

COMPETENCES OF DOMINICAN COLLEGE STUDENTS IN THE
COMPREHENSION OF SUPERSTRUCTURE AND MACROSTRUCTURE OF
EXPOSITIVE TEXTS

BY

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Index-----	i
Abstract-----	iv
Introduction-----	v
Chapter I: Introduction and Background	
Antecedents-----	1
Statement of the problem-----	6
Justification-----	8
Objectives-----	11
General Objective-----	11
Specific Objectives-----	11
Chart of Variables and indicators-----	11
Terminology Definitions-----	13
Chapter II: Literature Review	
Geographical Context -----	14
Expositive Texts Comprehension-----	23
Expositive Texts-----	24
Textual Structures -----	28
Superstructure-----	29
Macrostructure-----	32
Microstructure-----	34
Characteristic of the expository texts-----	36
Coherence-----	36
Agreement-----	38
Cohesion -----	39
Clarity-----	39

Originality in textual production-----	40
Theme Appropriateness-----	42
Thematic Unit -----	43
Textual Thematic -----	43
Main and Secondary Ideas in paragraphs and Texts-----	43
Competence -----	44
Chapter III: Methodology	
Type of Research-----	48
Research Methods -----	49
Universe and Sample-----	50
Sampling Method-----	51
Description of the Research Instruments -----	51
Validation and Reliability of the Instruments-----	55
Procedures -----	55
Statistical Analysis -----	56
Scope and Limits-----	56
Chapter IV: Presentation of Results	
Sociodemographic Characteristics of Students -----	58
Texts Superstructure Identification-----	62
Texts Macrostructure Identification-----	63
Overall Performance-----	65
Chapter V: Results Discussion	
Results Analysis -----	67
Conclusions -----	71

Recommendations-----74
Reference-----76
Annexes

Abstract

The objective of this research is to determine the competences of students of Basic Spanish Language II (Let. - 012) in the comprehension of the superstructure and macrostructure of expository texts, in two college Campuses; the UASD San Francisco de Macorís Campus, and the UASD Bonao Campus for the semester 2015-2. The theory is based on the concepts: superstructure and semantic macro-structure, (van Dijk, 1983); Mechanisms of global scheme and thematic progression (Calsamiglia and Tusón, 1999); The expository text (Álvarez, 2004); And text compression by Aguillon and Palencia (2004).

The study is located within the framework of non-experimental descriptive research with a quantitative approach. After the implementation of an intervention plan on such procedures for sociodemographic aspects and written comprehension, students were asked to read both expository texts and complete an instrument validated by experts in the area of Linguistics, in which they demonstrated the skills to understand those texts. The results indicate that they are able to identify the introduction of the expository text and identify the topic of the expository text; However, fail to establish coherence relations in the texts they analyze.

Key words: expository text, superstructure, macrostructure and Competence.

Introduction

Every human being, as part of a social environment, in his daily life encounters different types of texts that will be handled during his social and professional work. Indeed, within these texts are the expository texts. In this respect, Werlich (1976) indicates that the main purpose of the expository text is the analysis or synthesis of the elements that constitute concepts or conceptual representations. He goes on to say that this analysis is related to the cognitive process of understanding and has as a communicative purpose to make understanding. In the same order, authors like Adam (1985), refers to the expository text as "explanatory text" because it is a textual modality that focuses on the presentation of information. That is why expository texts are the most used in daily living in different social environments, so it is necessary that people have a full management of them. In this sense, this research aims to determine the competences of Spanish II Section students (Let 012) at UASD University Campuses of San Francisco de Macoris and Bonao (Dominican Republic), in the understanding of the superstructure and macrostructure of expository texts, semester 2015-2. Thus, an exhaustive examination is made to prescribe the competences of said students to understand the superstructural and macrostructural levels of the mentioned texts.

The present work is framed in the area of descriptive-explanatory linguistic studies. Likewise, a panoramic view of the chapters that compose it is presented. It is structured in five chapters, which contain the different parts exhausted during the investigation.

Chapter I is composed of the introductory elements, which contains the background, the approach of the problem, the questions of the investigation and the justification. Also in this section is the objectives, scope and limits that frame the study, as well as the definition of terms.

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Chapter II, is reserved to the theoretical framework which describes the context in which the study was carried out. In addition, the theories emanating from the different sources consulted that serve to disaggregate each one of the variables and indicators are approached.

Chapter III is intended for methodology. This describes the type of research. There are also methods, data collection techniques, description and validation of the instruments, procedure, universe and sample, the data analysis plan and the scope and limitations encountered during the investigation.

In chapter IV the presentation of the data is located, which are shown in tables and then in their percentage in graphs, followed by a descriptive explanation for their better understanding.

Chapter V is devoted to the discussion of the results, conclusions and recommendations emanating from the data collected.

Finally, the bibliographical references are included, the annex, in which the instrument of work is shown.

Chapter I: Introduction and Background

This chapter is intended for all the introductory elements that describe and present research, such as: background, problem statement, research questions and justification. In addition, the objectives, scope and limits that frame the study and the definition of terms are located here.

Antecedents

The analysis of the linguistic discourse specifically of expository texts is not something new. This is because any person who uses the language uses different types of discourse to express and understand ideas and feelings.

Several researchers have investigated this topic.

At the international level, Yilmar Campbell carried out a study entitled "Understanding Texts: Analysis of Textual Microstructures in Students of the Faculty of Educational Sciences of the University of Carabobo" in 2008 in Venezuela. In the same they concluded that the local understanding of the text was very low; The skills needed to process microstructures (referential relations, interpretation of connectives) have been insufficiently incorporated into their reading competence. The latter has a considerable impact on the overall understanding of the text.

In addition, Fuenmayor Villasmil and Rincon (2004) carried out a research entitled "Construction of the microstructure and semantic macro-structure in expository texts produced by university students of LUZ", Venezuela, in which they present the results in a descriptive-interpretative linguistic study whose purpose was Analyze the construction of the superstructure, microstructure and semantic macro structure in expository texts produced by students of the School of Education of the University of Zulia. The research method was the critical analysis of written discourse using the criteria of authors such as Calsamiglia and Tusón, Marín y Morales, Van Dijk and Kintsch, among others.

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The findings and conclusions of the authors of the research indicate that students are able to take care of the subject without digressions; But fail in the production of textual microstructure: they exclude; they misuse cohesion mechanisms. Likewise, subjects demonstrate competence to produce expository texts without an appropriate macrostructure or satisfactory textual organization.

Another research related to what is presented here was conducted in Venezuela at the Universidad de los Andes, Mérida, by Ernesto Ilich Marín and Oscar Alberto Morales (2004) entitled "Analysis of expository texts produced by university students from a discursive linguistic perspective 1) (2) (3) "in the beginning of the academic year 2001-2003. This research aimed to compare, from the linguistic-discursive point of view, two groups of monographs produced by first-year students of dentistry at the university already mentioned.

The method used in this research was experimental correlational. The data were obtained as follows. Students in group one were not instructed on the textual aspects of the monograph or on the formal aspects of writing; Only the subject on which they were to write was indicated and recommended bibliography. In the second part, we analyzed Group 2 of the Curricular Unit Introduction to Research during the last 6 months of the same academic year. A

constructivist didactic proposal was designed, based on writing as a process. The discursive linguistic characteristics of the monograph and the formal aspects of writing were studied. During these six months there was an opportunity to produce, revise and correct several drafts. The findings and conclusions were that the monographs of group one presented many linguistic as well as textual problems, such as: spelling, syntactic, punctuation, cohesion, global and local coherence, paragraph structure, thematic progression, relation between paragraphs and sections. Group two responded more to the current grammatical conventions. From the textual point of view, they presented coherence, cohesion, thematic progression, that is, they represented a unit of meaning. However, they presented problems regarding the revision and editing of texts.

