

Niveles de ayuda en el proceso de enseñanza-aprendizaje de la construcción textual

Help levels in the teaching-learning process of the textual construction

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RESUMEN: En la actualidad las ayudas didácticas adquieren relevancia dada la necesidad de su perfeccionamiento en la construcción textual. Se plantea como objetivo ofrecer niveles de ayudas para el proceso de enseñanza-aprendizaje de la construcción textual. Se utilizaron métodos como el histórico-lógico, analítico-sintético e inductivo-deductivo, que permitieron sintetizar las fuentes más relevantes del tema investigado. Se aportan niveles de ayudas que benefician, auxilian y satisfacen las necesidades cognoscitivas de los estudiantes, a partir del rol pedagógico del profesor en su carácter de mediador. Se demuestra que la propuesta constituye una vía didáctica, que contribuye al proceso de enseñanza-aprendizaje de la construcción textual.

Palabras clave: Orientación didáctica; Niveles de ayuda; Construcción textual; Proceso de enseñanza-aprendizaje

ABSTRACT: As of the present moment the didactic helps acquire given relevance the need of his perfecting at the textual construction. It comes into question like objective to offer levels of helps for the process of teaching learning of the textual construction. They utilized theoretic methods and empiricists, that they allowed synthesizing the investigated theme's most relevant sources. They contribute levels of helps that they benefit, they help and they fulfill the cognoscitive needs of the students as from the pedagogic role of the professor in his character, of mediator. It is proven that the proposal constitutes a didactic road, which learning of the textual construction contributes to the process of teaching.

Keywords: Didactic orientation; Help levels; Textual construction; Teaching-learning process

Introduction

Throughout the development of humanity, language has been the instrument of communication par excellence and a source of wealth for the integral development of mankind, because it is an essential means for the transmission and acquisition of knowledge in all processes of social activity. Therefore, in schools, students should develop skills and abilities in the use of language, so that they learn to use oral and written language correctly in different communicative situations and with specific intentions in contexts.

This will allow them to recognize their own capacity and level of expression acquired in learning. Thus, the didactic orientation favors that the learners' baggage of knowledge becomes a useful tool to communicate freely and accurately.

Due to the importance of didactic help in the teaching-learning process of textual construction, many researchers have investigated the search for new ways to contribute to the students' protagonism in this process, among them Cassany, D. (1991) in his text: *Describe writing. How to learn to write*; Romeu, A. (2003) in *Theory and practice of discourse analysis, its application in teaching*; Domínguez (2013), in *Communication and speech*.

All of them made important theoretical and practical contributions to the teaching-learning process of textual construction, which shows that it has been a permanent and relevant topic in educational processes.

In correspondence with the above, the objective is to offer levels of help for the teaching-learning process of textual construction.

With this objective, help are provided with precise instructions, favoring the logic of textual construction, in the process of organization, execution and control of the system of influences that the teacher, as a mediator, should exercise as stimulating options that favor the reflective, creative, scientific and objective thinking of the students in the process of textual construction.

Development

In Cuban school practice, different terms related to text writing have been used, although in current education programs, text construction introduced by Roméu, A. (2003) is assumed, which with the application of the cognitive, communicative and sociocultural approach, enriches its theoretical and methodological treatment.

Textual construction is defined as a process of signification based on the knowledge, abilities and skills used by human beings to communicate through oral or written discourses in which their personality and culture are evidenced, in specific contexts, before a specific receiver and taking into account the linguistic and stylistic variables that shape those discourses (p. 32).

This definition has been accepted, at present in Cuba, by many pedagogical researchers and works with a model enriched with the fundamentals of the Historical-Cultural Approach as a paradigm assumed by the Cuban school. We agree with León, I. (2010), when he states that "Construction is a result of the comprehension process in which the subject captures the meaning and its organization in order to be able to value it through the elaboration of a new message" (p. 27).

Based on the above, this research considers textual construction as a cultural, cognitive, creative and complex process, which obeys a certain standard of meaning of a text, in correspondence with the code or sign system, as well as the linguistic and stylistic variables of conformation, which allow the reading, analysis and understanding of messages, communicative intent, purpose and communicative meaning in a specific socio-historical context.

It puts into practice the author's repertoire of knowledge, skills and abilities to convert, objectively, the represented language (meaning) into coherent discourse (signifier), legible, well organized and grammatically correct, based on semantic, lexical-syntactic and pragmatic (contextual, experiential and socio-cultural) aspects.

