

Precisiones teórico-metodológicas para el desarrollo de la competencia discursiva-intercultural en la carrera Español-Literatura

Theoretical-methodological precisions for the development of discursive-intercultural competence in the Spanish-Literature degree

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Recibido: 14 de septiembre de 2025

Revisado: 13 de noviembre de 2025

Aceptado: 18 de enero de 2026

RESUMEN: Este artículo establece precisiones teórico-metodológicas para desarrollar la competencia discursiva-intercultural (CDI) en la carrera Español-Literatura. Partiendo de un diagnóstico que revela insuficiencias en su tratamiento didáctico, se fundamenta un marco conceptual integrador que permite fortalecer estas competencias y se propone una definición operativa con sus dimensiones. La metodología mixta identifica dificultades en profesores y estudiantes, corroborando la necesidad de una didáctica específica. Como resultado, se conciben talleres metodológicos para la preparación de los docentes en los elementos teóricos y prácticos sobre el desarrollo de la competencia discursiva-intercultural, demostrando la viabilidad de estrategias que articulan el análisis textual con la sensibilidad intercultural para la formación de profesionales capaces de actuar como mediadores en contextos multiculturales.

Palabras clave: Competencia discursiva-intercultural; Discurso; Interculturalidad; Precisiones teóricas-metodológicas

ABSTRACT: This article establishes theoretical-methodological precisions to develop discursive-intercultural competence (CDI) in the Spanish-Literature degree. Starting from a diagnosis that reveals insufficiencies in its didactic treatment, an integrative conceptual framework is based that allows these competencies to be strengthened and an operational definition with its dimensions is proposed. The mixed methodology identifies difficulties in teachers and students, corroborating the need for specific didactics. As a result, methodological workshops are designed to prepare teachers in the theoretical and practical elements of developing intercultural discourse competence, demonstrating the viability of strategies that articulate textual analysis with intercultural sensitivity for the training of professionals capable of acting as mediators in multicultural contexts.

Keywords: Discourse-intercultural competence; Discourse; Interculturality; Theoretical-methodological precisions

Introduction

In the contemporary educational landscape of the 21st century, characterized by globalization and cultural diversity, the Bachelor's degree program in Spanish Language and Literature takes on particular significance because it goes beyond the mere transmission of linguistic and literary knowledge and requires the development of complex communicative skills that integrate discourse and interculturality.

In this way, the program promotes the development of intercultural discursive competence in these professionals, based on the development of a discourse that breaks down barriers, stereotypes, and prejudices when approaching contexts related to cultural diversity. This requires an intercultural education grounded in multicultural realities that puts into practice a repertoire of cognitive, metacognitive, communicative, affective, and behavioral skills that foster intercultural discourse.

This includes the affective and cognitive capacity to maintain and establish personal and social relationships, to stabilize one's own identity in the process of mediating between cultures, and to help others stabilize theirs. That is why these professionals require tools to function effectively as cultural mediators, capable of understanding, interpreting, and producing discourse in complex intercultural contexts.

Despite the above, the program's curriculum, as outlined by the Ministry of Higher Education (2016) in its Study Plan E, reveals a problem centered on the insufficient integration of intercultural discursive competence (IDC), which limits the preparation and performance of these future professionals in meeting the educational challenges of multicultural settings demanded by today's society.

Thus, the need to contribute to the training of future professionals competent in sociocultural practices across different contexts is highlighted, so that academic, professional, research, and outreach dimensions are integrated to inform the professional pedagogical communication activities of these future professionals.

These arguments justify the present research, given the need to provide teachers in this program with theoretical and methodological guidelines that enable them to develop CDI in their students. The objective is to establish theoretical and methodological guidelines for the development of CDI in students of the Spanish-Literature program.

Development

Theoretical and Methodological Considerations on Discursive-Intercultural Competence

The Universal Declaration on Cultural Diversity, adopted by the 31st session of the UNESCO General Conference in Paris on November 2, 2001, and in the 2020–2030 Agenda for Sustainable Development, respect for cultural diversity, tolerance, dialogue, and cooperation are proclaimed within a climate of mutual trust and understanding among individuals and groups with plural, varied, and dynamic cultural identities.

Assuming this responsibility implies that educational institutions must consistently promote initiatives for the training of Spanish language and literature teachers, bearing in mind that during their initial training they were not prepared or trained for the heterogeneity they face in today's educational settings.

