

THE DEVELOPMENT OF THE  
UNDERSTANDING OF LITERARY  
TEXTS IN THE TEACHING  
PREUNIVERSITY

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— *Abstract*—

The presented investigation is the result of a study about the development of the understanding of literary texts in the students of the university School of the University of Pedagogic Sciences Félix Beaches her Moral", given the necessity to elevate the quality in the teaching. It exposes a compound system of activities for a subsystem of activities for educational schedule and a subsystem of activities for extended educational schedule. In the system they are related the three phases for which it traffics the development of the understanding of literary texts (knowledge, implication with the literary text and personal elaboration). it is also presented, a new category in the understanding of texts, denominated development of the understanding of literary texts.

For the solution of the scientific problem, in a selected sample, theoretical and empiric methods are used, as well as of the mathematical-statistical level and the valuation for specialists' approach was positive and the validation in the practice corroborates its effectiveness.

**Keywords**

*Understanding, literary text, develop, system.*

**E**In the world, with the explosive development of the 21st century, "modern information and communication technologies have made millions of millions of human beings reach an important part of the objectified culture" (Fanfani, 2008, p.3). In this context, the relations between school and society become more complex and dialectical, taking into account that social development transits through education.

In Cuba, the Ministry of Education has within its priorities, to attend to the correct use of the mother tongue because "the different problems related to the use of language have a serious impact on the quality of learning" (MINED, 2011, p.3).

To do this, he points out that among the common aspects to reinforce from the classes are: the systematic practice of reading, as a source of pleasure and enjoyment or as a means to obtain information and knowledge; the reading of different types of texts to contribute to the man's spiritual enrichment and the systematic exercise of the understanding of different types of texts: literary, historical, scientific, journalistic, publicity, legal.

In this scenario, attention to the comprehension of literary texts is essential for the student, since it is a way to acquire knowledge, not only in the curricular subjects of the educational level in which they are found, but also in order to "extend their living space, to know other places and historical times, to discover the common thing between cultures of different places and different times" (Abello, *et.al.*, 2014, p.178).

When students enter pre-university education (10th, 11th and 12th grade) they must be knowledgeable and capable of understanding literary texts in order to be able to move around without difficulty in their studies and later in the university.

However, in the author's observations, when analyzing inspections carried out and the checks applied to the students of the University College of the Pedagogical Sciences "Félix Varela Morales", they show a predominance of deficiencies in the motivation for the reading of literary works; lack of arguments to justify whether it is attractive, amusing, funny or otherwise; insufficient exchange between the students regarding the literary work analyzed and little knowledge in the understanding of works that influence the production of meanings.

Finally, it is noted that the student, when confronted with the literary work, does not know how to comprehend it in a creative way, which does not favor autonomy, nor the flexible elaboration of the meaning of these texts, according to the level of exigency that is required in pre-university education.

On the other hand, it is observed that although different courses have been used for several years to achieve an adequate teaching of reading comprehension in schools such as the "Ignacio Rolando Abreu" Secondary School, the Pre-university Vocational Institute of Sciences Exact "Ernesto Guevara" and in the University of Pedagogical Sciences "Félix Varela Morales", are not applied in an integrated way by the teachers in the different groups of students, nor in the teaching process is achieved symmetry in the understanding of literary texts with respect to the different levels, in addition to the methodological deficiencies existing in the teachers, which influence the achievement of an adequate motivation when analyzing the literary works.

These regularities, in a way, negatively impact the teaching-learning process in the understanding of literary texts, therefore, the objective pursued by this research is: To propose a system of activities to develop the understanding of literary texts in the students of the 12th grade of the University College of the Pedagogical Sciences "Félix Varela Morales".

## DEVELOPMENT

### *1. Generalities of literature teaching in the University College*

As part of the attempt to improve the quality of the teaching-learning process, in order to ensure the entry into pedagogical careers in Cuba, an experience is carried out that the student, by the end of the 11th grade, has the possibility of opt for college.