The authors concluded that it is pertinent to incorporate university curricula related to the typology of texts and their characteristics. This entails teaching how to produce them, since many of these problems are due to the fact that students entering university have not been able to develop at the previous levels the competences to produce these types of texts. These programs have to cover several

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Fuenmayor (2008) in his work "Linguistic methodology to develop the levels of comprehension of expository texts in university students" aimed to evaluate the incidence of written language teaching strategies, based on the functional communicative linguistic model, in relation to the Reading comprehension of university students.

The method of investigation and tool at the same time was the critical analysis of the speech taking as parameters the theories sustained in the theory of communicative competence of Teun van Dijk; Carlos Lomas, the textual linguistics of Beaugrande and Dressler (1997) and others.

The results and conclusions reached are as follows: it was shown that the proposal of a linguistic methodology under a functional communicative approach, optimizes the levels of comprehension of expository texts, typical of the university academic field.

Statement of the Problem

The teaching of textual comprehension, especially of expository texts, requires the teacher to use a series of strategies that motivate the learning of their students. In that order, Sánchez (1998) proposes that when reading expository texts is done with a reading attached to the text and attentive to the rules and norms that give order and continuity to ideas.

In the same order, Cassany (2001) indicates that teachers should keep their students motivated in the analysis of texts, for which they should use different comprehension strategies. This author also proposes that the teacher follow up the students' work so that he can use the results to verify the progress of his students. Another strategy proposed by this author is self-criticism, taking their time for the results to be as they expect.

However, it would seem that UASD students, specifically those from the Bonao Campus, often have problems identifying the superstructural and macrostructural levels of expository texts. Often teachers assign their students work or practice to understand or write expository texts, however; Not all would be able to perform this assignment satisfactorily or at an acceptable level.

Another observed action is that students when they have to analyze or understand the background of a text do so subtly or simply do a literal repetition of what is read. This could be a symptom of the little competition that students have to understand and crumble an expository text both in form and in the background.

These problems may continue to have consequences for both students and the development of the country at an

intellectual level, resulting in the training of professionals with limitations in the understanding and production of expository discourses. This problem leads to the training of professionals with low competitiveness, which could continue to be transmitted from generation to generation but is put in place now.

In view of the above situation, it is necessary to carry out a study to help answer the following questions:

1 - What are the sociodemographic characteristics of students of Basic Spanish Language II (Let. -012)?

2- What is the level of knowledge of students of Basic Spanish Language II (Let-012) to understand the superstructure of expository texts?

3- What is the level of proficiency of students of Basic Spanish Language II (Let-012) for the understanding of the macrostructure of expository texts?

4- What are the competences that students of Basic Spanish Language II (Let-012) show to identify the schema and the global theme of expository texts?

Justification

It is a tangible fact that society increasingly demands more competent professionals in its area of specialization. It is so much so, that society itself demands that individuals not only have mastery of their profession, but also that their

linguistic competences (comprehension and / or oral and written production) are developed to the level demanded by the world today. Indeed, one of these linguistic competences is written comprehension, specifically of expository texts. Understanding written discourse is one of the most difficult skills to acquire, develop and professionalize because of its complexity. For this reason, the understanding of the global scheme and coherence of this type of discourse are fundamental to achieve this objective. However, in our country there is very little research devoted to the study of the structural levels of the expository text.

Precisely, a study like this is pertinent since it is known and analyzed the main problems in the undergraduate students of the subject Let. -012 at the UASD University Campus of Bonao, when identifying the superstructure and macrostructure of expository texts, which could lead to proposals that are important so that the teachers could compensate this evil.

This is where the importance of this research lies, insofar as it allows a more complete idea of the competences that university students have to understand expository texts. In addition, the information of this work serves the teachers of the universities to have a better idea of the comprehensive weaknesses of these texts in their students.

Likewise, it can be said that the results could help to improve the strategies of comprehension of expository texts in the future professionals of the country.

In addition, with the results emanated from the study could generate theories that allow the creation of new strategies that allow teachers to improve their practice in teaching reading comprehension. Also, as a result of the results obtained, other research could be carried out on other topics of the topic investigated in this study. In that sense, professionals who graduate from the UASD or other universities would have greater powers and society in a general sense would be transformed and the place that the country occupies in the educational field at international level could be better and better.

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Objectives

General Objective

To determine the competences of students of Basic Spanish Language II (Let. -012) in the comprehension of the superstructure and macrostructure of expository texts, at UASD University Campus of Bonao, semester 2015-2.

Specific Objectives

1. Explain the sociodemographic characteristics of students of Basic Spanish Language II (Let-012).
2. Analyze the level of knowledge of students of Basic Spanish Language II (Let-012) to understand the superstructure of the expository texts.
3. Check the level of competence of students of Basic Spanish Language II (Let-012) for the understanding of the macrostructure of expository texts.
4. Describe the competences shown by students of Basic Spanish Language II (Let-012) to identify the schema and the overall theme of expository texts.

Table 1

Chart of Variables and Indicators

Objetives	Variables	Indicators
1. Explain the sociodemographic Features of the students of Basic Spanish Lang. II (Let-012).	Socio-demographic Features	Sex Age Career intended to study Semester Residential area

		Experience with the Subject
2. Analyze the level of knowledge of the students of Basic Spanish II (Let-012) to comprehend the superstructure of expository texts.	Level of Knowledge of the Superstructure.	<p>Recognizing the order of the paragraphs within the texts.</p> <p>Recognizing the parts of an expository text.</p>
3. Verify the level of competence of the students of Basic Spanish II (Let-012) to comprehend the macrostructure of expository texts.	Level of competence in comprehending the expository texts macrostructure	<p>Recognizing the Main Idea</p> <p>Recognizing the theme treated on the text</p> <p>Recognizing of the ideas not linked to the theme of the text</p> <p>Identifying the theme treated on the text</p> <p>Assignment of another titles to a particular text from given ideas</p> <p>Relationship of the title with the text</p>
4. Describe the competences shown by the students of Basic Spanish II (Let-012) to identify the scheme and the global theme of expository texts.	Competences of the students on their skills to comprehend expository texts	<p>Comprehension of expository texts :</p> <p>Superstructural ones</p> <p>Macrostructural ones</p>

Definition of Terminology

The definitions of the terms assumed in this research are presented below.

It is all text whose main objective is to express opinion or idea with the intention of showing and explaining or making this information more comprehensible (Alvares Angulo, 2004).

Superstructure: it is the schematic structure that corresponds to the genre or textual typology, that is, the global form of a text (van Dijk, 1996).

Macro-structure: it is the sequential organization of content, developed as a great proposition that includes the theme or subject of discourse (van Dijk, 1996).

Competence: it is knowledge and know how to apply it, or put another way, the domain of an integrated knowledge to the use that is given to that knowledge (Niño Rojas, 2002).

Chapter II: Review of the Literature

This chapter deals with the literature studied and reviewed that supports this research. In the same one the theories of the different authors that serve for the operationalization of the variables and indicators are presented

Geographical Context

The University of Santo Domingo (today Universidad Autónoma de Santo Domingo-UASD-) was created by the Bull In Apostolatus Culmine, issued on October 28, 1538 by Pope Paul III, which raised to this category the General Survey that the Dominicans ruled since 1518, in Santo Domingo, vice regal seat Of colonization and the oldest colonial settlement in the New World.

The University of Alcalá de Henares was its model and as such was the standard bearer of the Renaissance ideas that emerged from the medieval world, from which emerged Spain from the days of the conquest.