Hence, discursive-intercultural competence is a challenge that educational institutions must now take on as they are responsible for training new generations and preparing professionals throughout their lives. It is therefore understandable that intercultural education holds great promise in contemporary higher education in Cuba, and its principle of social responsibility is essential in fundamental substantive processes and in the training of new generations.

From theoretical and epistemological perspectives, the starting point is linguistic competence as coined by Chomsky (1957), referring to the capacities and dispositions for interpretation and performance; Hymes (1970) defines the concept of communicative competence, and his conception goes beyond the previous one within the framework of textual linguistics; Canale and Swain (1980) establish four dimensions: linguistic, sociolinguistic, discursive, and strategic competence. Subsequently, van Ek (1986) adds sociocultural competence.

In Cuba, Roméu (2003) has developed the cognitive, communicative, and sociocultural approach as an integrative framework that encompasses all areas of human development and enables discursive participation in various sociocultural contexts. Its application presupposes the development of cognitive, communicative, and sociocultural competence, which includes linguistic, sociolinguistic, discursive, and strategic competence. This entails the application of expressive patterns of cultured language use in each given situation and context.

In line with the above, some Cuban authors have made significant contributions to cognitive, communicative, and sociocultural competence, including:

Pérez (2006) proposes the phonological competence of the General Comprehensive Teacher; Martely (2009) proposes the cognitive-communicative and sociocultural competence of young offenders; Torres (2010) proposes the professional pedagogical communicative competence of Basic Secondary School principals; and Moreira (2011) proposes the cognitive, communicative, and sociocultural competence of the Bachelor of Education: Art Instructor.

These authors agree on the need to consider, in the analysis of communicative competencies, social, psychological, and cultural factors, as well as the context in which the communicative situation will take place, without denying their close relationship with the need for language proficiency, discursive structures, and their dependence on the sociocultural context. The goal is to train individuals to be competent in their professional and social lives.

Intercultural discourse competence

Discursive competence is a concept that has been addressed by various authors from different disciplines, such as linguistics, education, and sociology. The various authors who have addressed it draw on several theories and models that integrate different dimensions of language and culture into the communicative process; this is the case with Soto (2025), who proposes a teaching strategy for developing oral discursive competence in the presentation of scientific findings.

Regarding intercultural communicative competence, authors such as Byram (1997) stand out for laying the groundwork for its development, while Stewart and Bennett (1991) contributed models for developing intercultural sensitivity as a complex skill that mobilizes knowledge, abilities, and attitudes to interact appropriately in intercultural contexts.

Based on the above, for this research, discursive-intercultural competence in the training of Bachelor of Education, Spanish-Literature students is defined as:

A psychological framework comprising the knowledge and values necessary to adapt to the norms of a given cultural situation, as well as the skills and capacities (cognitive and metacognitive) to understand, analyze, and construct discourses in various styles and using multiple linguistic means in diverse communicative situations, based on respect, equality, empathy, and tolerance toward different styles and cultures, as a self-regulated process of behavior, cognition, and reflection.

This enables the appropriate selection of linguistic and cultural means to express a value-based relationship with the world, the development of a critical thinking style, and efficient scientific-communicative and pedagogical performance in the process of intercultural discursive interaction. For the development of intercultural discursive competence, certain principles are followed that form the basis of the cognitive-communicative and sociocultural approaches. Among these are:

- The relationship between discourse, cognition, and society proposed by Van Dijk (2000).
- The relationship between the affective and the cognitive, as well as the conceptions of language as a means of cognition and social communication advocated by Vygotsky (1981).

Three dimensions are distinguished within this framework:

- 1- Cognitive dimension of intercultural discourse competence: this consists of the set of data, facts, concepts, and principles to be learned, which are generally expressed through language in intercultural contexts. It refers to the knowledge and understanding of the different cultures, traditions, and social contexts that influence discourse. It encompasses the cultural values underlying the linguistic forms used and knowledge of the interlocutor's culture.

This implies knowing, and thus must enable the explanation and interpretation of experiences and realities in intercultural settings. It includes:

- Knowledge of the cultural and discursive elements involved, knowledge of the norms, values, and beliefs of other cultures that affect how discourse is produced and interpreted. It fosters an understanding of cultural frames of reference, both of one's own culture and of others. It encompasses knowledge of history, institutions, values, beliefs, social practices, and literary traditions that shape the production and interpretation of discourses.
- Developing the ability to critically analyze and reflect on the discourses of different cultures, identify biases, stereotypes, and prejudices that may arise in intercultural communication, and recognize how social norms, values, and traditions influence the production and reception of discourses in different communities.
- Familiarity with theories that explain how discourse is constructed and interpreted in various cultures. Studies in pragmatics, semantics, and discourse analysis.
- Knowledge of strategies for managing misunderstandings and conflicts that may arise due to cultural differences in communication.