It is a creative process of socio-discursive practices, in the semantic, syntactic and pragmatic dimensions, which obeys certain rules, functions, styles and communicative intentions in specific situations and contexts, in which the personality and culture of the individual are revealed.

Stages of textual construction.

Several authors have referred to the stages of textual construction, among them Cassany, D. (1991), proposes three stages: orientation stage, execution stage and control stage. For Roméu, A., cited by León, I. (2010), it consists of three stages: orientation, execution and revision. All the classifications issued contain the essential aspects for the construction of texts and only differ in the terminology used.

In this research, the classification of Domínguez I. (2013) is assumed, which coincides with that of Roméu A. (2003) in orientation stage, execution stage and revision stage, which he names control. Both classifications focus on planning, textualization and self-revision operations as follows:

- **Planning:** this includes semantic, syntactic, pragmatic orientation and reorientation. It is expressed in the generalization of ideas exercises whose objective is to stimulate the creation and selection of facts and ideas before starting to write the script or writing plan.
- **Textualization:** it considers semantic, syntactic and pragmatic organization and execution, as well as creativity and reorientation. It is expressed in the process of transforming ideas from the script to the first draft.
- **Self-revision:** it contemplates the semantic, syntactic and pragmatic reorganization at the last moment of the process. It is expressed in the process of total or partial rewrites, taking into account the analyses made during textualization. It constitutes the final drafting of the text.

In the three stages, semantic, syntactic and pragmatic reorganization is fundamental, as well as recursiveness as a permanent process in all stages, which favors reorganization according to plan and logical order in the development of the textual construction process.

A fundamental role in this process is played by the teacher's guidance, based on the help offered to students so that they assume an attitude of commitment to the challenge of putting linguistic production on paper, expanding their knowledge from different angles, reworking, reformulating and adjusting it through successive drafts and corrections leading to the final construction of the text.

Thus, in the teaching-learning process of textual construction, a humanistic, instructive, heuristic, transformative and didactic posture should be manifested, rooted in the teacher's pedagogical role as mediator, based on help favoring interaction and bidirectional dialogue, as stimulating options for reflective thinking, scientific judgments and evaluations, which benefit, assist or satisfy the cognitive needs of learners with formative and axiological intentions.

In it, the constructive activity of the learner is a decisive factor in the realization of the tasks of textual construction, as he/she is the one who modifies and reworks his/her knowledge schemes, while the teacher acts as a guide and mediator to promote learning that allows establishing relationships between knowledge based on previous experiences and the new contents.

In this way, the teacher must adjust the help to the different needs of the student, facilitate varied strategies that respond to the diverse motivations, interests and needs to adapt differentiated learning tasks and activities in the process of textual construction, where not only the product but also the process must be measured. Thus, the didactic orientation towards textual construction should be oriented in these three moments, which can include any of the classifications or stages mentioned above.

Levels of help in the process of textual construction:

First level of help: before textualization.

At this stage, planning is the sub-process developed by the learner and the initial drafts or texts are the result. It includes the planning stage. It is necessary to be oriented towards the search for fundamental information that will guarantee that the learner is willing to work and generate ideas in the construction process, which implies understanding the slogan: the topic, purpose, type of text and the addressee.

Reading is important here because it is read to know, information about the referent is traced in the memory, in the previous knowledge possessed or in documentary sources.

It is oriented towards the search and organization of information, the communicative situation is specified (receiver, objective, intention, purpose) and initial outlines or drafts are elaborated. The pragmatic, semantic and syntactic orientation of the task is guaranteed, which is expressed in the determination of the means of communication (oral, written or graphic). It implies answering the following help statements, which lead to reflection from a pragmatic, semantic and syntactic orientation of the text to be planned:

Pragmatic orientation: Do you want to write? Why? What do you need to say? To whom will the text be addressed? What is the relationship with the receiver? What is the intention, purpose and meaning of the message of the text you intend to construct? For what and why will you write? Where will you write, when and in what medium? What channel will you use?

Semantic orientation: What do you know about the topic, what do you need to say about it, what information do you have, on what aspect should you look for more information and where will you look for the information? What plan will be made for the construction of the text? What subtopics will be addressed, what concepts will be developed and what relation do I give them? Is help needed? What will be the title of the text?

