

El análisis gramatical de textos largos

The grammatical analysis of large texts

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Resumen: Los ejercicios de análisis gramatical por su nivel de complejidad se realizan en textos cortos. En este trabajo se presenta un ejemplo de ejercicio para el análisis gramatical de un texto largo, de modo que permite evaluar la funcionalidad de las estructuras gramaticales en el discurso, contribuir al desarrollo de habilidades de comprensión, análisis y construcción de textos, así como comprender el uso de la gramática en función de la textualidad. También se aprecia la utilidad del análisis gramatical para el desarrollo de las habilidades comunicativas, sin negar la preferencia del texto corto.

Palabras clave: Análisis gramatical; Discurso; Construcción de textos; Gramática

Abstract: The grammatical analysis exercises are generally, due to its difficulty level, done in small texts. In this paper we show an example of exercise to make the grammatical analysis of a large text, allowing analyzing the functionality of grammatical structures in the discourse and contributing to comprehension skills' development, analysis and texts writing, and also to understand the use of grammar in function. It is also appreciated the utility of the grammatical analysis for the development of communicative skills in large texts, without neglecting the importance of small texts.

Keywords: Grammatical analysis; Discourse; Text construction; Grammar

Introduction

The particular issues related to the teaching of Grammar are vastly debated. Although there is a constant renewal of this subject in Higher Education, it does not achieve the expected results.

The Spanish Grammar is a subject in which the practical class prevails as a form of teaching, that is, it has many exercises in which the grammatical analyzes are deduced from the patterns of use of the language. In this process, analysis, understanding and construction are inextricably linked in an integrating conception, with a cognitive, communicative and

sociocultural approach. The analysis of the different texts allows acquiring a linguistic-literary culture in the discovery of the linguistic resources used by the author according to the different styles and meanings.

The grammatical analysis by means of exercises constitutes a didactic procedure that contributes to apprehending the knowledge and its application, which guarantees the development of skills and the systematization and consolidation of knowledge. It also has an algorithm that guides the procedure, from the conceptual, the procedural, and the attitudinal points of view.

In the research works carried out on the grammatical analysis, it is almost always exemplified with short texts, but it is possible to work with long texts, in this paper an experience of the grammatical analysis in long text is presented.

Development

For several decades we have been working on textual grammar or grammar of discourse, in which we analyze the linguistic facts beyond the sentence meaning. But to describe such facts cannot be circumscribed to sentences as the maximum units of analysis.

Textual Grammar goes beyond this limit and studies the relationships between sentences. According to Van Dijk (2000, p.193) "the first grammatical approximation of the discourse will be a representation of a discourse in terms of a sequence of sentences". For this grammar, the influence of the context is important for choosing the most convenient grammatical structures for the speaker or writer. The same author states that every text has its own schematic superstructure, which reveals the particularities of its semantic organization (semantic macro-structure) and formal (formal macrostructure), depending on the context in which it is used; and these structures, in turn, are organized at constructive levels.

The semantic macrostructure provides an idea of the overall coherence and meaning of the text that is set at a higher level than that of the sentences separately, and the formal macrostructure is the external organization of the text in phrases, paragraphs, sentences, up to the discursive construction.

Text or discourse is considered "any coherent communicative statement, bearer of a meaning, expressed in a specific context, with a purpose and a defined purpose, for which the issuer uses certain functional communicative means" (Roméu, 1999 , p.12). The texts must be varied so as to provide possibilities for analyzing different patterns of speech and language.

The analysis is a logical process of thought through which it is possible to decompose the whole in its parts and cannot be dissociated from the synthesis that allows integrating the parts in a whole until reaching a generalized view of the aspect in question. The analysis in a functional component prioritized in Grammar classes, oriented to the description and explanation of grammatical structures according to the meaning of the text, taking into account the sociocultural context. The grammatical analysis reveals the links between discourse, cognition and society, which internal space is interdisciplinary, multidisciplinary and transdisciplinary analysis, it reveals the relationship between the three dimensions: semantic, syntactic and pragmatic.