- Mastery of the resources of the Spanish language (grammar, lexicon, registers) and discursive genres (literary, academic, everyday), as well as awareness of its dialectal and sociocultural variation. Discourse theories (critical discourse analysis, pragmatics, sociolinguistics). Skills in analyzing, comparing, and contrasting cultural systems and their discursive manifestations, recognizing perspectives, stereotypes, and biases.

To develop this competency in this dimension, the following indicators are established:

- 1.1 Mastery of the concept and categorical system of discursive-intercultural competence.
- 1.2 Mastery of the normative documents that guide discursive-intercultural competence in the program and their connection to course content.
- 1.3 Mastery of skills, cognitive, metacognitive, and discursive abilities, and values to adapt to the norms of a given cultural situation.

In essence, this dimension provides the theoretical and analytical foundation that allows for unraveling the complexity of intercultural communication, and is fundamental for training researchers and teachers capable of scientifically grounding their practice. In the educational sphere, this dimension ensures that the future teacher can explain and contextualize linguistic and literary phenomena in relation to cultural diversity.

- 2- Procedural dimension of discursive-intercultural competence: this involves action, know-how, and the ability to act independently. It entails acquiring the skills, abilities, and strategies to act in accordance with cognitive processes. These constitute learned, ordered actions aimed at achieving a goal. These procedures are of great importance for learning because they also involve knowing how to work with information.

It encompasses practical skills for acting flexibly and appropriately in intercultural situations, including mediation and conflict resolution skills. It includes:

- The implementation of methodologies that promote active student participation, such as project-based learning, group work, and class discussion, which help students practice communication in intercultural contexts. It involves the use of pedagogical methods that go beyond the design of instructional sequences to develop intercultural discourse competence.
- The development of skills to manage intercultural communication effectively and ethically. This involves mediation skills (paraphrasing, explaining cultural concepts), negotiation of meanings (clarifying misunderstandings, seeking common ground), discursive adaptation

(adjusting register, tone, and cultural references according to the interlocutor), and critical analysis of one's own and others' discourses.

- The application of procedures to assess needs in context, design educational interventions, observe and evaluate the development of competence in their students, and reflect on their own professional practice. A continuous cycle of planning, action, observation, and reflection is encouraged.
- The use of assessment tools that enable reflection on one's own learning and the development of discursive-intercultural competence. These include self-assessments, peer feedback, and learning portfolios.
- The incorporation of information and communication technologies (ICT) that facilitate the learning of discursive-intercultural competence, such as cultural exchange platforms or videoconferencing tools.

To develop this competency within this dimension, the following indicators are established:

- 1- 2.1 Approaches and principles adopted for the development of intercultural discourse competency in the PEA.
- 2- 2.2 Methodological procedures for linking course content to the development of intercultural discourse competency in the PEA.
- 3- 2.3 Professional skills that meet students' cognitive needs regarding discursive-intercultural competence and its application in intercultural contexts.

This dimension involves practical application, transforming theoretical-cognitive knowledge into concrete pedagogical and communicative actions relevant to the PEA.

- 3- Attitudinal dimension for discursive-intercultural competence: includes attitudes and dispositions that regulate personal, institutional, social, and cultural behavior. It refers to the attitudes, values, and dispositions that students must develop to interact effectively in intercultural contexts. This dimension includes:
 - Fostering an attitude of open-mindedness and curiosity toward other cultures. It involves being willing to learn from differences and to question one's own beliefs and prejudices. A positive disposition toward cultural and linguistic diversity, showing genuine interest in other worldviews and in engaging in dialogue with them through discourse. It is the willingness to suspend ethnocentric judgment and approach the "other" with respect.

- The development of empathy and the ability to put oneself in another's shoes to understand their cultural perspective and establish relationships based on respect and trust. It is the emotional and intellectual capacity to place oneself in the position of a culturally different interlocutor, understanding their point of view, their emotions, and the meanings they attribute to discourse.
- The development of humility and critical awareness, the recognition of the possibility of misunderstandings, critical self-awareness regarding one's own cultural filters, biases, and position of enunciation, as well as a willingness to continually review and learn from them.
- Tolerance for ambiguity and the ability to manage uncertainty that may arise in intercultural interactions. This helps students feel comfortable in situations where cultural norms are unclear.
- Ethical commitment and responsibility, promoting an ethical commitment to cultural diversity, inclusion, and respect for cultural differences. This constitutes an attitude of responsibility in communication, equity, the promotion of mutual understanding, and social justice as a discursive ethic.