Syntactic orientation: What type of text will be elaborated and in what context? What is its structure? What vocabulary should be used? What elocutive form, communicative function and communicative style will be employed? How will the information that will be addressed to the receiver be organized? We agree with the criteria of Domínguez, I. (2013) for reorientation: Is more information needed?

In this first level of help, the teacher must achieve the motivation to write or prepare the oral intervention by highlighting the advantages of the task and the possible results. It should also be specified that the students in the planning: express their ideas independently, which contributes to discovering the multiple significant variants to the topic; exercise in the development of the skill under study; organize their ideas in relation to the topic, with which the plan for the production of the written text is formed and propose the title.

At this level of assistance, the reading is done and the knowledge they have about the topic is investigated through questions, conversation, debate, problem posing or visits to places of interest. In this way, under the teacher's guidance, students express their criteria, expand their vocabulary, which they will put into practice, organize their ideas, determine together the communicative situation, elaborate individual and/or collective plans in different ways, make changes and exercise their imagination.

Second level of assistance: during textualization.

At this stage, textualization is the sub-process developed by the learner and more precise drafts or intermediate texts are the result. It includes the textualization stage. It is the most complex stage, it is characterized by recursiveness, reading is done in order to write, the teacher guides and the student constructs the text (oral or written) according to the plan developed, it can be in class or as homework. The writing of the text, the work with the draft and the finishing of the text is carried out, starting from the slogan.

The teacher can use two variants: 1 using the joint elaboration to model on the blackboard their outline, based on the questions asked in the orientation and organized according to the structure; 2 guiding the learners to build, on their own, their outlines, lists or systems of answers or questions to plan the writing of their text.

The learner carries out the writing or, in other words, produces the written text, taking into account: plan, type of text, context, intention, purpose, observations made by the teacher regarding the

mistakes that may be made. It involves answering the following help enunciations, which lead to reflection from a pragmatic, semantic and syntactic orientation of the text that is organized and executed:

Pragmatic organization and execution: Are the intention and purpose fulfilled? How should it be expressed before that receiver and in that communication context? Is the title suggestive? Does the text fit the chosen title?

Semantic organization and execution: What information has the learner managed to write about the topic? Does the writing fit what he/she wants to say? Did he/she order the ideas in sentences, paragraphs and the text in general? Did he/she treat the topic in depth?

Syntactic organization and execution: How should the learner (writer) name the reality? How should the learner (writer) preach about it? What register should he/she use? How should the learner (writer) identify him/herself in what he/she writes? Is it original? What type of text does he/she write? What elements of cohesion are adequate? How should he/she develop the ideas? What style does the text respond to? How many paragraphs does it have? Is the handwriting, spelling and presentation adequate? Were the punctuation marks used correctly?

We agree with the criteria of Domínguez, I. (2013) for reorganization: Did you manage to express what you wanted? With the text, does it satisfy the receiver? Did you keep it in mind in the constructive process of the text? Is it a draft? It should be oriented towards the organization of texts according to discursive genres, types, textual norms to textualize according to what was planned in the previous phase and considering the appropriate register according to the communicative situation.

The specificities according to the type of text, the possible errors noticed by the teacher and constantly checking their adjustment to the writing plan, as well as taking into account the rules of textuality and presentation must be taken into account. Reading is conceived in order to write.

It is a stage of constant changes in intermediate texts where the teacher must lead to the activation of cognitive and metacognitive strategies in the students; provide differentiated help from the control and revision of intermediate texts; propitiate interesting activities that stimulate the exchange of opinions, considering the individual cognitive levels of the students.

Textual connectors, spelling, structural and syntactic aspects should be taken into account. In the case of oral construction, the teacher should emphasize its characteristics and propose the preparation of cards with the summary and some annotations to serve as a guide. Here, the teacher should insist on constant revision and necessary change.

At this level it becomes necessary for the teacher to reorient aspects that have not been clear or that need to be changed. Emphasis should be placed on the importance of the draft as a working tool that the teacher should use to teach students to work with the text.

Thus, in the conception of text construction as a system and as a process, the draft is assimilated as a necessary element for the message to correspond to the sender's communicative intention. Writing one or several versions of the text and perfecting them as many times as necessary enables the consolidation of the skill, the acquisition of the habit of correction and better communication.