The nascent University began its teachings organized in four Faculties: Medicine, Law, Theology and Arts, according to the norms established at the time for the similar institutions of the metropolis. The arts studies included two modalities, namely: the "trivium" that included Grammar, Rhetoric and Logic and the "quadrivium", which included Arithmetic, Geometry, Astronomy and Music.

Vicissitudes

In 1801, as a consequence of the Haitian occupation of the country, the University interrupted its operation, because the Dominicans, who ruled it, left the colony. It reopened in the year 1815, when the colony returned to the Spanish sovereignty, but from then on it adopted the secular character.

Between 1815 and 1821 it worked under the rectorate of Dr. José Núñez de Cáceres. The University closed its doors again in 1822 because a large number of its students were recruited for military service by order of the Haitian regime that ruled the nation. With the consummation of the Independence of the Republic in 1844, the Dominicans rebuilt the desire to reestablish the University, a symbol of cultural tradition and the character of newly acquired nationality.

Responding to this claim, on June 16, 1859, President Pedro Santana promulgated a law reestablishing the former University of Santo Domingo, with an academic composition similar to that of medieval universities (four faculties: Philosophy, Jurisprudence, Medical Sciences and Sagradas Letras) and as a dependency of the central government through the General Directorate of Public Instruction and the corresponding Secretariat of State.

But for reasons of political contingencies, the aforementioned provision was not enforced and the University was not reopened.

On December 31, 1866, the Professional Institute was created by decree, which operated in place and replacing the former University of Santo Domingo.

On May 10, 1891, the Professional Institute closed its doors until August 16, 1895, which reappeared under the rectorate of Archbishop Fernando Arturo de Merino.

On November 16, 1914, the resident of the Republic, Dr. Ramón Báez, who was also Rector of the Professional Institute, transforms by decree the Professional Institute at the University of Santo Domingo.

From 1916 to 1924, the University had to interrupt its operation as a result of the American intervention.

During the 31 years of the tyranny of the dictator Rafael Leonidas Trujillo, the University of Santo Domingo, like the other institutions of the country, was deprived of the most elementary freedoms to fulfill its high mission, becoming a control instrument Political and propagation of totalitarian slogans, whose losses were not worth the little material progress that the institution achieved in those years of despotic government, such as the acquisition of land and the construction of the University City.

Autonomy and university jurisdiction

Law No.5778 of December 31, 1961 provided the University with autonomy. From that moment on he began to debate for achieving the institutional balance and a climate of coexistence that allowed him to develop all his creative faculties. But after three decades submitted to the iron will of a regime contrary to any form of human communication that did not serve its interests to the institution was not easy, initially use the newly acquired freedom and self-government to fulfill its mission of service and contribute for the cultural and economic improvement of our people.

On February 17, 1962, the first authorities were elected under the autonomy regime. Law 5778 on autonomy also enshrined the fuero for the university campus, but this was suppressed by the de facto government of the Triumvirate, by Law # 292, dated June 12, 1964.

The UASD Campus in San Francisco de Macoris

The Regional University Center of the Northeast (CURNE), emerged on February 27, 1970, thanks to the efforts of the University Renewal Movement. The initial population of this nascent center was three hundred people, who, regardless of the adverse situations of the socio-political and economic aspects that attacked this Nation for decades, did not affect the progressive spirit of those registered there.

On February 27, 1970, the inauguration of the CURNE was held in the premises of the Center, with the participation of university, provincial and local authorities and the presence of a large audience composed of people from different classes and different social sectors Of local and regional communities. The Rector, almost outgoing, engineer Andrés María Aybar Nicolás, led by the UASD, the inauguration ceremony, accompanied by the already elected Rector, Dr. Rafael Kasse-Acta.

Aybar Nicolás, also a pioneer Rector of the University Renewal Movement, whose initial process had led, was committed to leaving open the first two Regional University Centers, COURSE and CURNE, given the controversies that were already generated in the UASD among those who supported the Project of the Centers and those who opposed the same claiming economic problems.

The physical plant was enabled for about two hundred students working simultaneously in the current classrooms and laboratories, reason why it had enough capacity for the three hundred students that constituted the existing enrollment in that first moment, distributed in different schedules that were occupied to give the teaching.

The academic staff considered founder of CURNE, now UASD-Campus San Francisco de Macorís, because he worked in the first semester of this academic unit. Since its opening, it has been composed of seven professors with a Professor

category and five with the category of Teacher Assistant. Directed by the illustrious Dr. Jacobo Moquete de la Rosa, who performed the duties of Director of the Center and Professor of Pedagogy.

This academic staff (professors and teachers' assistants) was formed through agreements between the Commission for the Development and Reform of Universities and the teaching departments, given that, while these departments had, as today, the function of selecting teachers, The Commission had had, at the planning stage of the Regional University Centers, The commission of the University Council to build initial teams of teachers that guarantee a good starting point and project in the respective regions the best possible image of the UASD. In addition to the above-mentioned Director, an administrative staff was formed to carry out the work of the administration.

From the outset, the student body was organized in the same groups that influenced the university life at the Headquarters. The following groups were noted for their participation in the Center's activities: Fragua, Student Front Flavio Suero (FEFLAS), Socialist Democratic Front FUSD), the Youth Force for Socialism (FJS) and the Communist

Youth (JC). At present these groups remain and continue the struggles for their claims.

Since its founding, this University Center has been accompanied by a series of aspects that have strengthened it in terms of its humanistic training. Its mission is to critically train professionals, researchers and technicians in the sciences, humanities and the necessary and efficient arts to contribute to the transformations demanded by sustainable national development, as well as to spread the ideals of the culture of peace, progress, social justice, Gender equity and respect for human rights, in order to contribute to the formation of a collective conscience based on values.

When arriving to the 44th anniversary of the beginning of its teaching activities, due to its growth and institutional development, the Regional University Center of the Northeast (CURNE) reached the category of Campus. By Resolution No. 003-09 of the University Council, the CURNE is now the Autonomous University of Santo Domingo (UASD) -Recinto San Francisco de Macorís.

The UASD San Francisco de Macorís vision is to be an institution of excellence and academic leadership, efficiently managed and accredited, nationally and

internationally; With a teaching staff, researcher, extension and highly qualified graduates; Creator of scientific knowledge and new technologies, and recognized for its contribution to human development with equity and towards a democratic society and solidarity.

The values that characterize this campus are: solidarity, transparency, truth, equality, freedom, equity, tolerance, peace, responsibility and coexistence.

Today it offers 32 careers, enrollment is 16,114 students, has 317 teachers, 156 employees. With those who graduated on November 23 last year, 526 in total, have graduated from their classrooms 18, 231 professionals in the 44-year history.

As you can see the UASD-San Francisco de Macorís Campus, because of the number of students, number of teachers, employees and degree courses that it imparts, plus those of the fourth level or postgraduate degrees, specialties and masters, is not only the Center Regional of the Autonomous University, but one of the first four major higher education institutions in the country.

The San Francisco UASD-Enclosure has the infrastructure and logistical resources necessary to deliver demanding careers such as medicine and engineering. (Available at:

<http://uasd.edu.do/index.php/es/uasd-san-fco-de-macoris>, consulted on June 18, 2015).

The UASD Campus of Bonao (Province Monseñor Nouel, Dominican Republic)

The UASD Centro Bonao, was created as a Regional University Center then called CURCE-UASD or Central Cibao Center of UASD through Resolution No. 95-076 of the University Council of the Universidad Autónoma de Santo Domingo on September 29, 1995.

The result is the vision of our Academy, the decades-long effort made by the inhabitants of the Monseñor Nouel province and the perseverance of the Support Committee, whose members fought to make UASD a reality in the province and the region.