The university colleges are schools created within the same pedagogical universities, to provide a better preparation to young people who are in the 12th grade in these universities and who aspire to study in careers in pedagogical Sciences, once the entrance examinations have been approved.

The knowledge, skills and values to be reinforced in the University College correspond to the requirements of the pre-university graduate, including the teaching of Spanish and Literature, through the correct use of the methodological components of the class.

Through universal literature readings written in different time periods, it is pursued like aim the perfection of the four linguistic macro-abilities (hearing, speech, reading and writing); the development of the understanding and construction of texts, as well as the formation of concepts related to language structures and their functioning in discourse (MINED, 2015).

Among the general objectives of the subject for this degree are:

- Critically evaluate, with gradual independence, the beauty of the works studied taking into account the unity of content and form.
- Discuss ideas and feelings present in the works studied, as well as the moral attitudes and qualities of the characters.
- Express creative expression through the construction of different typologies texts.
- To characterize the fundamental works of universal literature based on its integral analysis, taking into account the values that have transcended it in time.

The above allows us to propose that the Literature teaching-learning process in the University College responds to the current approaches of the Language and Literature way of teaching in the pre-university.

### *1.1 Teaching-learning process of the understanding of literary texts and their development through a system*

The teaching-learning process for Zilberstein (as quoted in Roméu, 2013) is "the main pathway that facilitates and leads to the student's cognitive development in practical activity, within and outside the school context" (page 76), therefore, if the teaching-learning process of the comprehension of a text is correctly carried out, it can influence education, culture, creativity, intelligent use of free time and even the identity of a student (Guadamillas, 2015, Larrañaga and Yubero, 2015, Roméu, 2013).

The teacher who teaches the Spanish-Literature subject, when realizing the comprehension of a literary text, must bear in mind the complexity that this presents, because it is loaded with creativity and expressiveness, based on the aesthetic effect that the author manifests who uses resources literary in function of each genre, allowing a number of interpretations, depending on the cultural level of the reader (Báez, 2006; Cantero, 2013; Sales, 2007).

These peculiarities make the comprehension of literary texts originate an unlimited series of arguments, as reading becomes a dynamic, flexible and productive process, therefore, when the reader constructs his ideas and performs a personal rewriting of the text, brings great richness to interpretation.

The understanding of literary texts can be developed, because they do not constitute a dichotomy (teaching - development), but a continuation. Both types of processes can occur simultaneously in the same teaching task, since teaching is necessary for its further development.

The process of development of the understanding of literary texts is not isolated from its teaching, but is raised to a higher level, since, it transits through the prism of the assimilation of the work on the student's part; is developed through the exercise of the different levels of understanding becoming stable if the student develops the methodological procedures that this process demands, in addition, it requires a certain organization, both in the teaching process and in the motivations of the students. According to Roméu (2013), it is a pedagogical activity that is taught through different processes, based on the levels of performance a student travels through (intelligent understanding, critical understanding and creative understanding).

The previous levels can be enhanced and developed, from a system of activities that includes the following phases:

- Knowledge: is the process by which the student decodes, evaluates and applies the literary text, reaching the relative truth of the work and how it assimilates the content on the key elements of the work, such as: what is the subject, the environment, the time, the writer, ideological content, historical moment in which it is developed.
- Implication with the literary text: when in the analysis carried out by the student implies its personality with the content of the literary work and it is evident, if it is able to integrate in his analysis, fundamental aspects such as: in-depth knowledge of the work, affective bonding and personal involvement with the content of the text.
- Personal elaboration: when the knowledge, expressed by the student, about the literary text, contains value wealth, creation, being verified by the emission of judgments and valuations very own, result of an active reflection on the content of the literary work with adjustment to the theme, coherence, sufficiency, clarity of ideas, variety and elegance of language, style and originality.

Considering the above, it is considered that the development of the understanding of literary texts is a process that improves the current performance of the reader, through three key phases: knowledge, involvement and personal development, to reach the essence of a literary text and develop skills needed to interact with it, from a dialectical logic to argue with value judgments a literary work in a given context.