It is essential to help the students in accordance with individual differences, for independence and decision making in the process of textualization of the planned ideas, so it is recommended to guide them in reflecting on some questions that lead to reflection on the correct textualization:

Did you adequately maintain and expand the ideas planned in the draft? Are the ideas sufficient according to the communicative situation? Did you make a correct distribution of ideas? Did you avoid reiterations? Did you correctly delimit sentences and paragraphs? Did you correctly use: connectors, grammatical categories and concordance between words? Did you make an adequate use of lexis? Did you write a title appropriate to the topic and type of text?

Third level of help: after textualization.

At this stage, self-revision is the sub-process developed by the learner and the finished text is the result. Therefore, the self-revision stage is included, where a whole process of supervision occurs after the textualization process. Here the reading is considered in order to criticize the writing; formal and conceptual inadequacies are detected and resolved based on the analysis made in the previous stage.

The writing is constantly self-revised until the learner decides that the text is definitive. With this conception, it is possible to constantly reevaluate the process with the initial and intermediate texts and not only the final product:

Learners can be instructed to revisit questions asked during the class orientation. Learners can review their planning on their own. Work can be exchanged and work can be reviewed as a duo or group. Regularities found are discussed with the teacher.

At this level of assistance, semantic, syntactic and textual reformulation should be considered at the last moment of the process: What changes should be made? Is the intention manifested? Is the text coherent? Is the way of approaching the topic or style creative? Is the language adequate? Is it possible to determine the introduction, development and conclusions of the elaborated text? How? Are you satisfied with the text? How have you achieved coherence?

In this research it is suggested, for this level of assistance, to proceed to reflection, based on the following questions:

Did it adjust to the topic, purpose, type of text and context of the situation? Did it write a title that express the topic and type of text requested? Did it adjust to the appropriate register of the type of text? Does it make the text coherent? Does it present concordance errors? What lexical and spelling mistakes did you make? Did you achieve an adequate length? Did you express a semantic closure of ideas? In the communicative situation, did you take into account: the topic, the purpose, the type of text, the addressee? Did you achieve an appropriate handwriting? Did you conform to the rules of presentation?

This level of assistance, after textualization, should constitute a process of constant interaction between teacher and learner through reorientation towards reading to lead to criticism, self-revision, adjustment to the communicative situation and to the construction plan; it should constitute a process of analysis for pragmatic, semantic and syntactic reorganization, where priority should be given to help that lead to analysis, clarification of doubts and corrective, critical and reflective attitudes.

In a general way, it constitutes a starting point for new constructions, so it is important the orientation towards self-revision and collective revision; self-evaluation, evaluation and heteroevaluation should also be prioritized, always led by the teacher's help.

Here everything that was done in the construction process is evaluated, the final changes are reconsidered and it is verified if the intention, purpose and meaning of the text were creatively fulfilled; it is evaluated if coherence was achieved, if the structure is adequate, as well as the degree of satisfaction with what has been constructed. Emphasis is placed on its recursive, cyclical,

operational, developmental and flexible nature, always encouraging the motivation of students to achieve an adequate construction.

It is important that the teacher values the proposal of dimensions and indicators to evaluate the didactic orientation in the teaching-learning process (PEA) of textual construction, which is not a rigid scheme, but an alternative that can be developed depending on the context, the objectives to be achieved and the skills, capacities and values to be developed, taking as a starting point the deficiencies, needs and potentialities that emerge from the diagnosis of textual construction.

This proposal is shown in Table 1:

Table 1: Help levels for didactic guidance in textual construction

Didactic guidance in the TLP of textual construction					
Help levels	Indicators	Dimensions			Recursion
		Pragmatic orientation	Semantic orientation	Syntactic guidance	
Before textualization (Planning stage)	Orientation towards searching for information and the organization of ideas related to the topic, for the formation of the textual construction plan	Do you want to write? Because? What needs to be said? Who will the text be directed to? What relationship does one have with the recipient? What is the intention, purpose and meaning of the message of the text that is intended to be constructed? For what and why is it going to be written? Where will it be written, when and on what medium? What channel will be used?	What is known about the topic, what needs to be said about it, what information is available, what aspect should be sought for more information about, and where will the information be sought? What plan will be made for the construction of the text? What subtopics will be addressed, what concepts will be developed and what relationship do I give them? Help is needed? What will be the title of the text?	What type of text will be produced and in what context? What is its structure? What vocabulary should be used? What elocutionary form, communicative function and communicative style will be used? How will the information that will be directed to the recipient be organized?	- Motivational elements towards the fulfillment of the planning purposes. • What are you going to write about? • What type of text should they write? What is its structure? • What and why are they going to write? • What do they know about the topic and what aspect should they seek more information about? - Understand the slogan: the topic, purpose, type of text and the recipient. - Do they express their ideas independently? -Do they exercise in the development of the skill under study? - Do they organize their ideas in relation to the topic? Do you propose a title for the text? Is more information needed?