In a ceremony held on January 20, 1996, one year after the formal creation, presided over by Rector Roberto Santana, the Regional University Center of Cibao Central was inaugurated in the buildings of the Lyceo Francisco Antonio Batista García (Reformed plan High School).

Under the authority of its first director, the educator Nouelense Professor Bartolomé Agustín Deschamps, the center began teaching on March 11, 1996, with an enrollment of 1,373 students, distributed among the 12 courses offered at that time.

From its beginnings, this institution of higher education worked in the buildings of the Lyceum Secondary Francisco Antonio Batista Garcia, before mentioned, until in August of 2009 moved to their new buildings.

UASD document on the Internet (page 12)

All careers offer the so-called technical degree (Associate degree) as well as Bachelor's and Master's Degree Program.
*uasd webpage www.uasd.edu.do

Comprehension of expository texts

Exhibition texts

Reading comprehension is and will continue to be one of the main concerns of the educational task, since students must develop that ability if effective learning is to be sought in all areas of knowledge. In that order, teachers of Spanish Language and students involved in the teaching-learning task have been made aware of the importance of students developing the ability of reading comprehension, so that every day they inquire into Search for solutions to problems related to reading. It is indisputable that with the resolution of the problems of reading comprehension it is possible to improve the learning of students in all areas of knowledge, that is why a significant number of research has been devoted to the topic of reading and writing.

Comprehension of expositive texts

Expositive texts

The comprehension of texts has become one of the activities most used in the teaching task, especially the one of expositive texts, because this is the most used structure in

daily life. This theory is supported by Aguillón and Palencia (2004) when they define the text as the fundamental communicative linguistic unit, product of human verbal activity, which always has a social character; Is distinguished by its semantic and communicative closure, as well as by its deep and superficial coherence, due to the intention of the speaker to create a decent text. In this sense, the handling of texts, specifically the expository ones, becomes necessary since these are the most frequent in the different labor spheres. On this subject García-Madruga et al. (1995) point out that in order for students to have comprehension skills, they must use a set of strategies in the reading process that are the ones that help their own knowledge and lead them to Achievement of their goals. The comprehension of texts has become one of the activities most used in the teaching task, especially the one of expositive texts, because this is the most used structure in daily life. This theory is supported by Aguillón and Palencia (2004) when they define the text as the fundamental communicative linguistic unit, product of human verbal activity, which always has a social character; Is distinguished by its semantic and communicative closure, as well as by its deep and superficial coherence, due to the intention of the speaker to create a decent text. In this

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According to UNESCO (2005), reading comprehension and written production of various types of texts is defined as the process by which value is given to the written language. In that order, the criteria for valuation that they propose to evaluate written production are, first, local and propositional coherence, referred to the production of propositions. They give indications of ability to produce a fully coherent text; In addition, it must produce a text with concordance, using appropriate and pertinent links. Another aspect to be evaluated is that of global and macrostructural coherence, which refers to the production of texts with sequences of propositions, ie with relevant use of punctuation, keep the topic treated and have consistency in thematic progression.

García Molina (2012) expresses that through interactive reading the student dialogues with the author, questions it, analyzes his arguments and assumes a position before the

read. All this gives you the opportunity to develop critical thinking.

According to UNESCO (2005), reading comprehension and written production of various types of texts is defined as the process by which value is given to the written language. In that order, the criteria for valuation that they propose to evaluate written production are, first, local and propositional coherence, referred to the production of propositions. They give indications of ability to produce a fully coherent text; In addition, it must produce a text with concordance, using appropriate and pertinent links. Another aspect to be evaluated is that of global and macrostructural coherence, which refers to the production of texts with sequences of propositions, ie with relevant use of punctuation, keep the topic treated and have consistency in thematic progression.

According to Austin (1981 p.47) the theory of enunciation introduces the speaker taking into account the context or act locutivo, perlocutivo and ilocutivo. This theory puts the language in operation, in an individual act of utilization, and it implies the attitude of the interlocutors in the communicative process. This approach expresses that the enunciator leaves its mark on the discourse: marks of the sender in the text that are identified at the semantic level. In this sense, to speak of enunciation is to speak of the analysis of the text in its

different dimensions (subject, time and space) as propitiators of a contextual analysis within the same discursive textual analysis (discursive relations).

The expository texts are defined by Roa (2014), as "one who expresses himself with the intention that ideas are accepted by the reader or listener." This author proposes that this textual typology be called a text of opinion. This definition coincides with that of Fuenmayor, Villasmil and Rincon (2004: 16), when he states that "The expository text is that text whose main objective is to express information or ideas with the intention of showing and explaining or making this information more understandable." This thesis is also based on Benitez (2005: 73), which states that the main function of the expository text is to clarify ideas through explanation, appealing to understanding and reason; Therefore, the discourse used should be clear and logical, in style and organization.

The discursive genres that belong to this type of text are the following: scientific discursive (articles, monographs, treatises, expositions and courses), didactic discursive (manuals and educational legislation) and discursive discursive (articles of journal, conference, encyclopedias and documents) And its main characteristic is objectivity. (Ibid.: p.16).

According to the same author the expository texts do not have a common superstructure. The expository texts are sub classified in: identification, definition, classification,

illustration, comparison and contrast, and analysis (Ibid.: p.17).

Other authors who approach the concept of expository text in their already mentioned research are Fuenmayor, Villasmil and Rincón (2004) define it as that discourse whose primary objective is to give information or ideas with the purpose of expressing and explaining or clarifying said information. Also, by Graesser and Goodman (1985), they indicate that in the expository text the information that is transmitted is objective, which leads it to be considered as reliable or part of the readers.

Textual structures

Texts, whatever their mode, must have a logical organization in regard to their internal ideas, so that readers can more easily and without much effort understand the information contained therein, and therefore, be provided Their understanding and retention of content. In that order, when referring to the organization of a text, it must take into account all the elements that make it up and are essential for the coherence of it.

In this respect, van Dijk (1993) proposes three structural levels: microstructure, macro structure and superstructure. The textual microstructure refers to the relations of coherence and cohesion established between the units that make up the text. This structural level is the so-called base of the text.

In the same order, Roa (2014) refers to this structure, pointing out that these are minimal elements of the text. They form smaller structures that in turn are articulated within the text to form larger units in a coherent way. In this sense, it refers to the macrostructure indicating that it is determined by the sequences of sentences that coexist in the text. As for the superstructure, according to this author, it refers to the overall aspect of the text, composed of a series of categories that combine, based on conventional rules. These structures are what characterize the type of text.

Superstructure

According to van Dijk and Kintsch (1983), it is called the textual superstructure or mode of organization of discourse to the global form that organizes macro propositions, that is, the global content of a text.

Also, van Dijk (1996) defines the superstructure as the conventional form that characterizes a discursive genre. The superstructure refers, therefore, the superficial organization of the text, to its composition. These superstructures offer schemes that facilitate the production and comprehension of texts.

In the same order, Martinez (2001) points out that a superstructure is a type of abstract organizational scheme that establishes the overall order of a text and is composed of a series of categories, whose communication possibilities

are based on conventional formats Through the development of discursive genres and types of text. Also, it indicates that the schematic superstructure is the global structure that characterizes the type of text, is independent of the content and refers more generally to the form of the text and adds that these structures are conventional forms that characterize a discursive genre.

The superstructures are global structures, independent of the content, to which they impose certain limitations. They are defined in relation to the text as a whole or to certain fragments of it, determining the overall order or coordination of parts of a text. The superstructure is a kind of basic scheme to which a text is adapted.

