

Metodología para el análisis de los paratextos del texto literario infantil

Methodology for the analysis of paratexts in children literary text

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RESUMEN: El análisis de los paratextos en el texto literario infantil es una actividad expresiva que cumple un rol comunicativo evidente, su enseñanza desde la formación de maestros constituye un objetivo esencial a desarrollar; sin embargo, en el mencionado proceso se advierten carencias didáctico – metodológicas que limitan la actuación del maestro en formación, por ello se requiere de formas de hacer diferentes. Su objetivo refiere la elaboración de una metodología para el análisis de los elementos paratextuales del texto literario infantil, se asume el método sistémico estructural funcional. Los resultados alcanzados evidencian la pertinencia de la propuesta.

Palabras clave: Metodología para el análisis, texto literario infantil, elementos paratextuales.

ABSTRACT: The analysis of paratexts in children literary text is an expressive activity that fulfills an evident communicative role, its teaching from teacher training constitutes an essential objective to develop; however, in the mentioned process there are didactic-methodological deficiencies that limit the performance of the teacher in training, that is why different ways of doing are required. Its objective refers to the elaboration of a methodology for the analysis of the paratextual elements of children's literary text, the functional structural systemic method is assumed. The results obtained show the pertinence of the proposal.

Keywords: Methodology for the analysis; Children literary text, paratextual elements.

Introduction

The analysis of paratextual elements is a field that involves a multidisciplinary approach; that is, it has emerged from different disciplines, essentially humanistic. Hence, the teaching of these elements constitutes one of the essential objectives of the Panorama of Children's Literature classes

in teacher training, conceived with a systemic approach to the teaching-learning process of textual analysis, comprehension and construction.

For these reasons, it is essential for the teacher of the discipline to have a deep theoretical and practical knowledge of the analysis of paratextual elements in order to be able to "teach how to teach" the teacher in training, having as a starting point the objectives of his or her subject.

But this is possible only if the teacher mediates the activity by means of enunciations oriented towards an objective of the analysis; he makes a selection of the text that best shows the functionality of the linguistic structures and in turn offers how to proceed, with the method of analysis.

At present and in the light of the Cognitive Communicative and Sociocultural Approach, transformations have been caused from the implementation of necessary tools to organize the analysis process in synergy with the requirements of the Discipline program; however attending to this particular in a comprehensive manner requires a different look, which in turn offer immediate solutions that allow students and teachers to use the specific paratextual analysis procedure, a term that according to Ortega, 2016, p.81, is defined as:

The means used to concretize the actions and operations to be performed by teacher-student to lead to a deep analysis of the paratextual elements in correspondence with the intentionality and utilitarian message from the syntactic, semantic and pragmatic expressed in children's literary texts, leading to interaction and reflection as a result of group exchange.

Definition with which the authors of the article agree, in its internal structure it contains among its parts all the elements that characterize the process of analysis of the paratexts present in the children's literary text and the components to be taken into account for an adequate development of the same.

The subject has been dealt with by several authors, in this order, Genette, 1987, one of the first critics to deal with the paratext, who has focused on a certain textual typology affecting the discursive characteristics from an analysis of paratextual elements, but from a linguistic perspective.

To the referred contributions, the numerous studies that exist in Cuba about the paratextual elements that present varied contributions for the approach of the text are incorporated, some general, essentially directed to the teaching and analysis of literature or the literary text in an

integral way, other contributions are close to the procedure for the teaching of textual analysis provided by Roméu (2003), which directs its looks towards the text in general, the thesis of Aranda (2016), among others, also stand out in the proposal of ways, procedures, methodological sequences for the analysis of the text from a cognitive, communicative and sociocultural perspective.

Generally speaking, the aforementioned authors agree that such analysis is a process of anticipatory orientation of the text and its textual function performed by the reader from a first semantic representation that he or she reformulates during reading.

Therefore, these arguments denote the need to guide the work in this direction from an integral perspective, which implies a rigorous organization and selection of all the activities to be carried out by the teacher of the Discipline, since they enable a deepening of knowledge for both the teacher and the student, which allows them to move up in the analysis of the paratextual elements from the establishment of a first semantic approach to the textual content of the work, examining the paratexts as motivating elements in the approach to reading.

Hence, the objective leads to elaborate a methodology for the analysis of the paratextual elements of children's literary text in the discipline of Linguistic and Literary Studies.