The individual lives constantly understanding the objects and phenomena that happen around him; but this process is not spontaneous, it requires a teaching-learning process that takes into account the character of the system because it allows conceiving the development of the understanding of literary texts through interrelated processes.

According to Bertalanfly (as cited in Machado, 1990), the General Systems Theory specifies three important categories for the study and design of a system. These categories are: System: Set of elements, properties, attributes or relationships that belong to objective reality; Elements: Unlimited parts in the variety that make up the system; and Relationships: Links that are established between the elements. These elements must be held together to form part of the system.

The teaching-learning process can be analyzed from the point of view of the Systems' General Theory, as it aims at the formulation of valid principles for the systems in general and offers a conceptual scheme that allows at the same time the analysis and the synthesis of this process and focuses, from a broader perspective, its complexity and direction.

The systemic approach, applied to the teaching-learning process of the comprehension of literary texts can allow a totalizing orientation when integrating a set of elements required for the achievement of a global objective.

## 2. DIAGNOSIS OF THE PROBLEM'S CURRENT STATE

### *2.1 Study unit*

The University of Pedagogical Sciences "Félix Varela Morales" is located in the Santa Clara municipality, with a matriculation of 861 students in the regular daytime course and 497 in the course per meeting; distributed in 13 pedagogical profile degrees. Included in this general enrollment is the University College, with a population of 42 students in the 12th grade.

It is selected as a sample group 1.2.1, belonging to the University College, with a total of 20 students, which come from 5 municipalities in the province of Villa Clara. The criteria of intentionality that are taken into account for this selection is that it is precisely the group that presents the greatest difficulties in understanding literary texts and are students that the researcher could accompany them in a systematic way during the investigative process.

### *2.2 Tools used in the initial diagnosis and its results*

To diagnose the current state of development of literary text comprehension, the following instruments are applied:

Teachers' survey: to determine the main external and internal factors which influence the insufficient development of the understanding of literary texts in pre-university. (Annex 1)

Group interview to students: to identify the difficulties that present in the phases that determines the development of the understanding of literary texts. (Annex 2)

Pedagogical test (instrument of entrance): to verify the difficulties that the students present in the phases which determine the development of the understanding of literary texts. (Annex 3)

When analyzing the results of the survey applied to 12 teachers of the Department of Spanish-Literature of the University of Pedagogical Sciences "Félix Varela Morales" (Annex 1), it is determined that among the external factors that have the most influence in the insufficient development of the understanding of literary texts are: the socioeconomic situation across the country that prevents, on many occasions, deliver the literary text to each student; the lack of Spanish-Literature specialists in pre-university and the poor reading habits that students present.

Regarding internal factors, 8 teachers (66.6%) consider cultural influences of students to be influenced, of which 5 (41, 6%) state that they have a short-term impact and all (100%) coincide in which affects with a high intensity; for 8 teachers (66.6%), vocabulary ignorance found in literary texts is another factor, affecting in the short term according to 7 teachers (58.3%) and with a high intensity.



Another factor to emphasize are the few reading abilities that students have, according to 7 teachers (58.3%), being for all, a factor that affects, in the short term and with a high intensity; the little mastery of the textual typologies and the strategies of reading comprehension are, for the consideration of 4 teachers, who represent 33.3%, other factors that affect, all agree that influence with a high intensity and in the short term.

For 3 of the respondents (25%), poor teacher preparation is a key factor that influences, according to 2 (16.7%), in the short term and 3 in the high incidence of this factor.

In the group interview (Annex 2), 7 students (35%) agree to correctly assimilate the content when reading the narrative literary text, 11 (55%) say no and 2 (10%) respond affirmatively. In the second question, 9 students (45%) apply and value in their answers the implicit, explicit and complementary meanings of the decoded literary work, the same percentage responds that no and 2 (10%) are affirmative.