The superstructure of the expository text is constituted by the following sequence:

1. Introduction: a clear and precise form of what one wants to expose, and it must arouse the interest of the reader.
2. Development: it is the part of the exhibition that exposes, details, expands the thesis or issue raised in the introduction.
3. Conclusion: summarizes or emphasizes the main points treated in the exhibition. At other times, you can predict

the changes that may occur in the future, related to the topic discussed.

According to Roa (2014), the connectors are part of the superstructural elements of the text, since they define the structure of these. They are used according to the intention of the speech (narrate, compare, expose ...) and are part of the syntax of the text. The connectors coordinate the elements that make up the text so they can be present in speeches of all kinds.

The expository texts require a logical connection that indicates the structural organization of the text. In this regard, Álvarez Angulo (1996) expresses that connectors are used in expository texts with the intention of establishing the logical development of the subject, articulating the constituents and putting information at the service of the overall intention of the text. It presents a series of connectors that serve to this type of text, within which they are: those of seriation: besides, later, also, also, in addition, first, the next, among others. Those of causality: then, therefore, therefore, therefore, so, because, in order to, among others. For structure problem / solution: in the same way, similarly, similar to, etc., but, however, however, on the other hand, on the other hand, although,

among others. Of purpose: with the purpose of, pro, as it says ... Among many others that will vary, depending on the expository structure that is required to develop.

Macrostructure

Another of the structural hierarchies of a text is the macrostructure, which is defined by Martínez (2001), as the general or global content of a text, refers to the meaning of the text as a whole and is conformed through complete propositions called Macropropositions. In that same order, van Dijk (1983) defines semantic macro- structures as the theoretical reconstruction of notions as a "subject" topic of discourse.

Similarly, van Dijk and Kintsch (1983) establish that the macrostructure, unlike the microstructure (sentence structures and local speech sequences), is of a more global level; Is defined as a propositional common denominator or set of macropropositions describing a situation or course of events (propositions or Conceptual information contained in the sentences) as a whole, in such a way that the sentences or elements that constitute them involve actions, components of a general episode.

The macrostructure, by its global condition, takes place at the level of the essence, the theme or the thesis, that is

to say, it is the construction or textual architecture that provides coherence to a text, that relates paragraph with paragraph. However, while coherence can be understood as an abstract quality of the text, it corresponds, on the one hand, to the overall outline or plan that guides the speaker-writer in the structuring of his discourse according to the communicative intention or situation and, another side, to the interpretation of the listener-reader that gives some sense to the textual content.

The macrostructure is organized hierarchically according to the different levels of propositions and macropropositions. In order to produce the macrostructure of a text, the subject has to orient itself through the superstructure, that is, to be guided by a formal cognitive scheme that regulates the elaboration of the macrostructure. To fill this mental scheme requires the prior knowledge of the subject, his representation of the world, his experiences on the subject. Mental schemas allow the application of van Dijk's macroregula (1992) or comprehension and production macrostrategies.

On the other hand, Charolles (1978) considers that the organization of the macrostructure depends on the order of appearance of the macropropositions that comprise it. The

relations established between propositions are: precedence (the coherence of the following statement is due to its relation to the precedent); Of consequence (the coherence of a statement is derived from an earlier statement according to a transformation).

Obviously, for this author macro-propositions are related, more than hierarchically, linearly, through a macro-propositional thematic progression, through a thematic sequence or chain between macro-propositions, as well as a thematic progression between the sentences of a paragraph. In short, the macrostructure accounts for whether or not a text is coherent. A text is coherent if it is possible to construct a macrostructure of it.

Microstructure

According to van Dijk (1983), the microstructural level is necessary for the reader to represent or construct the meaning of the text. The textual microstructures are defined as a set of propositions connected to each other through the repetition of ideas, organized according to a hierarchical structure that gathers all the information of the text. According to this author, this hierarchical structure constitutes a set of sentence meanings or propositions, united by means of semantic relations. Some of these

relationships are explicit in the textual structure, but others must be inferred by the reader, either through their previous knowledge or through the keys offered by the context.

According to Abreu, Espinal and García (2012), the logical organization of expository texts is presented in three essential parts: introduction, development and conclusion. The introduction refers to the thematic starting point, that is, the textual space in which the topic to be dealt is made known. The development or approach of the central theme or idea of the text, which is where it is explained, analyzes, broadens the central idea raised in the introduction. As regards the conclusion, this constitutes the synthesis of the text, the thematic closure, the part in which some core ideas of the text are taken up.

In the same order, these authors present the expository texts with five types of structures: Cause-effect, problem-solution, thesis-demonstration, structure of facts and comparison. The cause-effect is characterized by explaining a phenomenon and its causes; Those of structure problem-solution, pose a problem, analyze and propose solutions to it. As regards expository texts with a thesis-demonstration structure, their distinctive feature is that they pose a thesis or opinion, demonstrate it with arguments and

reaffirm it. The characteristic of texts with structure of facts is that they narrate or describe facts or phenomena of reality, confirmed by practice or scientific research.

Finally, texts with structure of comparison, are distinguished because in the same establishes similarities and differences between two realities.

Characteristics of expository texts

The production of expository texts and other modalities requires the management of a series of characteristics that are inherent to these, which must be taken into account by both teachers and students, because they are the ones that guarantee that the text This is elaborated correctly, with the elements required for a well finished product. Within the characteristics for textual production, we can mention eleven, which will be detailed individually in the future.

Coherence

A concept of great importance in the communication is the coherence, since this allows that in the transmission of a message the unity of sense is maintained (Lozano, et al., 1997). García Molina (2012) defines coherence as textual property in which the content of a text is given logical meaning in relation to the pertinence of the information contained therein, its organization and degree of accuracy.

Coherence and cohesion are studied by textual linguistics. Coherence and cohesion are responsible for giving unity to the text. Coherence for van Dijk (1980), is a semantic property of discourses, based on the interpretation of each individual phrase related to the interpretation of other phrases.

For its part, Maingueneau (2008, p: 23) points out that coherence is based on cohesion but also involves global, non-linear constraints, relating them spatially, to the context, to the discursive genre. Consistency determines the genre of discourse in a given context, that is, the main idea or theme of a text.

According to Cassany (2001), coherence is responsible for establishing boundaries between the texts that the speaker perceives as well-formed and those that present confusions, however being dynamic and context dependent, it is difficult to identify the criteria which determine its operation.

Capellán (2004) defines coherence as the abstract relationship between different ideas.

Agreement

In the exercise of writing, the way in which the sentences that make up the paragraphs of the text are of transcendental importance. In this sense, Garcia Molina

(2012) indicates that when combining the sentences in a paragraph should be pursued a balance, mixing sentences with different levels of extension in order to

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Cohesion

Textual production requires a connection between ideas, in order to give meaning to what is expressed. In this sense, cohesion plays an important role in the ordering of ideas within a text. According to Maingueneau's conception (2008), cohesion refers to the linking of propositions, to the linearity of the text, that is, to the modes of textual organization.

In the same order, Charaudeau and Maingueneau (2005) define cohesion as the "set of linguistic means that enable intra and interorational ties so that an oral or written statement can appear as a text" (p.87).

Clarity

Every speaker or writer has as an essential purpose the transfer of ideas, which is accompanied by clarity, which according to García Molina (2012), is an indispensable condition for the transmission or communication to be given effectively. The clarity facilitates the understanding of the message that is transmitted, since it takes into account to the receiver, the conciseness, the precision, among other aspects, for the expression. This series of elements allow the message to be captured effectively and efficiently. Also, Arrington (1992) argues that clarity is one of the essential characteristics of all types of *texts*.