To develop this competency in this dimension, the following indicators are established:

- 4- 3.1 Values to conform to the norms of a given cultural situation and adapt to the demands of the context based on the participants' roles.
- 5- 3.2 Equality, empathy, and tolerance toward different styles and cultures, as a self-regulated process of behavior, cognition, and reflection in the PEA.
- 6- 3.3 Affective disposition in the selection of linguistic means and the development of scientific-communicative and pedagogical performance in various contexts.

The coordinated development of these dimensions enables one to move beyond being a mere transmitter of linguistic and literary content to becoming a critical cultural mediator, a reflective analyst of discourses, and a facilitator of intercultural dialogue through language and literature, both in research and in teaching practice.

In a factual assessment of discursive-intercultural competence in the Linguistic Studies course of the Bachelor of Education program in Spanish and Literature at the University of Guantánamo, empirical methods were applied, such as: documentary research, observation, surveys, and

interviews, which allowed for the identification of difficulties in the development of discursive-intercultural competence, based on indicators related to the three dimensions.

These results contributed to the development of a methodology for the development of discursive-intercultural competence, in which the philosophical method was taken as the basis for methods across all spheres. The criteria of Valle Lima (2012) are adopted in noting that the method or methodology is inextricably linked to the actions that must be carried out to follow the outlined path, or it can be broken down into actions aimed at understanding the concept of its implementation and its possible sequence.

That is why the sequence and aspects involved in the work must be sufficiently explained and clear. In this research, it is considered as: a proposal on how to proceed for the development of discursive-intercultural competence in the Bachelor's Degree in Education, Spanish-Literature. It is manifested in the pathways, methods, and procedures to achieve this end and with a certain degree of generality.

The methodology aligns with the components of the language and literature teaching-learning process and its requirements based on student assessment, taking into account individual differences in the transition from the current to the potential zone of development and the link between content and interdiscursive practice for the development of discursive-intercultural competence. It is structured in an orderly manner, by stages and actions to be carried out, from a cognitive, communicative, and sociocultural perspective.

The flexible nature of the methodology stems from its adaptability to the teacher's needs and expectations. Furthermore, it is feasible because it can be implemented without making changes to the curriculum that would affect the designed course program, in addition to its practical application due to its objective and comprehensible nature.

- Its integrative nature lies in the potential the content offers for developing this competency, given that it is grounded in the instrumental role of language across the different years of the program. It is also interactive, as it facilitates the communicative process among the educational stakeholders involved. It is systemic because it is conceived as a process organized into stages aimed at objectives that take into account both the teacher and the student. The methodology is structured in three stages:

- Stage I: Pre-construction of discursive-intercultural competence. This involves organizational and methodological preparation for the subsequent implementation of the actions included in the methodology. It consists of training teachers to create conditions conducive to the implementation of the methodology, as well as promoting exchange, analysis, and suggestions and recommendations relevant to the proposal.

In this stage, the actions serve preparatory, organizational, and corrective functions. It provides teachers and students with the necessary elements for the development of discursive-intercultural competence, in accordance with their cognitive particularities and the characteristics of discourse in intercultural contexts. The following requirements must be considered:

- Selecting excerpts from intercultural discourse or creating communicative situations that align with students' interests and the lesson's objective, in order to analyze their characteristics, the use of resources, and the decoding of their linguistic-discursive structures, with the aim of uncovering their functionality in social practice.
- Linking discourse content to the students' existing knowledge and enriching it through interaction with intercultural meanings, via reading, group interaction, and in accordance with the objective for developing this competency.
- Establishing relationships between the text, the context, the students' knowledge, and their cultural experiences and backgrounds as they relate to the teaching-learning process.
- Alignment with the textual diversity found in the Linguistic Studies curriculum, as well as with students' interests and motivations in accordance with the Professional Model, without neglecting significance and meaning.
- Students' strengths and weaknesses, identified in the assessment and its follow-up.
- Appropriate selection of productive methods for the development of discursive-intercultural competence.
- Understanding of functional and applicable content that allows students to discern the essence of discursive content, according to context, audience, and communicative intent, as expressed through linguistic means.
- Establishment of an algorithm that guides students toward the development of discursive-intercultural competence and serves as a model in the constructive process of intercultural discourse.

