

*Cognitive, communicative and socio-cultural orientation
from a methodological dimension*
*Enfoque cognitivo, comunicativo y de orientación
sociocultural desde una dimensión metodológica*

Nelcy Torres-Montoya**Ariel Abrahante-Hernández****Vidalía Sánchez-Matos**

Universidad Oscar Lucero Moya, Holguín, Cuba

Correo electrónico(s):

nelcyt@uho.edu.cu.

aabrahante@uho.edu.cu

vidalia@uho.edu.cu

Received: 12 de enero de 2018**Accepted:** 10 de abril de 2018

Abstract: Today, difficulties are detected in the methodological conception of the Spanish-Literature class with a cognitive, communicative and socio-cultural orientation, an issue that does not favor reading comprehension. In order to contribute to the eradication of this problem, methodological workshops are proposed aimed at preparing teachers to conduct the teaching process of textual comprehension. With their application, quantitative and qualitative changes in their professional performance were experienced. For the development of the work it was necessary to apply surveys to professors to verify the knowledge and understanding about the new approach of the language.

Keywords: Methodological work; Cognitive and communicative approach; Sociocultural orientation; Reading comprehension.

Resumen: Hoy se detectan dificultades en la concepción metodológica de la clase de Español-Literatura con enfoque cognitivo, comunicativo y de orientación sociocultural, cuestión que no favorece la comprensión lectora. Para contribuir a la erradicación de este problema se proponen talleres metodológicos dirigidos a la preparación de los docentes para conducir el proceso de enseñanza aprendizaje de comprensión textual. Con su aplicación se experimentaron cambios cuantitativos y cualitativos en su desempeño profesional. Para el desarrollo del trabajo resultó necesario aplicar encuestas a profesores para constatar el conocimiento y comprensión acerca del nuevo enfoque de la lengua.

Palabras clave: Trabajo metodológico; Enfoque cognitivo y comunicativo; Orientación sociocultural; Comprensión lectora.

Introduction

The teaching of the mother tongue in the different educational levels acquires a functional approach so that the student is able to understand the usefulness and application of the linguistic contents. That is why a methodological conception based on the cognitive, communicative and sociocultural approach has been conceived for the teaching of the language, whose main

objective is to achieve cognitive, communicative and sociocultural competence based on the development of reading, speaking skills, write and listen, understood as such competence: linguistic competence, socio-linguistic competence, discursive competence, and strategic competence.

This conception is intended for students to become efficient communicators capable of understanding what others express, acquire a linguistic and literary culture obtained in the process of analyzing different texts and in the linguistic resources used for their construction in different styles; so that the methodological support of the teaching approach are the functional components comprehension, analysis and textual construction, in which the essential skills that the Spanish - Literature course must contribute to develop in students are specified.

Reading comprehension or meaning acquisition is the first of the functional components of the Spanish language, it is achieved to the extent that the recipient of a text perceives its phonological structure, discovers the meaning of the words and the syntactic relationships that exist between them , and (re) construct the meaning according to its "universe of knowledge", which evidences its dependence on analysis and construction, that is to say that to understand a text it is necessary to analyze and construct meanings, and the one who Have more knowledge of language structures.

The construction can only be achieved when you understand the significance of the topic on which you are going to talk or write, and it is constructed by using the linguistic means (phonic, lexical, grammatical) that the analysis itself has revealed. It is important to note that the relationship between the functional components also becomes a methodology or a way of proceeding while the initial understanding of the text precedes the analysis and this to the construction (oral or written).

Authors such as Sales (2003); Dominguez (2004); Toledo (2007); Torres (2010), Bayeaux, (2011) systematize the cognitive - communicative and sociocultural approach created by Roméu (2003) for whom this approach is based on the dialectical-materialist conception of language as an essential means of cognition and social communication as proposed in the postulates defended by the historical-cultural school of Vigotsky in 1966 on the social acquisition of language.

We believe that despite the studies carried out on this subject, it is necessary to find other alternatives that resize methodological work with teachers in order to guarantee their preparation to face the new demands posed by the direction of the teaching-learning process in Basic Secondary Education.

10 professors who teach the Spanish-Literature course was determined as a population for the development of the work, and from this we worked with a sample of seven professors who presented the greatest deficiencies in textual comprehension.