Originality in textual production

Originality is a difficult prerequisite in the beginning, when it is even recommended to imitate models in order to acquire freedom. Over time each person can look for a style of their own. This is defined according to García Molina (2012), as the quality that has to express ideas with their own style. In terms of linguistic communication, the delimitation between the original and the imitated is a difficult task, since the language is acquired in the social environment in which the speaker develops and this one copies the expressions of this medium.

Thematic progression

Long-term texts require a sentence sequence to help make sense of it. In this sense, the sentences that follow forming the structure of discourse must relate conceptually to each other in order to maintain unity. This is precisely what is called thematic progression.

The concept of thematic progression alludes to the various ways of linking, interrelating, and concatenating the information presented in the constituent sentences of a text, in order to expand the topic of the same. It is a mechanism that makes the informational content of a text dynamic and active. In a text, the subject advances, progresses, when a subject is able to establish or

propitiate (if it produces a text) or find (if it reads or decodes) subject-row relations.

In that tenor, Sánchez (1999), points out that the conducting threads of a coherent textual or discursive fabric must be the subject and the row, notions or information that will be distributed or organized according to the discursive order or textual typology in which I

So, there are different patterns or types of thematic progression. Combettes (1998) proposes the following four patterns: constant (to the same theme are assigned several rows), linear (from a first subject, new information or row is presented which becomes the next topic), derived A general theme derives several sub-themes with their corresponding remas), branched (the theme or the row are expanded or branched into different sub-themes).

In this regard, Fuenmayor et. Al. (2008), indicate that the thematic progression are the various ways of linking, interrelating, concatenating the information presented in the constituent sentences of a text, in order to expand the topic of the same. Zayas (1994), Sánchez (1993) and Calasamiglia and Tusón (1999), consider the subject as the part of the statement that contains a known information and the remainder is the one containing the new information (Sánchez, 1999: 64).

Another approach to thematic production is Combettes (1983), who adopts the version offered by Danes, who defines thematic progression as the mechanism used to organize a written production, resulting in textual cohesion. In that order, these authors indicate that the thematic progression represents the schematic structure of the text, since it forms a chain of topics, organized hierarchically according to their relevance in a way that can be easily understood.

Appropriateness of the topic

At the time of writing, the person who produces a speech does so with an intention and therefore has a topic to deal with and does it according to the context in which the speech is being generated. In that order, Sánchez Lobato (2006) defines the adequacy as the one that allows the speaker to adapt to concrete situations in both orality and writing. In the same order, Cassany (2001) argues that the adequacy is the knowledge and domain of the speaker of a linguistic diversity according to the situation in which it interacts.

Thematic unit

One of the main qualities that must have everything written is to maintain the line of the subject that is developed in it. In that order, Abreu and others (2012), refer to the thematic unit as the arrangement of the order that form the

sentences of the paragraphs of the text and their relationship with the main sentence. According to these authors, for there to be unity in the text, the sentences that form the paragraphs must deal with the same subject.

Textual thematic

In every text there is a subject or idea that develops throughout the same. This statement synthesizes what has been treated in a general way. In fact, all these characteristics correspond to the concept of theme or textual theme. In this respect, Combettes (1983) refers to the subject, treating it from two sides: a constant theme, present throughout the text, which it calls hyperthema, whose ideas can be subdivided, so that different aspects of the subject can be treated, called This author with the designation of sub-themes.

Main and minor ideas in paragraphs and texts

The paragraph is the most important element within the structure of the text since it is the one with the greatest significant charge. In that order, Abreu and others (2012) point out that the paragraph expresses the development of a central idea with coherence and clarity.

Garcia Molina (2012) argues that the main sentences express the central idea of the paragraph and these can be located

at the beginning, in the middle and at the end. This is distinguished because it has the greater semantic load of the text. Secondary sentences, on the other hand, manifest elements of the central idea. These are considered ancillary, as they complement, explain and develop the main sentence.

Competence

Competence is defined as the system of knowledge: declarative (what, conditional (how much and why) and procedures (the how) organized in operative schemes that allow, in a given situation, to identify not only the problems but their "This definition is the most accurate one for this research. It is necessary to mention that we are not only interested in the concept of competence but also that we are interested in the communicative competences, especially two of them. According to García (2006: 16) poses the following communicative competences: lexical, comprehensive, expressive, reading, cultural, orthographic, attentive, pragmatic, logical and intertextual.

Comprehensive competence is associated with interpretation and reading García, (2006: 18). In the same order, he points out that the interpretation can not only be limited to what is read and vice versa, but the reader must have the ability

to interpret in order to understand. On the other hand, reading comprehension goes beyond what is read. It is not just decoding letters, words or sentences. An expert reader understands a text and knows how to question it, relate it with previous knowledge, with other contents and apply what has been read.

Aguerrondo (2009) defines competencies as the ability, expressed through knowledge, skills and attitudes, that is required to execute a task in an intelligent way, in a real environment or in another context. In fact, this capacity is associated with the performance of the subject in certain spaces with optimal results.

Likewise, Fernández (2006), coincides with the previous one when indicating that the competences are essential characteristics for the performance in diverse situations. These combine knowledge, skills, attitudes and values, with tasks that have to be performed in certain situations. From this point of view, competences are fundamental to achieve success in any field of knowledge or work and even more, in the field of education.

Tobón (2007) argues that there are different approaches to address competencies due to the multiple sources, perspectives and epistemologies that have been involved in

the development of this concept as well as in its application in education as well as in organizations. The most outstanding approaches today are: the behavioral, the functionalist, the constructivist and the complex.

From what has been said above, it can be pointed out that every teacher who engages in the formation of human beings in an integral manner must assume a guiding and guiding role that goes beyond the mere transmission of concepts mechanically. This is stated by De Jesús (2013), when he points out that teachers who participate in the co-management of a curriculum focused on the constitution of transforming social subjects orient their action towards the development of all the affective, cognitive, and practical of their students.

Speaking in the same vein, Preckler (2007) reinforces previous approaches by pointing out that in education all skills can be analyzed in each of their parts. This exposes it making mention of the cognitive theory. In this sense, this analysis allows a more effective understanding of the various behaviors that students exhibit.

Chapter III: Methodology

In this chapter we will focus on the methodological aspects that guide the present investigation. We will define below the techniques and procedures to determine the competences that students of Letter-012 specifically of the Faculty of Humanities of the Chair of Arts at UASD University Campuses of Bonao and San Francisco in the Semester 2015-02 to identify, understand and interpret the Superstructure and macrostructure of expository texts.

Type of research

This study is located within the framework of non-experimental descriptive research, since its purpose is to determine the competences of students of Basic Spanish II (Let- 012) in the comprehension of the superstructure and macrostructure of expository texts at UASD University Campuses of Bonao and San Francisco de Macoris, in the semester 2015-02. It was adopted the design of a conceptual and operational model that allows to contrast the theoretical aspects with the facts and phenomena observed as they occur in their natural context, and then analyze them. We took into account the guide where the most relevant aspects in the development of this work are indicated.

In this sense, Hernández Sampieri et al (2006, p. 61), describe as descriptive studies "those that specify relevant properties of people, groups or phenomena at the very moment they are performed and whose variables are measured in a single moment" . In fact, the variables of interest are measured in order to describe the situation of the subjects that are objects of study with respect to the variables, in the time that the investigation is carried out. In addition, according to Hurtado (2000) has as main objective, to get the description or characterization of a study event within a given context. It resides in identifying the studied event.

Research methods

The approach used in the present study is framed within a quantitative perspective, which according to Sampieri, et al (2006), is based on the data collection, based on numerical measurement and statistical analysis to establish behavior patterns. In fact, the present study followed a process of data collection by applying statistical analysis to them, in order to verify patterns of behavior in the groups under study.