During textualization (Textualization stage)	Preparation of statements that convert what is planned into written language, with the use of cohesive elements and the correct structuring of ideas in the textualization process.	Organization and pragmatic execution: Is the intention and purpose fulfilled? How should it be expressed to that recipient and in that communication context? Is the title suggestive? Does the text fit the chosen title?	Organization and semantic execution: What information has the student managed to write about the topic? Does what is written fit what you want to say? Did you organize the ideas in the sentences, paragraphs and the text in general? Did you cover the topic in depth?	Organization and syntactic execution: How should you name reality? How should the writer preach about it? What register should you use? How should you identify yourself in what you write? It is original? What type of text do you write? What cohesive elements are appropriate? How should ideas be developed? What style does the text respond to? How many paragraphs does it have? Are the handwriting, spelling and presentation appropriate? Were the punctuation marks used correctly?	- Motivational elements towards the placement of the text, according to the requested textual format. - Did you adequately maintain and expand the ideas planned in the draft? - Are the ideas sufficient according to the communicative situation? - Did you distribute the ideas correctly? - Did you avoid repetitions? - Did you delimit sentences and paragraphs correctly? - Did you correctly use: connectors, grammatical categories and agreement between words? - Did you use the vocabulary appropriately? - Did you write a title appropriate to the topic and type of text? - Did he manage to express what he wanted? - Does the text satisfy the receiver? - Did you keep it in mind in the construction process of the text? - Is it a draft? - Build schemes, based on the questions asked in the orientation and organize it according to the structure.
	Pedagogical helps that	Textual reformulation:	Semantic reformulation:	Syntactic reformulation:	

After textualization (Self-review stage)	lead to decision-making in working with the instructions, the draft and the finishing of the text, depending on the level of development of the learners	What changes should be done? Is the intention manifest? Is the text coherent? Is the way you approach the topic or style creative? Is the language appropriate? Can the introduction, development and conclusions of the prepared text be determined? How? Are you satisfied with the text? How have you achieved consistency?	- Motivational elements towards self-revision and writing control. - Assess the importance of changes for communication - Review plans - Exchange work and review work as a duo or group to answer: Did it fit the topic, purpose, type of text and context of the situation? Did you write a title that globally expresses the topic and type of text requested? Did it fit the proper register of a descriptive text? Can you make your text coherent? Does it present agreement errors? What lexical and spelling errors did you make? Did you achieve an adequate extension? Does it express a semantic closure of the ideas expressed in the text? In the communicative situation, did you take into account: the topic, the purpose, the type of text, the recipient? Did you achieve proper handwriting? Did it comply with the presentation standards? - Discuss, with the teacher, the regularities found.
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Source: Own elaboration

These dimensions and indicators are considered important because of the pedagogical value of the teacher's help as a mediator, where he/she must apply stimulating options that favor reflective thinking that leads, in the creative process of the text, to the expression of scientific and objective judgments and evaluations. It is also fundamental for the execution and evaluation of the construction of texts and constitutes a uniform guide for the qualification of the elaborated texts.

Its recursive, cyclical, operational, developmental and flexible character must be insisted on, always encouraging the motivation of students to achieve an adequate construction and everything done in the construction process is valued, the final changes are reconsidered and it is checked if

the intention, purpose and meaning of the text were creatively fulfilled. It is evaluated if coherence was achieved, if the structure is adequate, and the degree of satisfaction with what has been constructed.

Conclusions

The study of textual construction made it possible to confirm that the criteria provided by the methodological theoretical references and the application of the cognitive, communicative and sociocultural approach favor skills for the text construction process, based on the teacher's pedagogical action, which should lead to the motivation, knowledge, imagination and creative originality of the students. This leads to the didactics of the construction of written texts.

The proposal analyzed made it possible to support the levels of assistance in textual construction based on a didactic orientation as a valuable tool for the teaching-learning process of textual construction with a cognitive, communicative and sociocultural approach in the subject Spanish-Literature, with this, the students will be in better conditions to communicate correctly with freedom and precision in different situations and with certain intentions in contexts.

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