveyed in the illustration?

What characters from the literary work are depicted in the illustration?

How could you identify them?

What characteristics does each character in the illustration possess that facilitated their identification?

What colors are used in the illustration?

In what historical context is the illustrative text conveyed?

What do the windmills mean to Don Quixote?

Responding to the second level of critical comprehension:

Is there a correspondence between the image shown and the title of the work? Why?

Why do you think the author gave that title to the literary work?

Do you like the illustration?

Yes, No, why?

Why are those colors shown in the illustration?

What do the lines used convey to you?

Do you consider the arguments offered in the illustration important? Why?

Third step: (after visualization of the illustrative text)

It is important to express that comprehension is a hierarchical process, therefore, an illustrative text cannot be understood without first having analyzed it at its literal level, since the questions arise from what is present in the illustration based on the construction of their own knowledge about the image being visualized.

Responding to the third level of comprehension (creative), the following questions are asked:

If you had to converse with your classmates about the duty of the new generation in the fight against injustice, what would you tell them?

What qualities of Don Quixote do you consider worthy of imitation by young people?

If you were to meet Don Quixote and talk about the responsibility of young people of the present generation in the legacy of the Cuban Revolution, what would you tell them? Express yourself through a paragraph, use your best handwriting and take care of the spelling.

Illustrate through a drawing how the revolutionary legacy is transmitted to the new generation of the 20th century.

Evaluation of the results of the application of the elaborated methodology:

For the evaluation of the methodological preparation in the teaching-learning of the comprehension of the illustrative text in the Spanish-Literature course, eight teaching activities were observed. For this purpose, the following observation guide was elaborated:

Observation guide for the comprehension of illustrative text in teaching activities:

Objective: to verify the performance of the teachers of the degree program: Bachelor's Degree in Spanish-Literature Education in the comprehension of illustrative text:

Activity observed: _____

Year course: _____

Years of experience of the responsible teacher: _____

Group _____

Aspects to consider during the observation

Type of activity declared: _____

Corresponds to what was done: Yes _____ No _____ Why _____

Aspects to observe:

1. Chooses the most appropriate learning strategies and employs methods that favor direct experience, reflection, expression and communication about the illustrative text.
2. Language adapted to the needs of the student, that favors the comprehension of the illustrative text and that works the different channels (oral, written, visual, and gestural).
3. Use of comprehension techniques and strategies that enhance the learning of the illustrative text in relation to the needs of the students.
4. Use of strategies that favor motivation and broaden students' interests.
5. Empowerment of teaching groups, in such a way that students with different levels are distributed equitably and where some teach others in order to promote an adequate dynamic activity.

6. Ensuring theoretical knowledge about comprehension and in particular the illustrative text, which students will have to apply in the classes?
7. Clarity and precision in the orientations where all the possible variants are explained, as well as the role that corresponds to the student in the teaching-learning.
8. Elaboration of questions that provide the certainty that the students master in depth the contents of the illustrative text.
9. Expression of constructive criticism on the fulfillment of the proposed objective, in a way that allowed reflection, recognition of errors and resolution of the difficulties faced in the development of the comprehension of the illustrative text.

In the observation of eight teaching activities, it was found that:

- 85% defined the objective according to the cognitive, communicative and sociocultural needs of the schoolchildren.
- 87% subordinated analysis and construction to comprehension as the prioritized functional component.
- 93% oriented activities towards the transit through the levels of comprehension.
- 85% led to the teacher-student exchange in a way that favors interaction and readiness for comprehension of the illustrative text.
- 90% led the student in the comprehension of the illustrative text, starting from their cultural experiences and the basic theoretical concepts.
- 87% of the teachers determined the levels of assimilation and elaborated the evaluative activities.
- 85% ensured a level of interaction that leads to the development of skills for the comprehension of the illustrative text.
- 92% of the teachers allowed students to discover the implicit meanings from their experiences, and to build their inferences, from the levels of aids led by guidelines, under the mediation of the teacher.
- 95 % clearly formulated the requirements stated in the objective and content.
- 97% evaluated, during the lessons, the cognitive and methodological performance achieved.
- 84 % led to decipher the artist's message through the expressive means, conformed by the elements of visual language: line, area, volume, tonal values, color and texture, and the principles of plastic organization: proportion, rhythm-emphasis and balance, which act as an indissoluble whole to express the content of the illustrative text.

- Ninety-three percent outlined criteria for the evaluation of the objective in the comprehension of the illustration.
- Only 95% offered orientations of comprehension activities of the illustrative text before reading, during reading and after reading.
- The above reveals the methodological preparation achieved by the teachers in the comprehension of the illustrative text.
- Among the advances observed, they mention:
- The work with illustrative text comprehension linked to the rest of the components of the subject.
- The use of systems of productive questions and extrapolation, which favor students' comprehension of the illustrative text.
- The promotion of open, spontaneous debates, curricular and extracurricular activities in which the comprehension of the illustrative text is creatively stimulated, based on the students' interest.

Conclusions

The systematization of the main theoretical-methodological referents constitutes essential premises that make possible the teaching-learning of illustrative text comprehension, by responding to the cognitive needs of teachers in the Spanish-Literature course. The application of the proposal allowed assessing the effectiveness of the methodology, which contributed to solve the difficulties of Spanish-Literature teachers in the teaching-learning process of comprehension of illustrative text. The evaluation of the results in the classroom observation allowed a positive evaluation of the transformations achieved by the teachers of Spanish-Literature in the teaching-learning process of comprehension of illustrative text.

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