Development

Teaching the literary text in general and the paratext in particular, is of great importance because to the extent that the student interacts (reads, understands, analyzes, constructs new oral and written texts) with texts in different genres, the development of skills for the analysis of literary texts will be favored, because the textual diversity will contribute to place him in conditions to better interpret the world he has lived in, transform it into a superior one and act in it, only then can he be formed integrally.

Consequently, the proposed methodology constitutes a system structured by objectives and integrated stages that follow a logical sequence. It has as the center of its action the procedure that is evidenced from its own conception, since children's literary texts are the didactic way for its implementation in the teaching-learning process of the Discipline.

It foresees that the student solves the tasks or activities of analysis of children's literary texts from a first approach to the paratext, the text and the context. Evaluates their performance in the analysis.

In the exchange, cooperation and socialization, the student who performs in an outstanding way, possesses the skills to access the most appropriate way and reach the analysis of the paratextual elements of the children's literary text. Likewise, they can structure their knowledge in a hierarchical way and take advantage of the learning actions and tasks to the same extent that they solve the task posed.

This requires from the teacher not only a knowledge of the contents of the literary analysis that he/she teaches in each year of the course, but also the objectives of the Discipline Program and in general of the Professional Model, so he/she must master how far the student has reached, aspects that sometimes are limited because the teacher of the Discipline does not have all the literary training for the direction of the process.

It contains concrete operations and actions to be carried out by teachers and students in the process of analysis of paratextual elements of children's literary text. It starts from a relationship between the extra-artistic elements that constitute a starting point for the analysis of the paratext in the children's literary work. For the implementation of the methodology the teacher has to perform the following actions:

- Emphasize the literary analysis in general and of the paratext of the children's literary text, highlighting its importance and the characteristics that allow a first approach to the textual content.
- To look for didactic alternatives that facilitate the analysis of the paratext of the children's literary text, taking into account the life and work of the author, as well as the artistic and extra-artistic elements.
- Encourage the student to discover the new content under the mediation of the teacher. This leads to the development of analytical and deductive thinking in the analysis.
- To promote the realization of activities to favor the analysis of the paratexts of the children's literary text.
- To outline criteria for the evaluation of the fulfillment of the objective of the analysis.

For the student:

- Perceive the characteristics and paratextual structure present in the work under study.
- Identify the objective for the analysis of the paratext of the children's literary text.

- Know the characteristics and structure of a children's literary text, as well as the functions of the paratexts.
- Conform their criterion about the importance of the paratext in the children's literary work.

In this sense, Level I is determined, which is manifested when the student:

- ✓ Observes examples of paratexts in the literary text he/she analyzes.
- ✓ Identifies the author and establishes relationships between the paratexts and the text.
- ✓ Performs the analysis of paratextual elements of the literary work and its scope in the interaction between teacher-children's literary text-student.

The methodology proposed in this research is based on the previous aspects where actions are offered that become the essential core of the dynamics of the process of analysis of the paratext of the children's literary text and allow contextualizing the process under investigation. It is characterized by the movement of the causal and the necessary, therefore, they have as a function: to theoretically guide the teachers of the Linguistic and Literary Studies Discipline, with an analytical character, so that they are able to achieve the contextualization of the process, during the elaboration and application of the actions in order to favor their preparation.

The methodology takes into account:

1. Individual differences in the transition from the current to the potential development zone.
2. The linking of the content with the sociocultural practice within the teaching-learning process of the analysis of children's literary texts in general, and of paratexts in particular, in the subject Panorama of Literature.

The contents of the present methodology are aimed at the acquisition of knowledge and skills for the analysis of the paratext in children's literary texts, which at the same time will serve as models of a correct communication and will contribute to its methodological performance.

The activities acquire different nuances manifested when the teacher elaborates communicative learning tasks to establish connections between the different functional components from the content of the text messages and the implementation of students' skills in the analysis of the paratexts present in the children's literary text.

Therefore, the integrative character of this methodology is given by the possibility offered by the analysis of children's literary texts to be opportunely used in the career collective from the

interdisciplinary work, taking into account that it is based on the instrumental character of language, and can transit through the different subjects that the student receives in the different years of the career.

Stages of the methodology:

Paratextual Predictive Stage: anticipatory actions and activities are carried out, predictions or expectations are formulated without confirming the relation of the paratext with the specific textual content.