This consideration responds to the results obtained with the application of surveys to seven teachers and two heads of degrees:

- Only two teachers, who represent 28.6% of the sample, are specialists, and have deficiencies in the ways of integrating the functional components of the language.
- Three of the teachers, who represent 42.8% of the sample, show inadequate preparation to deal with the interpretation of different question approaches in which grammatical and syntactic structures are present that acquire contextualized significance.
- Five teachers, representing 71.4% of the sample, have inadequacies in the development of skills for the elaboration of questions that pass through the different levels of reading comprehension, and thus achieve recognition of the functionality of the linguistic structures in the different texts.

All this demonstrates the need to contribute to the methodological preparation of teachers in relation to the application of the cognitive, communicative and sociocultural approach in order to favor the process of reading comprehension from the analysis of morphosyntactic structures by eighth grade students.

Consequently, the objective is the elaboration of methodological workshops aimed at the preparation of teachers to conduct the teaching-learning process of reading comprehension based on the functionality of the different morphosyntactic structures.

Development

Reading as a source of spiritual wealth

We agree with Roméu (2007) when considering the didactic conception for work with reading comprehension in several stages: intelligent understanding, stage of literal translation (what is said explicitly), and complementary (what you need from the knowledge that the reader has: vocabulary, culture, personal experiences). On a second level, the reader assumes an attitude of acceptance or rejection towards the content of the text: he thinks, prosecutes, comments, values and takes sides in favor or against the author or the message that the text read transmits. And on a third level (creative understanding), the reader applies the text message to other contexts, exemplifies, extrapolates, relates to other texts.

The importance of the text read and the connotations that it has for the reader is conditioned to favor that the content is remembered, traced in the memory, essential guideline for its understanding. This complex process of reading constitutes a key element for its mastery, because "... the codes of the language are fixed by means of visual memory and necessarily when reading the work with the concepts is also developed" (Parra, 1992, p. 26).

In response to the above, we consider comprehension as a dynamic process that requires the direction of a prepared teacher that starts from the interest and motivation of students in the art of reading, and we defend the need to train avid readers, able to understand and internalize the message that the texts show. That is why the methodological conception of the cognitive-communicative and sociocultural approach is assumed, whose assumptions are to understand what others try to mean. (Roméu, 2001)

In this conception the criterion is defended that the understanding is developed through school work, and for this it is necessary to know the level reached by each student to be able to apply work strategies that favor the promotion towards higher levels. It is also important to know the cycles in which the process of understanding is structured and the operations carried out in each of them. These are:

Sensory-perceptual cycle: auditory perception (sounds), and visual (graphic symbols). It is considered that the good receiver "uses minimum receptive indexes and does not stop at

irrelevant information” (Roméu, 2001, p.10). Recognition of auxiliary words and signs implies capturing what each word means in the context in which it is found.

Syntactic cycle: recognition of the relationships established between the words in the sentence, and the sentences between each other, taking into account that “the text is a semantic unit that is carried out in interrelated sentences” (Roméu, 2001, p. 10).

Semantic cycle: it is the most important of all because in it there is an understanding of the meanings, the fundamental operation of the whole process.

Several authors agree that all text bears at least three meanings:

The literal or explicit meaning: refers directly and obviously to the content. The intentional or implicit meaning: it can be discovered by inference, that is, the one that without being written is between the lines in the text, but once discovered it is also made explicit. The complementary or cultural meaning: includes all the knowledge that in the reader's opinion enrich or clarify the literal meaning, that is, it refers to the universe of the reader's knowledge and is expressed in the lexical richness, depth of content, general culture and experience of the author reflected in what the text means as "unique-coherent sets", so it is possible to recognize it in the use of various codes of agreements with its communicative function. (Roméu, 2007, p. 120).

In this way, in the methodological conception of the cognitive-communicative and sociocultural approach, it is considered that the capture of the meanings mentioned above is essential to achieve intelligent reading, which is what allows to reach the first level of reading: translation or reproduction of what the text expresses, but since the reading does not conclude there it is necessary that from this first level the reader reaches the level of critical reading or interpretation, and the level of creative reading or extrapolation. In this sense, Roméu (2007) emphasizes these levels and classifies them as follows:

Level of translation: the receiver captures the meaning and translates it into its code, that is, the receiver expresses with his words what the text means both explicitly and implicitly according to his universe of knowledge.

Level of interpretation: the receiver issues his judgments and assessments of what the text says, assumes a critical position before him, thinks, acts as a critical reader.

Level of extrapolation: the recipient takes advantage of the content of the texts, uses it, applies it in other contexts, and reacts to what is read and tries to solve problems, modifies their behavior, assumes an independent and creative attitude.