The development of skills in grammatical analysis even in short texts requires systematic and varied exercise. This practice is a necessity. Performing a grammatical analysis is usually a complex task for students for different reasons:

- Little mastery of the theoretical elements of grammatical content
- Limited sociocultural preparation
- Little development of skills in the work algorithm.

Although generally the examples of research works made about grammatical analysis, including the exercises of the textbooks, correspond with short texts, it is convenient to include in the system of exercises of the grammar subject the analysis of long texts, sometimes; depending on the content they can offer advantages. The criterion of short or long texts is relative. For a grammatical analysis, a text containing several paragraphs with varied psychological and grammatical sentences, which textual characteristics require a more complex analysis, is considered a long text, but it can still be worked on. To achieve

the analysis, the parts must be focused, episodes that are fundamental, where textual functionality can be better appreciated.

Next, an exercise in grammatical analysis of a long text is proposed. The initial fragment of the Martian work *The Political Prison in Cuba* was chosen, composed of more than 20 paragraphs and a greater number of psychological and grammatical sentences. The motivation for working with this text arises because in a class a short text selected from the 7th grade Spanish book about *The Political Prison in Cuba* was analyzed, in which it is affirmed that this work is a unique piece in Martí's prose, because the descriptions and the images of a lot of novelty abound, nevertheless the conditions of exceptional and novel prose writer already can be distinguished in their pages. It is a document of indignant accusation not only for the physical mistreatment, but for the mistreatment to the moral and to the human condition; but that does not stop being an artistic piece.

The experience of the authors regarding ignorance of the text chosen on the part of the students allowed a reflection, since it consumed more time of the predicted for understanding, which affected the grammatical analysis. Then emerged the idea of working on texts that would bring them closer to literary reading from Grammar, guaranteeing better preparation through independent activity. It also led to greater attendance at the consultations and more exchange among the students.

In this case it is necessary to guide a working algorithm that includes the integrated analysis of the text. Its sequence includes:

1. Reading the text. Ways of approaching the text.

- Artistic or aesthetic reading, in which the beauty of the text is manifested, with an emotional response to the impression caused.
- Comprehensive and intelligent reading, which purpose is to capture its meaning, what it says and with what intention.

2. Information about the text.

- Clarification of unknown words and historical, geographical, literary and other references.

- Reference to the life and work of the author, only the necessary one.

3. Analysis of the text. The elements of grammar are interrelated with the pragmatics of the text.

- Morphosyntactic analysis.
 - Analysis of words as grammatical categories and their function in relation to the textual significance and nature of the text.
 - Analysis of sentence models in relation to linear coherence.
 - Analysis of text grammar and global coherence.
- Pragmatic analysis. Grammatical elements are analyzed taking into account the role they play in the construction of meaning, according to the intention and purpose of the author. This allows a deeper understanding of the text and a high level of awareness regarding the role of the means employed by the author.

The text is as follows:

Infinite pain should be the only name of these pages.

Infinite pain, because the pain of the prison is the most rude, the most devastating of pains, the one that kills the intelligence and dries the soul, and leaves in it traces that will never be erased.

It is born with a piece of iron; drags with it this mysterious world that stirs every heart; it grows nourished by all the dark pains, and rolls at last, increasing with all the burning tears

Dante was not in jail

If he had felt the dark vaults of that torment of life subside on his brain, he would have stopped painting his Hell. I would have copied them and I would have painted them better.

If there were a provident God, and he had seen it, with one hand he would have covered his face, and with the other he would have rolled that denial of God into the abyss.

God exists, however, in the idea of goodness, which watches over the birth of every being, and leaves in the soul that a pure idea is embodied in it. Good is God. The tear is the source of eternal feeling.

God exists, and if you make me move away from here without tearing off the coward, the unhappy indifference, let me despise you, since I can not hate anyone; let me pity you in the name of my God.

I will neither hate you nor curse you.

If I hated someone, I would hate myself for that.