In this stage, the operationalization of the children's literary text to be analyzed is carried out. The mental processes indicated by Hayes, Flower, 1980, p64, are carried out in an integrated manner and, on the other hand, by a series of activities that facilitate the analysis of the paratext.

It is aimed at providing the necessary elements to the teacher and students for the successful development of the teaching-learning process of the analysis of the paratext in the selected children's literary text, in correspondence with their cognitive particularities and the characteristics of the text.

At this moment, the diagnosis is updated, and the work to be done during the development of the analysis process is planned and oriented. For these reasons, the objective of this stage is the preparation of teachers in the scientific, methodological and content order to favor the analysis of the paratext present in the children's literary text.

To provide the basic notions for paratextual analysis, taking into account the necessary links between the functional components.

The introduction of basic notions in the preparation of teachers requires the use of the functional discursive analysis method and its procedure. It is conceived in a contextualized way, from the reflective intentional processing subsystem that recognizes - in the relationship between the limited literal analysis, the intellectual inferential analysis and the analogical analysis - the articulating epistemic support that dynamizes an intrinsic movement of the logic of the object, complemented with the most advanced tendencies of literary theory.

To begin with, this first action, favors the knowledge of the basic notions of the internal logic of the teaching-learning process of the analysis of the paratext in the children's literary text, in function of propitiating a productive organization of thought that translates into modes of action of the

students "to do and to know how to do", in correspondence with the objectives of the year, with a vision that allows them to achieve a self-transformation in them, in the processes and subjects with whom it interacts.

Its use allows the choice of the analytical strategy adopted by the teacher for himself and for the student so that he learns how to analyze a text from the systematization of the discursive-functional analysis method.

In this sense, the one who mediates the process makes the subject appropriate these procedures and make them his own, so that he knows how to propitiate an exchange in the context for which he is preparing. Methodological workshops are conceived for the preparation of teachers of the Discipline who teach the subject.

Workshop 1: The treatment of the analysis of paratexts in children's literary texts, in the subject Panorama of Literature.

Objective: to analyze the main problems related to the treatment of the analysis of paratexts in children's literary texts, in the subject Panorama of Literature.

Workshop 2: The specific paratextual analysis procedure. Actions to be carried out by the teacher and students as a process and result of the interdependence in the triad content - objective - method.

Objetivo: entrenar a los profesores en el empleo del procedimiento análisis paratextual específico en la asignatura Panorama de la Literatura.

Workshop 3: The methodology for the analysis of paratexts in children's literary text in the subject Panorama of Literature.

Objective: to reflect on the methodology for the analysis of paratexts in children's literary text in the subject Panorama of Literature.

Strategic Operationalization Stage for paratextual analysis.

The actions of the Strategic Operationalization for paratextual analysis are conditioned by the student's learning rhythms on the content "analysis of the paratext in the children's literary text", from an integrating conception materialized in a "know-how"; expressed in knowing how to teach to analyze a children's literary text from the application of the Functional Discursive Analysis method, for this it is necessary to take into account the instrumental - interventional aspect.

The procedure chosen must promote the teacher's activities in his role as facilitator by stimulating the generation of creative processes of meaning production and its impact on the emotions, feelings and attitudes of the subjects involved in the analysis of the children's literary text.

This is manifested through the following actions:

1. Reading the children's literary text for analysis.

The objective of this action is: to favor the analysis processes through the treatment of the iconic and verbal meaning of the paratext.

This assumes the need to carry out a deep analysis in favor of the development of modes of action, seen from the usefulness of this knowledge with an interdisciplinary look in the exercise of criticism; as well as the most appropriate alternatives in the solution to the complex problems of contemporaneity, basic requirements contained in the Professional's Model.

Steps to follow for the specific paratextual analysis:

First step: pre-reading and contextualization of the analysis of the children's literary text.

Reading is the first step to carry out the analysis of the text. It is pertinent to develop a second reading of the children's literary text for its analysis and comprehension. It is a first approach to the text.

The objective of this step is that the student, when observing the paratexts, activates the previous knowledge he/she has about the topic, makes predictions and anticipations about the content of the text.

First reading: this is an initial reading that allows understanding the text as a whole and determining the initial relationships between the paratexts and the central idea that may coincide with the author's communicative intention.

Second reading: it consists of a comprehensive reading that allows the reader to notice the general structure of the text, the intention of the paratexts, the main concepts and the ideas put forward in it.