When inquiring if they reflect on the content of a narrative literary work after reading it, 6 students (30%), reveal that sometimes; 10 of the respondents (50%), indicate that never; 4 (20%) respond that, when reflecting on whether the student is capable of involving his or her personality in analyzing a narrative literary work, 30% of the students (6) recognize that they only do so and 70% (14 students) declare that never.

Regarding the pedagogical test results (Annex 3), it is observed that in the dimension Knowledge, 12 students (60%), get a low level, while 6 students (30%) reach an average level and only 2 students (10%) achieve the category of high. In the dimension Implication with the literary text, 65% (13 students), get the low level, 25% (5 students) reach the middle level and 10% (2 students) achieve high status and dimension Personal development, 10 students (50%) get the low level, 8 students (40%) acquire the average level and 2 students (10%) achieve high status.

### *2.3 Foundations of the activities system proposed*

Considering the difficulties detected, an activities system is proposed to develop the understanding of literary texts, which is based on the general postulates of the Systems General Theory (Bertalanffy, 1954). From the philosophical point of view, it is based on the method of Materialism-Dialectic,

since it allows explaining the phenomena of nature, society and thought, and considers the man's education as creator of culture.

From the psychological point of view, the cultural-historical Theory of Vigotsky (Bermudez, 2015) is assumed, since the essence of this psychological theory is the man appropriation of the cultural and historical heritage of humanity.

According to this theory, subjects make their knowledge, abilities and attitudes with the help of "others", which presupposes considering activity and communication as ways to develop the personality of man, through the integrated functioning of cognitive processes, affective-motivational and behavioral.

Pedagogically, the system of activities is built on the basis of the laws of Pedagogy, since it takes as an action guide, the unity between problem-objective-process, in such a way that the objective of this system of activities is to contribute to respond to the social order that Education has in the development of the understanding of literary texts in the formation of the new generations.

Also, from the pedagogical point of view, it is based on principles of the pedagogical process proposed by Addine (2004), such as: Principle of the unity between the instructive, the educational and the developer; Principle of linking theory with practice; The unity of the affective and the cognitive, in the process of education of the personality of the student and Principle of the collective and individual character of the education of the personality and respect for it.

As a benchmark, the requirements for the comprehension of literary texts in pre-university education are taken into account, and as a starting point the analysis of the main limitations and deficiencies present in the development of the understanding of literary texts and in the educational needs bank of Cuban students belonging to the municipality of Santa Clara in the province of Villa Clara.

## STRUCTURE OF THE ACTIVITIES SYSTEM

The activities system proposed is composed of a general objective aimed at developing the understanding of literary texts.

It is further integrated by two subsystems: Subsystem I composed of activities that are developed in teaching time as an integral part of the teaching-learning process of literary text comprehension and subsystem II composed of activities that are developed in extended teaching time, so

called, because the students after completing the curricular activities of the teaching schedule, according to what is planned, develop other activities that complement their comprehensive preparation, in the so-called extended teaching time, evidencing a greater flexibility in the organization and planning of the academic activities, as a support to the teaching-learning process of understanding literary texts.

Each subsystem is composed of different processes, which makes it possible to materialize it in practice. These are:

1- Diagnostic process. This process is present throughout the development of the activities system. Students are diagnosed before applying the activities system to recognize the potentialities and needs they present in terms of understanding literary texts. It is also diagnosed to the extent that the student performs the activities, as the teacher assesses, if there is or is not, a progress in the phases that develop the understanding of literary texts and is diagnosed when performing the activities system to check if the students, reach or not, a development in the understanding of literary texts to reach later conclusions.

2- Planning process. It is a process in which, based on the diagnosis, activities are planned and rectified in order to develop the understanding of literary texts, taking into account the particularities of the student and the group in general. For the activities that are conceived, we take into account the phases through which the student travels to develop the understanding of literary texts and attention to diversity in the group.

3- Execution process. It is done with the aim that the students acquire new knowledge or systematize those they already present, that there is a greater and better implication with the literary text and develop the personal elaboration in the answers given in the activities. The student, in this process, already has to act and operate, getting to develop skills with the literary text because, as the system advances, with the proposed activities, allows the teacher to clarify the doubts that arise, to evaluate the performance of the students to carry out the activities of the system and to support the individual work with sufficient flexibility so that each one of them impresses his own style of work.