If my God cursed, I would deny my God for it.

What is that?

Nothing.

Being beaten, trampled, being dragged, being slapped in the same street, next to the same house, in the same window where a month before we received the blessing of our mother, what is it?

Nothing.

Going there with the water at your waist, with your beak in your hand, with the cricket on your feet, the hours that we spent days ago in the hearth, because the sun bothered our pupils and the heat altered our health, what is?

Nothing.

Back blind, lame, bruised, wounded, to the sound of the stick and blasphemy, of the blow of derision, through the streets those that months before had seen me pass serene, tranquil, with the sister of my love in my arms and the peace of the happiness in the heart, what is that?

Nothing too.

Horrible, terrible, heartbreaking nothing!

And you Spaniards did it.

And you sanctioned it.

And you applauded her.

Oh, and how terrible must be the remorse of a criminal nothing!

The astonished eyes see it; scandalized reason is frightened; but compassion refuses to believe what you have done, what you still do.

Either you are barbarians or you do not know what you are doing.

Leave me, let me think you do not know yet.

Leave me, let me think that in this land there is still honor, and that Spain can still come back for it so unjust, so indifferent, so similar to the repellent and overflowing Spain beyond the sea.

Come back, return for our honor: tear off the crickets to the elderly, the idiots to the children; tear off the stick to the miserable shoveller; tear your shame from the one who gets drunk with folly in the arms of revenge and forgets God and you, erase, tear off all this, and make forget some of his most ardent days to which neither the blow of the whip nor the voice of the insult, nor to the rumble of his hips, has even learned to hate.

Men wrapped in black robes came at night and gathered in an immense emerald floating in the sea.

Gold! Gold! Gold! They said at the same time, and threw off their tunics, and they recognized each other and shook their bony hands and waved their cadaverous heads.

The corresponding questionnaire is:

1. Under what conditions the author wrote this work?
2. What other characteristics do you know about the author?
3. As a literary text, in what classification would you locate this work according to the style? Why?
4. Which locutive form predominates? You know other examples of the total work in which another eloquent form is used. Refer to them.
5. Select two grammatical sentences that you consider most significant to express the author's message. Argue your statement.
6. Why did the author use the underlined sentence, in your opinion?
7. In the paragraph following the underlined sentence, point out the verb forms composed, what other name do these structures receive?, what value do you think they contribute to the sentences in which they are found?

8. What is the word of the work of Dante that Martí uses to refer to the prison? What syntactic lexicon category is it? Identify the Nominal Syntagm SN that expresses a sense of this word.

9. Extract a nominal impersonal grammatical sentence.

- What kind of lexical-syntactic word is expressed?
- What does it contribute to the text?
- How does it connect significantly with the first sentence of the text to reveal the author's intention?
- What other sentences complement this intention?

10. Observe the highlighted grammatical sentence.

- Classify it.
- Convert it into a first passive and passive reflex.
- Identify the fundamental parts that characterize them.

11. Identify the grammatical sentences in the highlighted part in bold and classify them according to the criteria studied.

- What element in them refers us to the previous sentence? Foundation

1. Stop in the sentences that have the particle itself.

- What values are manifested in it? Explain.

2. Note that the author uses several mandatory sentences.

- With what intention do you think he does it?

3. Build a message with the intention of alerting one of the evils that affect humanity in these times.

- Recognize the grammatical sentences used.
- Identify them according to the classification criteria studied.
- Justify each classification.

Although the students have carried out the activities independently and have made consultations, the complexity of the grammatical analysis allows the productivity of the exercise, since each procedure must be justified with the application of the grammatical knowledge in the speech facts from the own language.

Conclusions

The grammatical analysis of the long text contributes to the deep understanding of the text and provides the possibility for the student to seize constructive models with which he must operate later. It requires more preparation through independent activity and participation in the consultations of the subject. Its proper orientation can motivate the interest in reading different texts, mainly literary works, understand the meanings of them and assess the importance of grammatical structures used in terms of textual meaning.

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