Taking the above ideas into account, methodological workshops are designed to prepare teachers in the theoretical and practical elements of developing discursive-intercultural competence, which will promote the exchange and updating of knowledge related to intercultural discourse.

Workshop 1. Pedagogical Guidance in the Development of Intercultural Discourse Competence.

Objective: To analyze the main issues related to pedagogical guidance in the development of intercultural discourse competence.

Methodological guidelines: Based on the assessment conducted with the teachers regarding the main issues related to pedagogical guidance for the development of discursive-intercultural competence, the first activity begins. This activity starts by informing them about the approach that has historically been taken toward the development of communicative competence.

The following ideas were considered in developing the activity:

- 1- What is discursive-intercultural competence?
- 2- What is discursive-intercultural competence in the field of Linguistic Studies, and how does it relate to the academic, professional, research, and outreach components of the Bachelor's degree program in Education, Spanish-Literature?

In this way, the integration of content and its articulation with these components constitutes a pedagogical approach to fostering the development of discursive-intercultural competence in students.

Workshop 2. Discursive-Intercultural Competence. Actions to be undertaken as a process and result of the interdependence within the objective-content-method triad.

Objective: To prepare teachers in the development of discursive-intercultural competence.

Methodological guidelines: The teacher learns what discursive-intercultural competence is and why it is important in the initial training of Bachelor of Education, Spanish-Literature students.

It should be clarified that discursive-intercultural competence must be considered both as a process (it develops during comprehension, analysis, and discursive construction) and as a result, because the articulation of these components in itself presupposes the development of this competence and leads to the formation of a student equipped with the skills, abilities, and values necessary for their development in pedagogical and social practice.

Workshop 3. Methodology for Contextualized Methodological Intervention in Intercultural Discourse.

Objective: to reflect on the methodology for contextualized methodological intervention in intercultural discourse.

Methodological guidelines: in this workshop, participants should reflect on the application of didactic rules—as expressed in the three components of the Principle of Intercultural Discursive Action—to each of the actions to be carried out by the teacher, the actions to be carried out by the students, and the actions to be carried out by the group.

Stage II. Strategic operationalization for discursive-intercultural construction. It involves the implementation of actions for discursive-intercultural construction.

Objective: to contribute to the cognitive and methodological performance of teachers for discursive-intercultural construction in the Bachelor's Degree in Education, Spanish-Literature, based on the appropriation and systematization of the content of the Linguistic Studies discipline, as well as contextualized discursive production, which emerges as a synthesis of relationships with context and knowledge.

The actions are conditioned by the student's learning pace in the development of discursive-intercultural competence, based on an integrative approach embodied in practical skills; expressed in the ability to understand, analyze, or construct intercultural discourses, through the application of the functional discourse analysis method. To this end, the instrumental-interventional aspect must be taken into account. In this way, this future professional will be trained to communicate, analyze, interpret, and facilitate communication among different cultural communities that share, negotiate, and enrich the Spanish-speaking world.

Stage III: Post-intercultural discourse construction and assessment of levels of progress.

This stage enables a preliminary evaluation of the methodology. It takes as its starting point the diagnosis and reflections made during the assessment of the indicators, proceeding to prepare teachers with the aim of fostering the expected impact through the use of the methodology. Subsequently, classroom observations are conducted for evaluation within the Linguistic Studies discipline.

In this way, teachers will be able to express their doubts and concerns regarding how to implement the methodology, thereby enriching—from other perspectives—the pathways for the development of discursive-intercultural competence, based on the current didactic approach to language and literature teaching and learning, through exchange sessions and methodological support, with the aim of addressing any shortcomings related to the methodology.

Conclusions

The study of the theoretical and methodological aspects of intercultural discourse competence in the Spanish Language and Literature program provides a solid conceptual framework that addresses the educational needs required to interact effectively and appropriately in diverse sociocultural contexts, and enables a better understanding of intercultural discourse competence based on an academic profile that responds to the challenges of intercultural dialogue.

The cognitive, procedural, and attitudinal dimensions of discursive-intercultural competence constitute fundamental pillars in the development of this competence and foster knowledge, critical reflection on cultural differences, as well as the skills necessary for effective communication, openness, and respect as a capacity for discursive interaction in different intercultural settings.

The application of a coherent methodology enables the acquisition of linguistic knowledge and the development of skills and attitudes to act flexibly in authentic multicultural settings where Spanish serves as a *lingua franca*. This consolidates discursive-intercultural competence within a more relevant, inclusive, and transformative educational process that meets the demands of contemporary education and society.

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