The various referenced assessments on the teaching of text comprehension have a common dimension: the integration of syntactic and grammatical structures to the rest of the linguistic and semantic elements that are addressed in the treatment of the aforementioned syntactic cycle, studied by Roméu (2013) and Parra (1992), with the observation that in educational practice not only the relationships established between the words and sentences that form a text are analyzed.

Reading comprehension in the context of the Spanish class – Literature

The Spanish-Literature class should contribute to develop the functional components of the language assumed by Roméu (2001): understanding, orientation towards an objective in the analysis, the selectivity of the texts analyzed, the teaching of analysis. On the other hand, the study of the basic skills of the communicative process is covered: reading, writing, listening and speaking, which are specified in the functional components of the communicative class: comprehension, analysis and textual construction.

The three functional components of the cognitive-communicative and socio-cultural approach are in continuous interaction, regardless of whether one class or another can be hierarchized. This interrelation is evident when, in an understanding class, this component is enriched by the analysis of the role that linguistic structures or media play within the text, and it is evident when, taking into account knowledge, the individual constructs or reconstructs the text. In summary, the hierarchical component is complemented and enhanced by the presence of the other two.

On the other hand, it is necessary to take into account that the analysis is not only reduced to the linguistic structures (the phonic, morphosyntactic or textual elements), but also includes the pragmatic elements of the communication (sender, receiver, communicative intention, message, context), and the semantic aspects (since the essence is in the understanding and production of

meanings) so that the analysis acts as a mediating element that allows the creation of a metalanguage that facilitates the production of meanings and the acquisition of new knowledge.

It is considered prudent that when conceiving the design of the Spanish-Literature class based on the cognitive, communicative and sociocultural approach, the following are essential features: prioritization of the process of meaning (understanding and construction of meanings), communicative orientation of the didactic components of the class, the integral treatment of cognitive, effective motivational, axiological and creative aspects as components of the personality by satisfying the communicative needs of the students. (Roméu, 2007)

In eighth grade, the subject gives way to different components: reading and starting literary analysis, oral and written expression, grammar, comprehension, construction, and spelling. Its essential objective is to develop the language skills of students (reading, listening, writing, and speaking), so in this sense a relevant place is occupied by reading different types of texts. The following contents are specially treated: elementary knowledge of the fundamental literary genres: epic, lyrical and dramatic; Comment practice orally and in writing; the presentation of ideas orally and in writing; the summary in the form of a paragraph, a synoptic chart and concept maps; The advertisement; the exercise of oral interviews; preparation of bibliographic and content files.

Among the grammatical contents studied are: the predicate verbal phrase (nominal and verbal predicate, the verb, exercise of the indicative and imperative modes and conjugation of the subjunctive mode, irregular verbs, the adverb, the verbal complements, the classification of sentences according to the attitude of the speaker, and the syntactic analysis of simple sentences Spelling is another component that is given attention because of its importance for the achievement of communicative competence and for its connection with all other components of the subject.

As you can see, the eighth grade study program covers the functional components of the language, and aims to achieve a teaching-learning process in which the student is able to apply the acquired linguistic knowledge in both oral and written communication. Although in the classes the teacher must prioritize one of them the maximum aspiration is the integrality of the

same, so that the student understands its importance to become an effective communicator, that is, regardless of whether a specific content is dedicated to each content amount of time should be achieved reading, comprehension, analysis and textual construction, in which linguistic structures with their respective functions are present.

This leads to reflect that:

- The teacher when preparing his class should have an overview of the objectives and contents of the unit.
- In each of the classes students must carry out reading, comprehension, analysis and construction activities with the aim of expanding their cultural horizons.
- In the reading and oral expression classes, the systematic evaluation of the students must be carried out. Grammar classes should start from the analysis of texts, so that the student sees the contextualized exercises and that all knowledge of the language allows a better use of the language and its communication.