It is also assumed, a deductive-analytic method that goes from the more general aspects to reach the particular (deduction). This is evidenced in the present research when

the structure of the expository texts is analyzed, in order to observe more specific elements in the achievement of the indicators.

Universe and sample

The sample consists of three hundred (300) students of both sexes, representing 22% of a total universe of one thousand three hundred and sixty-five (1,365) students of Basic Spanish Language II at UASD University Campuses of Bonao and San Francisco de Macoris in the semester 2015- 02. In this enclosure the number of sections was of 58 with an amount of 19 teachers. (General Statistics UASD, 2015).

Appropriate probabilistic sampling should allow a small part of the population to be obtained with a measure that reliably represents the whole set. In this sense, because there is a finite population (1,365 students), the Fisher and Navarro (1997) formula was used:

$$N = \frac{Z^2 PQ N}{E^2(N-1) + Z^2 PQ}$$

WHERE:

N = \diamond Population size

P = Q = 50% \diamond Estimated percentage of sample

E = 5% \diamond Maximum acceptable error

α = 95% Desired level of confidence

Z = 1.96 tab Tabular value that results when α = 95%

N = \diamond Sample size

$$N = \left(\frac{(1.96)^2 (0.5) (0.5) (1.365)}{(0.05)^2 (1.365 - 1) + (1.96)^2 (0.5) (0.5)} \right) + \left(\frac{(3.8416) (0.25) (1.365)}{(0.0025) (1.365 - 1) + (3.8416) (0.25)} \right)$$

$$n = \frac{(1.96)^2 (0.5) (0.5) (1,365)}{(0.05)^2 (1,365 - 1) + (1.96)^2 (0.5) (0.5)}$$

$$n = \frac{(3.8416) (0.25) (1,365)}{(0.0025) (1,365 - 1) + (3.8416) (0.25)}$$

$$n = \frac{(0.9604) (1,365)}{(0.0025) (1,365 - 1) + (0.9604)}$$

$$n = \frac{1,310.946}{(0.0025) (1,364) + (0.9604)}$$

$$n = \frac{1,310.946}{3.41 + 0.9604}$$

$$n = \frac{1,310.946}{4.3704}$$

$$n = 300$$

Sampling method

The type of sampling used in this research is simple random, where each unit of the population has the same opportunity to be chosen as part of the sample.

For the selection of the sample, 15 sections of Basic Spanish Language II were visited (five from UASD Bonao and ten from the San Francisco Campus), where 20 students from each section were randomly selected to complete the total number of the study population.

Description of the research instrument.

For the study, an instrument was used, aimed at the students, which consisted of an objective test of knowledge

to evaluate the students' competences in the identification of the superstructural and macrostructural elements present in the texts submitted.

In relation to the test, this consists of two sections; The first one is devoted to the collection of data about the sociodemographic characteristics of the population under study, which requires information on sex, age, career studied, semester, place of residence and experience with the subject, that is, the number of times they have taken it. The second, referring to the competences of the students around the identification of superstructural and macrostructural elements in the suggested texts.

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In that sense, Diaz-Barriga, F., and Hernández, G. (2002: 379) discussing tests or tests say the following: "we could define the tests, in their typical form, as those controlled

situations where we try to verify the degree of performance or learning achieved by apprentices. "

In the research that is presented, the tests serve to evaluate the competences necessary to understand the characteristics of expository texts. In order to determine whether or not these texts are relevant, each exercise is reviewed by following a checklist to determine the internal coherence, the overall idea on which the text was based and the organizational scheme followed in the writing.

Checklists are used to examine individual exercises and teamwork. To check if the student's comprehension skills can be considered acceptable. It is proceeded to establish in each checklist a set of qualities that define the characteristic aspects of an expository text.

The following are limited and exemplified the options that have been considered in the evaluation of the level of competence to understand the macrostructure and superstructure. For this, it is necessary to postulate the following evaluation criteria: efficient, acceptable, deficient and very deficient.

- Efficient. It implies an appropriate determination of the proposed macrostructure / identification of the theme / recognition the thematic progression with the ideas that go according to the theme and details coherent with each other.

- Acceptable. It refers to the identification of the proposed macrostructure with a failure to signal an idea outside the central theme.
- Poor. This criterion refers to the recognition of the proposed macrostructure with more than one failure to recognize disaggregated ideas of the subject.
- Very poor. This condition studies the relevance of the topic with assigned task / absence of idea signaling related to the central theme.

In relation to the superstructure we take the following parameters:

- Efficient. It implies an appropriate determination of the proposed superstructure of the overall text scheme: introduction, development, and conclusion.
- Acceptable. It refers to the identification of the proposed superstructure with a failure to identify one of the elements of the superstructure (the introduction, development or conclusion).
- Poor. This criterion refers to the recognition of the proposed superstructure with more than one fault in recognizing one of the elements of the superstructure (introduction, development or conclusion).

- Very poor. This condition studies the relevance of the overall scheme of the text to the unidentified task of introduction, development, and conclusion.

Validation and reliability of instruments

In order to validate the instruments, four experts in the area were visited, who after analyzing them and making some suggestions to improve their clarity and precision, gave their approval, while each of the questions each measured the Variables studied. These suggestions were incorporated into the questionnaires and validated in their entirety.

Once the changes suggested by the experts were carried out, ten students in similar conditions were applied to the subjects under investigation as pilot test, which filled them without any difficulty, answering adequately to each of the questions That they were raised demonstrating with this the reliability of the instrument.

Procedure

For the data collection, we proceeded as follows. The amounts of sections of Basic Spanish Language II and the name of each teacher were investigated in the Office of Academic Registry of both Campuses. Then each was contacted individually to see their availability for the application of the instrument. Those who agreed to collaborate are asked

the time and day in which the teaching will be taught. After having made each previous appointment with the teachers, proceeded to visit said sections. Once in the classroom students were explained the purpose of our visit and what the instrument consisted of and twenty of them were selected at random to complete it. After completing it, they were thanked for their cooperation.

Statistical analysis

For the analysis of the results we worked with the most updated and adequate programs for the sample that was accessed, making use of the statistical analysis package Statistical Package for the Social Sciences (SPSS), better known in Spanish as a Statistical Package for Social Sciences (version 2013), in order to give objectivity to the research. This analysis includes frequencies, percent and averages of the data, by groups, subgroups and the total. In addition, they are expressed in frequency distributions, percentages, graphs, indexes, which are interpreted, analyzed and converted into useful information.

Scope and Limits.

Scope

The present study was aimed at determining the competences of students of Basic Letters II (Let- 012) in the

understanding of the superstructure, macrostructure and microstructure of expository texts at the UASD San Francisco de Macorís Campus, in the semester 2015-02.

In this research students of the Basic Spanish Language II (Let-012) were included in the different sections of the UASD, San Francisco de Macorís Campus in the semester 2015-02.

Limits

To obtain more reliable results, it was necessary to develop an objective test for students. In this sense, one of the disadvantages presented during the investigation was the resistance of some students to answer the items proposed by the researchers in the instrument. However, they were explained the importance of this research and then agreed to complete the instrument.

Chapter IV: Presentation of the Results

This section is intended for the presentation of data obtained through the application of the instruments. The results are presented in tables with summation summarizing them and their respective explanation for a better interpretation of them. In order to have a better organization, the data are presented according to the order of the objectives set in the research.

Sociodemographic Characteristic of Students

Table No. 1

Frequency distribution and percentage of students by sex
Explain the sociodemographic characteristics (sex) of students of Basic Spanish Language II (Let-011).

Sex	Frequency	Percentage
Male	106	35.3%
Female	194	64.7%
Total	300	100%

Source: Questionnaire applied to the students.