4- Evaluation process of the activities system effectiveness. This process is aimed at the control, rectification and verification of the results obtained in the application of the activities system. It allows modifying and reorienting

the proposed activities, taking the appropriate decisions for the correct fulfillment of the proposed objectives.

These processes are linked through activities, which have the following structure (Title, Objective, Method, Methodology, Activities, Conclusions, Evaluation, and Independent Study). The activities of the system are arranged as follows:

Subsystem I	Subsystem II
Activity# 1: A real and wonderful novel	Activity # 1: Unraveling the story
Activity# 2: Understanding through reading	Activity # 2: Literary cards
Activity# 3: A Senator in love	Activity # 3: Gathering knowledge
Activity# 4: The other Self	Activity # 4: A tale to reflect
Activity #5: In search for the American dream	Activity # 5: A sad reality

These activities are applied in the 12th grade in the Unit entitled: *Current Latin American and Caribbean narrative. The novel. Alejo Carpentier. The kingdom of this world. The story. Selection of authors and works.* In this unit universal works written by Alejo Carpentier, Juan Rulfo, Jan Carew, Gabriel García Márquez, Mario Benedetti, among others are the main topic.

The system also has a resulting integrating quality, since none of the parties can offer it in isolation, besides, it is not reduced to the sum of the properties of all its components and the result is the development of the understanding of literary texts.

#### First Subsystem I activity example

##### Actividad #1

Title: A real and wonderful novel  
 Objective: Analyze the novel *The kingdom of this world's* prologue to develop its comprehension  
 Method: Independent heuristic work

##### Methodology:

- Conversation with students to make them interested in the activity's topic.
- Guide activities.

- Review them inside the classroom.
- Answer possible questions that may exist.
- Draw the activity's conclusions by one previously selected student.

Activities:

1-Student, you have read a literary work belonging to a great writer, Alejo Carpentier. We invite you to answer the following questions to facilitate your understanding.

- a) The work begins with a prologue. Do you know what it is? If not, investigate why it is called a prologue in a dictionary or any digital encyclopedia and share it with your classmates.
- b) To which work belongs the exergue with which this novel begins? Inquire about who is its author. You will be astonished to know that you have already studied it. Give the rest of your colleagues interesting information about the work.
- c) Copy in your notebook the words of dubious significance that appear in this text. If possible, clarify them by context, otherwise, use a dictionary.
- d) Which country does Alejo Carpentier visit? Make a list about the places frequented by him during the visit.
- e) What does the author discover in those places that he examines? Extract excerpts from the prologue that proves it.
- f) Express through a sentence, what is particularly evident to Carpentier during his stay in that country.
- g) Interpret through a text, the following phrases expressed by Carpentier. Read them to your classmates.  
 "But it is that many forget, disguising themselves as magicians at little cost, that the wonderful thing begins to be unequivocally when it arises from an unexpected alteration of reality (the miracle) ..."  
 Those who do not believe in saints, cannot be healed by miracles of saints, nor those who are not Quixotes can enter, in body, soul and property, in the world of Amadis de Gaula or Tirante el Blanco."
- h) From what is read in the prologue, comment with your classmate, what is for you the real-wonderful thing that Carpentier poses.
- i) According to the author, the "real-maravilloso" (real-wondrous) is not only the unique privilege of Haiti, but the patrimony of the whole of America. Do you agree with him? Express your opinion through a text.

- j) Value through a text, which can be written or oral, what has served you reading the prologue of this novel?

Evaluation: (oral) From what was read in the prologue of *The Kingdom of This World*, give possible reasons as to why, for Alejo Carpentier, it was impossible for him to locate the story he was about to tell in Europe.

Independent study: Guide the next activity titled Unraveling the story.