For the Spanish - Literature class, the binary classification of teaching methods is assumed (Roméu, 2013) that takes into account both the external aspect (degree of participation and protagonism of the subjects in the educational teaching process) and the internal aspect (level of development of the cognitive activity of the students). Due to its external appearance, three interaction models are taken into account:

- a) The illustrative exhibition, in which the teacher is the main protagonist and the students are apparently passive recipients. This type of communication can be represented with the formula $P \rightarrow A$. Through this model the teacher analyzes the text and exposes his considerations in this regard.
- b) The conversational or properly interactive; through which it is achieved that teacher and student alternately assume the roles of sender and receiver, is supported by the formulation of questions as typical procedures that are represented with the formula $P \leftrightarrow A$. This system of questions should guide the process of inducing knowledge of interactive way with the students, who should be oriented towards the objective of the analysis.

c) The independent work of the students that attributes to them the prominence, while the teacher has the task of showing first and then controlling the result of the activity developed. It is represented by the formula $P \leftarrow A$.

Due to their internal aspect, the methods are classified as reproductive and productive. The reproductive ones make it possible to recall what has been studied, establish a link with what is known and consolidate what has been learned, while production methods guarantee the acquisition of new knowledge.

Spanish class - Literature and its implication from methodological work

The supreme aspiration of the teaching-learning process through classes is to provide students with knowledge, skills, habits, and develop their cognitive abilities. It is intended to conceive an efficient class in which productive methods are employed in order to solve the existing learning problems, and to promote in the students independent and creative modes of action that allow their attention in the activity, and a greater performance of these and not of the teachers.

Achieving this purpose implies the correct use of the different components of the subject in order to achieve higher learning in students. Today a methodological work is necessary that is consistent with the changes that are made in the different educations. The methodological work must be aimed at raising the political-ideological, pedagogical-methodological and scientific preparation of graduate and training teachers through the directions teaching-methodological and scientific-methodological, in order to put them in a position to efficiently guide the pedagogical process. These two directions are linked to each other and must be integrated as a system in response to the proposed objectives.

The methodological teaching work (Resolution No. 119/08) is the activity that is carried out in order to continuously improve the pedagogical process based fundamentally on the didactic preparation that the educators possess, in the domain of the objectives of the degree and level of the content of the programs, the methods and means it has, and the critical analysis and accumulated experience.

The need to promote work tools that allow teachers to perform more efficiently in the direction of the teaching-learning process of reading comprehension is evident, with emphasis on their

integration with morphosyntactic structures. It is essential to pay special attention, in this sense, to the realization of methodological workshops because these constitute one of the most efficient methodological ways of overcoming education.

The methodological workshop, according to Resolution No. 119/08, as a form of methodological teaching work, is the activity that is carried out at any level of direction with teachers and in which, in a cooperative way, strategies, didactic alternatives are developed, discuss proposals for the treatment of content and methods, and reach general conclusions.

In the proposal of workshops that we make the priority is reading comprehension based on the analysis of morphosyntactic structures, based on the poor work done with the functional components of the language in Basic Secondary Education.

General objectives: to raise the theoretical and methodological preparation of teachers at work with the Spanish-Literature course for the realization of reading comprehension activities based on integration with morphosyntactic structures, and the stimulation and use of active methods and procedures that focus the teaching-learning of reading comprehension from a cognitive-communicative and sociocultural perspective.

Methodological workshop 1

Topic. -Reading comprehension from a communicative and socio-cultural cognitive approach.

Objective. -Train teachers for work with reading comprehension from a cognitive-communicative and sociocultural approach.

Method. - Heuristic conversation.

Workshop Development.

In this first workshop, an overview of the topics to be addressed and the objectives pursued is carried out. The ideas offered by the participants should be kept for analysis at the end of all the workshops. Theoretical elements on reading comprehension from a cognitive-communicative and sociocultural approach will be taken into account, and then the practical activity will be carried out.

Practical activity.

Teachers, organized in teams, perform the following activities:

Team 1

- Characterize the subject Spanish - Literature in eighth grade.
- What do you understand by reading comprehension?
- What are the levels for reading comprehension?
- Explain the elements to be taken into account for the first and second levels of reading comprehension.
- Prepare three activities from one of the readings in the grade textbook that allows the analysis of morphosyntactic structures in the reading comprehension process.

Team 2

- What are the steps to understand a text according to the different levels of reading comprehension?
- Develop activities that respond to the three levels of reading comprehension.
- Extract from the chosen text a noun phrase, an adjective, a verbal form, and express the communicative function they perform within it.
- Develop three activities to understand the text in which the previous structures are present.

Conclusions of the workshop. - The participants and the workshop driver make an assessment of the topic discussed, and the essential ideas set out to form a reference material are collected. The tasks that each work group will perform for the next workshop are oriented.

Control and evaluation of the participants. -It facilitates the individual and group evaluation of the participants, which is carried out according to the exposure and performance of each one.