Second step: global analysis of the children's literary text.

This involves breaking down the text into its constituent elements to make its analysis possible. It should contain the following aspects:

1. Specify the objective.

For this it is important that the teacher makes questions, which are planned depending on the student's interests. These questions guide the student towards a more effective reading practice.

2. Structure and ideas of the children's literary text to establish assumptions.

The assumptions are carried out from the pre-reading and relations are established between the paratexts and the initial inquiries that the text will contain. At this point, activities are suggested, such as:

Observing the general structure of a text and above all thoroughly recognizing the paratextual elements, such as: illustrations, titles and subtitles. From this observation, make a list of words that we believe may appear in the text.

Third step: Synthesis of the children's literary text during reading.

In this part the questions that have appeared in the analysis are developed in depth, it can be synthesized that the purpose of the reading stage is for the student or reader to identify and assimilate more easily the information to be analyzed. Likewise, in this second stage it has the objective of verifying the predictions worked on in the pre-reading.

1. Use deductions: they are aimed at understanding the characteristics of a text that are not openly stated, that is, at the moment that readers intensely inspect the paratexts they can deduce and deliver several interpretations.

Typification of the main ideas. The student typifies and understands the most important ideas of the text.

Clarification of terminology or lexical unknowns. This practice is based on clarifying the meaning of words of doubtful understanding within a text. It is pertinent to use the dictionary.

Fourth step: Closing the paratextual analysis

This is the closing or conclusive stage, where students logically construct the main ideas of the text and reveal information that is not very noticeable.

When finalizing with the analysis of the strategies or actions that are carried out in the post-reading, it can be concluded by expressing that the objective of this stage is that the student, when

elaborating summaries or constructing schemes, organizes the information in a logical order and interprets the essential parts of the textual content.

This is the most important moment because with the support of the specific paratextual analysis procedure, the students, besides giving answers to the activities oriented by the teacher, will determine the order and procedures to understand and analyze the text. Worksheets will be used for their realization.

Stage: Post-reading and evaluation

This stage conducts the initial assessment of the methodology. Taking into consideration the diagnosis made and the favorable considerations that arose in the validation of the indicators, a training process for teachers was undertaken in order to promote the expected impact with the use of the methodology. Classroom observations will be made for evaluation by the subject group.

As part of the control actions, three workshops will be held during the preparation stage to analyze the proposal, with emphasis on the methodology, under the guidance of the researcher.

It is in this sense, that its practical implementation enhances a developmental learning that will necessarily stimulate the significance by promoting the deep understanding of the content, while acquiring personal and social relevance for the student.

Likewise, it is suggested:

1. Evaluation of the practical instrumentation of the methodology: identify their potentialities and limitations to make them aware of the necessary transformations in their own performance through self-development.
2. Enunciation of the way for the analysis of the paratexts of the children's literary text.
3. Self-evaluation and co-evaluation of knowledge and know-how in their performance.

It is also proposed the realization of a methodological workshop, favoring the socialization of criteria and points of view, as well as the compilation and evaluation of the systematization records of the teachers' experiences, whose annotations constitute a valuable instrument for the feedback and self-perfection of the methodology. Statement below:

Topic 1. The analysis of the paratexts of the children's literary text.

Objective: to confirm the feasibility and scientific-methodological relevance of the research results for its improvement.

Aspects to be addressed:

1. Explanation of the main results emanated in the research: the didactic model of the analysis of the paratexts and the specific paratextual analysis procedure.
2. Sharing considerations on the actuality and potential of the results, as well as the difficulties that may be encountered for their implementation, in addition to suggestions and recommendations for their improvement.
3. Design of the report of the socialization process to be submitted for approval.

The evaluation of the application of the methodology has been carried out from the interpretation of the data accumulated by the pedagogical experience of the authors in the teaching of the subject Panorama of Literature, and others belonging to the Discipline of Linguistic and Literary Studies in the career, which together with its incidence in the improvement of the scientific-methodological improvement of the teachers of the Discipline is reverted in the satisfactory results of the teaching-learning process of the analysis of children's literary texts.

Conclusions

As a result of the diagnosis, the limitations presented by the analysis of the paratexts present in the children's literary text were evidenced. This shows the need to establish a methodology for the solution of the problem posed.

The actions projected in the methodology will favor a transformation of the process of analysis of the paratexts where an interaction that allows the participation of the different actors prevails.

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