#### 2.4 Assessment of the activities system by the specialists' criteria

For the assessment of the activities system (Annex 4), a total of 10 specialists are selected, of whom 5 are in the teaching category of Auxiliary, 3 in the category of Assistant, one with the category of Instructor and one specialist without categorizing, in pre-university education. Of these 10 specialists, they hold the academic category of Master 9, and a specialist. The average number of years of experience is 28 years.

The application of this method makes it possible to evaluate different aspects of the research that need to be submitted to the specialists for consideration, based on their experiences. This allows restructuring certain ideas that lead to the improvement of the activities system developed, before implementing it.

The evaluation given in each of the items is set out in Table 1:

**Table 1.** Assessment by specialists

Currency level	Social relevance	Scientific novelty	Applicability
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
3 7	1 4 5	2 5 3	2 4 4

Among the main suggestions that are made, they consider attending to the dosage of the program and the didactics of some components; the need to structure some activities according to the system proposed and the didactics of the component that is prioritized from the phases of the subsystems. The above issues are analyzed and solved in the proposal taking into account the statements made. The proposal is given back to the specialists for evaluation and the result is shown in Table 2.

**Table 2.** Assessment by specialists bases on corrected marks

Currency level	Social relevance	Scientific novelty	Applicability
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
1 0	1 0	1 0	1 0

### *2.5 Practical validation of the activities system*

With the objective of verifying the validity of the theoretical modeling, in the practical conditions of the preparation of students of the University College of the Pedagogical Sciences "Félix Varela Morales" for the development of the understanding of literary texts, a pre-pedagogical experiment is carried out, where its results guide the system of demands and methodological actions that are exposed in this research report.

A control group is not determined, but the stimulus, its measurement and control take place in the same sample, before and after the application of the activities system. The pre-experiment allows performing a comparative study between the transformations operated during the assembly of the activities system (before) and those produced during its implementation (after) in the same group.

The system of activities for the development of the comprehension of literary texts is inserted in Unit 1 of 12th grade, which is composed of a total of 40 hours - classes, taking into account the dosage of contents. The activities of Subsystem I were applied in the teaching time, with duration of 45 minutes each.

Subsystem II is applied in extended teaching hours, it is not done in the classroom, but is supported by other scenarios such as the university library, conference rooms or theater; scenarios that favor the learning of the contents because they are equipped with computers, televisions, geographical maps; means that allows a better representation of the literary work in students.

These activities do not have a specific time, but depend on the richness of the debate and the integration of fundamental aspects such as in-depth knowledge of the work, the affective bond and personal involvement with the content of the literary text.

In relation to the activities of these two subsystems, it is important to note that in doing so, students acquire and expand knowledge related to literary

works, as they decode, evaluate and apply the key elements of their content. The activities are considered as motivating and lead to express ideas that demonstrate the knowledge gained from the works, in addition discussions made help to reach conclusions with depth.

It is pertinent to point out that the signals made by a group of specialists, the students and the pedagogical practice, allow to perfect the system of activities and confirm the adaptation of the same to the research objective, on the other hand, the results of the validation in practice ratify the activities system contribution to the development of the understanding of literary texts.

### *2.6 Obtained results on the applied output tools*

To verify the advances and the difficulties that the students present in the development of the understanding of literary texts, the Student Survey I is applied (Annex 5); the Student Survey II (Annex 6) with the objective of confirming the advances and the difficulties that the students present in the dimensions that develop the understanding of literary texts after applying the activities system and the Exit Pedagogical Test (Annex 7), to verify the advances and difficulties that the students present in the dimensions that develop the understanding of literary texts after applying the activities system, where the following results are obtained:

Regarding Annex 5, 95% of the students (19) express that they do know what it means to develop understanding of a literary text and 1 student (5%), more or less responds. 100% affirm that they have been guided the steps that must follow to understand a literary text.

100% of the students are able to recognize the phases for the development of the understanding of texts and explain them adequately, which demonstrates the assimilation of the work done with the activities system in theory and practice. They do not present difficulties in the comprehension of literary texts 12 students, and 8 consider that, sometimes, when these are presented is, mainly, because of the ignorance of the words' meaning located in the text object of analysis, but they have advanced in the understanding of this type of texts, which demonstrates the influence of the proposed activities system.