Workshop Preparation 2- Observe a Spanish-Literature class in eighth grade to determine the treatment of the essential ideas that were raised in the previous workshop. To do this keep in mind:

1-Integration of the different functional components of the subject.

2- Proposals of activities to condition a developer learning from the understanding of texts with the planned approach.

3- Progress achieved by teachers in the application of the method of analysis as a mediator to discover the meanings of the various grammatical and syntactic structures in the text.

4- Achievement of skills in teachers to propose communicative situations that favor the practical use of language and its components.

Methodological Workshop 2

Topic. - The Spanish-Literature class with a cognitive, communicative and sociocultural approach.

Objectives. -Explain the Spanish class- Literature with a cognitive-communicative and sociocultural approach in the current teaching of the language.

Methods. -Explanatory, independent work

Evaluate the quality of the Spanish-Literature class by taking into account the observed aspects.

Workshop Development

Explain the objectives, organization and procedures for its development.

The central activity is aimed at explaining what the cognitive-communicative and sociocultural approach consists in the current teaching of the language, the concept, object of study and importance, principles, categories, functional components, dimensions. Through the aspects of the summary, the knowledge that teachers possess is exchanged and others that need to be updated to develop a better job in Spanish-Literature classes from current postulates are explained.

The most significant aspects derived from the explanation of the topic are recorded on the board, in the positive and negative order. The opinions of the participants for the following activities are submitted for discussion.

Practical activity - Training of two teams.

Team 1

- Why is the application of the cognitive-communicative and sociocultural approach in the teaching of Spanish- Literature in Basic Secondary Education important?

- What is the main objective of this approach?
- Develop activities in which you have in mind the didactic-methodological structure of the class based on the integration of the components: reading comprehension, analysis, and textual construction. To do this, use one of the lyrical texts studied in the unit 6.

Team 2

- What are the processes that constitute the methodological support of this approach to language teaching?
- Propose a communicative situation where the approaches studied are reflected, and perform the analysis of some of the morphosyntactic structures that appear in it.

Conclusions of the workshop. -The participants and the workshop driver make an assessment of the subject, reports are presented with the activity carried out by each team through the presentation by each of the participants. Each team offers the pertinent suggestions in order to improve the methodological analysis of the Spanish-Literature program.

Control and evaluation of the participants. -It facilitates the individual and group evaluation of them from the presentation of the reports. The tasks that each work group will perform for the next workshop are oriented.

Preparation for the workshop 3- Study the essential theoretical aspects to take into account for the elaboration of a proposal of activities.

Methodological Workshop 3

Topic. -Proposal of activities to favor the preparation of teachers from the analysis of morphosyntactic structures in the process of reading comprehension.

Objective. - Train teachers for the application of the proposal.

Methods - independent work Workshop

Development

To start, the ideas presented in the previous workshop are taken into account and reflections are made on the preparation that teachers should have when working on reading comprehension

based on the analysis of morph syntactic structures from a cognitive-communicative and socio-cultural approach. It is necessary for teachers to know how through understanding the meanings presented by morph syntactic structures are interpreted in the text, that these are not seen as separate elements within the text and, therefore, the proposals must be graded by performance levels cognitive, take into account the contents proposed in each objective, and from these indications the analysis of the activities is carried out.

Once these reflections are made, the theme and objective of the workshop is oriented. Then the printed material is delivered to the work groups for analysis, then the procedure for the analysis of the texts is oriented.

Practical activity the assembled teams will analyze the activities proposed in each text.

Team 1- It corresponds to the analysis of the texts Haydee speaks of Moncada, and for this freedom.

Team 2- It corresponds to the analysis of the sonnet *Complain about his fate*, and the play *Santa Juana de América*.

Reflection with teachers about the preparation achieved for the use of the texts referred to with the proposed activities.

Conclusions of the workshop. - The participants and the workshop driver make an assessment of the topic discussed, each team offers the pertinent suggestions with a view to perfecting the analysis of the selected texts.

Control and evaluation of the participants. - From the presentation of the reports, the individual and group evaluation of the participants according to their performance and presentation is facilitated.

Methodological Workshop 4

Topic. - Workshop results

Objective. - Assess the results from the application of the activities, their impact on teacher preparation, and their impact on students' knowledge.

Methods - heuristic conversation, joint elaboration

Workshop Development:

The analysis of the experiences obtained with the application of the activities developed is carried out, then an assessment of these and the preparation received is made. In addition, the effectiveness of the training workshops is analyzed based on the criteria issued by the teachers.