After applying the activities system, the taste between Grammar, Reading and Understanding has been shared among the students, where 40% of them choose Reading and Understanding as the preferred component.



When analyzing the results of Annex 6, it is considered that 11 students (55%) correctly assimilate the content of the literary work and 9 (45%) allege that sometimes. Regarding the second question, 13 students (65%) apply and value the implicit, explicit and complementary meanings of a literary work when decoding them and 7 (35%) respond that sometimes, showing in this way, significant advances. They always imply their personality when analyzing a literary work 60% (12 students), and they do it only sometimes 40% (8 students). When inquiring if they reflect on the content of a literary work after reading it, 4 students (20%) reveal that they sometimes do so and 16 of the students surveyed respond as always

When analyzing Annex 7's results, regarding the Knowledge dimension, 10 students (50%) obtain the middle category, and the same number of students achieve the category of high. Regarding the dimension Implication with the literary text, 55% of the students (11), get the category of medium, and 45% (9 students) achieve the category of high and relative to the dimension Personal elaboration, 8 students, for 40%, earn the middle category, while 12 students, for a 60%, acquire the category of high.

In the three dimensions, after applying the activities system, significant advances are evidenced by students in the development of literary text comprehension, especially the Personal elaboration dimension, according to the results obtained.

## CONCLUSIONS

The process of understanding literary texts has current studies that emphasize its complexity and the need to use an effective diagnosis whenever one works with an individualized mental process that depends on the special attention to the students' volitional-motivational sphere regarding to the act of reading. Through the application of different instruments, it can be observed that the students of the University College present difficulties in the development of the comprehension of literary texts, not to integrate in the understanding of a work: deep knowledge, involvement with the content of the literary text and personal development; there are no responses corresponding to the upper middle level.

The activities system for the development of the understanding of literary texts that is proposed has as a referential standard the requirements demanded by the objectives of the comprehension of literary texts in pre-university. In the proposed activities the four communicative skills are developed (listening,

speaking, reading and writing) and it has contents available to pre-university students and with a level of depth that corresponds to the objectives set.

The application of the activities system in practice evidences the development of the understanding of literary texts, the positive advance in the oral expression of the students, the motivation for reading and the transition by the levels of understanding. It also allows a trustworthy climate for the development of a collective process based on mutual aid.

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## ANNEX

**Annex 1 - Teachers' survey**

**Objective:** To determine the main external and internal factors that influences the insufficient development of the understanding of literary texts in pre-university.

**Partner:** At the moment, as a teacher at the University of Pedagogical Sciences "Félix Varela Morales", I am conducting a research on the development of the understanding of literary texts. Your opinion is of great value and helps our research.

- 1 Name the factors that according to you come to play in the wrong comprehension of literary text.
- 2 2- Sign with an X the intensity and duration, according to you may affect the reading comprehension in the presented factors.

Impact factors	Duration			Intensity		
	Short	Medium	Large	Low	Medium	High

## Annex 2 - Group interview to students

Objective: To identify the difficulties that the students present in the phases that determine the development of the understanding of literary texts.

Student: At the moment a research is being carried out related to the development of the comprehension of literary texts. We appreciate your sincerity in your answers.

### *Questionnaire*

1. While comprehending a literary text, do you consider you correctly understand the text's content?  
 yes     no     sometimes
2. When you decode the implicit, explicit and complementary meanings of a literary text, do you apply and value them in your answers?  
 yes     no     sometimes
3. While reading a literary work, do you ponder about its content?  
 never     sometimes     always
4. Do you think you apply your personality while analyzing a literary text?  
 never     sometimes     always

### Annex 3 - Pedagogical test (Entry tool)

Objective: To verify the difficulties that the students present in the dimensions that determine the development of the understanding of literary texts.

1. Read carefully the next fragment from the literary work Tartufo.

*"... treat people as you deserve to be treated. You can come: I will help you. You are going to measure the depth of female corruption and the breadth of the miserable vanity of men. (...) The cooler you think, the further it will come. Punish yourself without mercy and be feared. (...) But you will be nothing if you do not have a woman to help you. You need one that is young, rich, elegant. But if you fall in love, hide your love as a treasure: do not let them guess, for then you will be lost: you will no longer be the executioner, but the victim".*

- 1.1 According to the previous fragment, write a composition related to the work.

### Annex 4 - Specialists' evaluation criteria guide

**Objective:** To evaluate the activities system elaborated in terms of: current level, social relevance, scientific novelty and applicability.

**Companion:**A system of activities has been designed to develop the understanding of literary texts in the students of the 12th grade of the University College of Pedagogical Sciences "Félix Varela Morales". Taking into account your experience and knowledge on the subject Spanish-Literature, I request your assessment about the system of activities developed.

Thank you for your cooperation.

1. General data:  
Name and last name:  
Work place:  
Teaching category:                                      Scientific category:  
Years of experience:
  
2. Sign with an x according to the scale proposed with ascending level
  - a) Current level                                      b) Social relevance  
1\_\_ 2\_\_ 3\_\_ 4\_\_ 5\_\_                                      1\_\_ 2\_\_ 3\_\_ 4\_\_ 5\_\_
  
  - c) Scientific novelty                                      d) Applicability  
1\_\_ 2\_\_ 3\_\_ 4\_\_ 5\_\_                                      1\_\_ 2\_\_ 3\_\_ 4\_\_ 5\_\_
  
- 2.1 Explain each segment
  
3. Suggestions  
  
Activity system positive aspects  
Activity system negative aspects  
  
Caption: 1-M 2-R 3-B 4-MB 5-E

### Annex 5 - Students survey (I)

Objective: To verify the advances and the difficulties that the students present in the development of the understanding of literary texts.

Student:

An activities system for the development of the understanding of literary texts has been applied. From the knowledge acquired, answer the following questions with sincerity. Your opinion is of great value for this work.

#### *Questionnaire*

- 1.- Do you know what it means to develop the comprehension of a literary text?  
 yes     no     kind of
- 2.- Have you been orientated which steps to follow in order to comprehend a literary text?  
 yes     no     sometimes
- 3.- Explain the key phases for the development of the understanding of literary text.
- 4.- Do you have any difficulties in understanding literary texts?  
 yes     no     sometimes
- 5.- Which difficulties?
- 6.- Sort out according to your preferences the components of the Spanish-Literature course that you prefer doing.

Writing      Reading and comprehension      Grammar



## Annex 6 - Students survey (II)

Objective: To verify the advances and the difficulties that the students present in the dimensions that determine the development of the comprehension of literary texts after the activities system has been applied.

Student:

You have been involved in research related to the development of literary text comprehension. We thank you for your cooperation and ask you to answer the following questions with complete sincerity.

### *Questionnaire*

- 1- While comprehending a literary text, do you consider you correctly understand the text's content?  
 yes     no     sometimes
  
- 2- When you decode the implicit, explicit and complementary meanings of a literary text, do you apply and value them in your answers?  
 yes     no     sometimes
  
- 3- While reading a literary work, do you ponder about its content?  
 never     sometimes     always
  
- 4- Do you think you apply your personality while analyzing a literary text?  
 never     sometimes     always

### Annex 7 - Pedagogic test (Output tool)

Objectives: To verify the advances and difficulties that the students present in the dimensions that determine the development of the understanding of narrative literary texts.

1. 1- Read carefully the next fragment from the tale “Constant death beyond love”.

*"Then she laid him on her shoulder with her eyes fixed on the rose. The senator embraced her by the waist, hid her face in her mountain animal armpit and succumbed to terror. Six months and eleven days later she had to die in that same position, perverted and repudiated by Laura Farina's public scandal, and crying with the rage of dying without her".*

- 1.1 According to the previous fragment, write a composition related to the tale.