Workshop conclusions: a final assessment is made of the results obtained in the preparation of teachers individually and in groups, and the following elements are taken into consideration:

1. The level of teacher satisfaction at work with the chosen textbook readings.
2. The knowledge demonstrated for the realization of the activities.

Results achieved

Of the seven teachers, six managed to adequately plan consolidation classes, for 85.7% effectiveness, integrating content based on the understanding of texts in students.

100% of the teachers provided themselves with linguistic resources that allowed an improvement in their methodological preparation, and the appropriation of new knowledge related to the cognitive, communicative and sociocultural approach in the Spanish-Literature classes.

Conclusions

The cognitive, communicative and sociocultural approach to language teaching puts teachers in the hands of a tool to face the study of the different components of the language, essentially the comprehension of texts, a component in which the rest of the domains converge of contents of the Spanish language.

It is noteworthy the emphasis placed on the importance of the analysis of linguistic or morph syntactic structures in terms of discovering the message, patterns of inferences necessary to determine what the text conveys. This question becomes an algorithm of methodological work for teaching this component: comprehension of texts.

The proposed workshops integrate the contents related to the morph syntactic structures that are studied at the Basic Secondary level with the reading comprehension process, so that the

communicative approach is present and allows to explain its significance within them. The use by teachers of the contents treated in workshops based on the communicative approach contributed to improve the quality of Spanish-Literature classes based on the level of preparation and development of their creativity for the development of new activities.

Bibliographic references

- Bayeaux, I.V. (2011). La Competencia textual a partir del enfoque cognitivo comunicativo y sociocultural. *EduSol*, 11 (36). Recuperado de <http://edusol.cug.co.cu/index.php/EduSol/>
- Dominguez, G. I. (2004). La competencia comunicativa. En *Hacia una Educación Audiovisual*. La Habana: Pueblo y Educación.
- La O Labrada, N. (2008). *Una propuesta de ejercicios para lograr la integración de los componentes morfosintácticos en el proceso de la comprensión de textos en el grado 7mo.* (Tesis de maestría). Instituto Superior Pedagógico José de la Luz y Caballero, Holguín.
- Parra, M. (1992). *La aplicación de la lingüística textual a la producción del texto escrito*. III Simposio de la actualización científica y pedagógica de la lengua española y la literatura. Tenerife, España. Recuperado de <https://issuu.com/hansmejiaguerrero/docs/>
- Resolución No. 119/08. *El trabajo docente metodológico en la escuela*. La Habana.
- Roméu, E. A. (2001). Aplicación del enfoque comunicativo en la escuela media: Comprensión, análisis y construcción del texto. En R. Mañalich. *Taller de la palabra*. La Habana: Pueblo y Educación.
- Roméu, E. A. (2003). *Acerca de la enseñanza y la literatura*. La Habana: Pueblo y Educación.
- Roméu, E. A. (2007). Fundamentos teóricos en los que se sustenta la comprensión lectora con enfoque cognitivo, comunicativo y sociocultural en la enseñanza de la lengua y la literatura. En G. I. Secades. *El enfoque cognitivo, comunicativo y sociocultural en la enseñanza de la lengua y la literatura*. La Habana: Pueblo y Educación.

- Roméu, E. A. (2007). El tratamiento de los contenidos gramaticales con un enfoque cognitivo, comunicativo y sociocultural. En C.A. Toledo. *El enfoque cognitivo, comunicativo y sociocultural en la enseñanza de la lengua y la literatura*. La Habana: Pueblo y Educación.
- Roméu, E. A. (2007). *El enfoque cognitivo, comunicativo y sociocultural en la enseñanza de la lengua y la literatura*. La Habana: Pueblo y Educación.
- Roméu, E. A. (Comp.) (2013). *Didáctica de la lengua española y la literatura: Tomo1*. La Habana: Pueblo y Educación.
- Sales, L. M. (2003). La comprensión, el análisis y la construcción de textos según el enfoque comunicativo. *Universidades*, (25).
- Torres, M. N. (2010). *Actividades para favorecer la comprensión lectora, a partir del análisis de las estructuras morfosintácticas*. (Tesis de maestría). Instituto Superior Pedagógico José de la Luz y Caballero, Holguín.
- Vigotsky, L. S. (1966). *Pensamiento y Lenguaje*. La Habana: Pueblo y Educación.