According to the results of Table No. 1, 64.7% of the students are female and the remaining percent is male.

Table No. 2

Frequency distribution and percentage of students according to age range.

Explain the sociodemographic characteristics (age) of students of Basic Spanish Language II (Let-012)

Age range	Frequency	Percentage
From 16 to 20 years	139	46.3%
From 21 to 25 years	92	30.7%
From 26 to 30 years	53	17.7%
From 31 to 35 years	09	3.0%
From 36 or more	07	2.3%
Total	300	100%

Source: Questionnaire to students.

The results of Table 2 show that 46.3% of the students are between 16 and 20 years old, followed by those who are in the 21-25 age group, with 30.7%. Of the range of 26 to 30 with a percentage of 17.7%, those of 31 to 35 years with a percentage of 3% and the lowest percentage of 2.3% was reached by students aged 36 or over.

Table No. 3

Distribution of frequency and percentage of students according to the intention of race to study

Explain the sociodemographic characteristics (career intention to study) of students of Basic Spanish Language II (Let-012).

Career	Frequency	Percentage
Education	102	34.0%
Counseling	44	14.7%
Engineering	43	14.3%
Law	10	3.3%
Land Surveyance	11	3.7%
Medicine	54	18.0%
Agriculture Engineering	6	2.0%
Journalism	4	1.3%
Accounting and Administration	22	7.3%

Marketing	4	1.3%
Total	300	100%

Source: Questionnaire to students.

With regard to the intention of the career to study, 34% of students said study Education, 18% responded to study Medicine or related, 14.7% assured that Orientation or Psychology, 14.3% studying Engineering or Computer Science, 7.3% Accounting and Administration, 3.7% Surveying, 3.3% Law, 2% Agronomy, 1.3% Marketing and 1.3% Communication.

Table 4

Distribution of frequencies and percentages of students, according to the semester.

Explain the sociodemographic characteristics (according to the semester) of the students of Basic Spanish Language II (Let-012).

<i>Semester</i>	<i>Frequency</i>	<i>Percentage</i>	<i>Accumulated Percentage</i>
Second	156	52.0	52.00
Third	66	22.0	74.00
Fourth	48	16.0	90.00
Fifth	18	6.0	96.00
Sixth	4	1.3	97.33
Seventh	4	1.3	98.67
Eight	3	1.0	99.67
Ninth	1	0.3	100.00
<i>Total</i>	300	100.0	

Source: Questionnaire to the students.

As for the semester at the time of application of the questionnaire, the students answered in 52.0%, they study the second semester, 22% in the third, 16% in the fourth, 6% in the fifth, in the same percentage of 1.3% in the sixth and seventh, 1% in the eighth and the remaining 0.3% in the

ninth. Also, 96% of these students still do not pass the sixth semester.

Table No. 5

Distribution of frequencies and percentages of students, according to the area of residence

Explain the sociodemographic characteristics (area of residence) of students of Basic Spanish Language II (Let-012

<i>Residential Area</i>	<i>Frequency</i>	<i>Percentage</i>
Rural Area	140	46.7
Urban Area	160	53.3
<i>Total</i>	300	100.0

Source: Questionnaire to students.

Regarding the place of origin, table No. 5 reveals that 53.3% of the students come from the urban area, while 46.7% come from the rural area.

Table No. 6

Distribution of frequency and percentage of students according to the experience with the subject

Explain the sociodemographic characteristics (experience with the subject) of the students of Basic Spanish Language II (Let-012).

Is repeater in the subject	Frequency	Percentage
Yes	32	10.7
No	268	89.3
Total	300	100.0

Source: Questionnaire to the students.

Table No. 6 presents the opinions of the people under study in relation to their experience. These respondents in 89.3%, who attended once, 10.7%, said to have attended more than once.

Texts Superstructure Identification

Table No. 7

Frequency distribution and percentage of students according to the competences shown in the superstructural aspect of a text.

To analyze the level of knowledge of students of Basic Spanish Language II (Let-012) to understand the superstructure of the expository texts.

Indicator	It is presented as			
	Achieved	%	Not Achieved	%
Reconizes the introduction of a text	181	60.3	119	39.7
Reconizes the development of a text	97	32.3	203	67.7
Reconizes the conclusión of a text	76	25.3	224	74.7

Source: Questionnaire to students.

The data in table No. 8 show the answers related to indicators referring to the superstructural analysis of texts. In this sense, 60.3% recognize the introduction of a text and the remaining 39.7 fail to do so. Likewise, 32.3% recognize the development of a text and the remaining 67.7% do not. Finally, 25.3% acknowledge the conclusion of a text and 74.7% do not recognize it

Table No. 8

Frequency distribution and percentage of students according to amount of success in the items submitted related to the superstructure. To analyze the level of knowledge of

students of Basic Spanish Language II (Let-012) to understand the superstructure of expository text.

Number of correct answers	Amount of students	Percentage	Accumulated Percentage
None	99	33.0	33.0
One	106	35.3	68.3
Two	37	12.3	80.7
Three	58	19.3	100.0
	300	100	

Source: Questionnaire to the students.

Table 9 shows the successes of the students, related to the superstructure of a text. In that sense, 35.3% answered only one, 33% none, 19.3% all (Three) and the remaining 12.3% two.

Texts Macrostructure Identification

Table No. 9

Frequency distribution and percentage of students according to indicators referring to the macro-structural part of a text

To verify the level of proficiency of students of Basic Spanish Language II (Let-012) for the understanding of the macrostructure of expository texts.

Indicator	It is presented			
	Achieved	%	Not achieved	%
Recognizes the central idea of the paragraphs containing the texts	85	28.3	215	71.7
Recognizes the ideas related to the thematic of the text.	98	32.7	202	67.3
Recognizes the ideas not linked to the	106	35.3	194	64.7

thematic of the text.				
Identifies the theme treated in the text,	214	71.3	86	28.7
He/she is competent to assign another titles departing from the given ideas.	82	27.3	218	72.7
When text analyzing, identifies the ideas in the paragraphs related to the title of the text.	98	32.7	202	67.3
Establishes relations of coherence in the analyzed texts.	44	14.7	256	85.3

Source: Questionnaire to the students.

Table 10 shows the successes of students under investigation in relation to the macro-structural part of a text. In this way, 28.3% recognize the central idea of the paragraphs contained in the text and 71.7% do not. In the same order, 32.7% of the students selected recognize the ideas related to the theme of the text and the remaining 67.3% do not recognize it. Likewise, 35.3% of these people recognize ideas that are unrelated to the theme of the text, while the remaining 64.7% do not.

Also, 71.3% of these identify the topic treated in the text and 28.7% did not. On the other hand, 27.3% of the people under study assigned titles to the text from ideas given and the remaining 72.1% did not; Finally, 32.7% achieved when analyzing texts, identified ideas in paragraphs related to the title of the text and 67.3% did not. Finally, 14.7% establish coherence relations in the texts analyzed and the remaining 85.3% do not

Frequency distribution and percentage of students according to the amount of accuracy of the items submitted related to the Macrostructure.

To verify the level of proficiency of students of Basic Spanish Language II (Let-012) for the understanding of the macrostructure of expository texts.

Correct answers	Amount of students	Percentage	Accumulated Percentage
None	21	7.0	7.0
One	53	17.7	24.7
Two	62	20.7	45.3
Three	80	26.7	72.0
Four	50	16.7	88.7
Five	26	8.7	97.3
Six	06	2.0	99.3
Seven	02	0.7	100.0
	300	100	

Source: Questionnaire to the students.

The data in table No. 11 shows the number of correct answers of the students in the questionnaire on the macrostructure of a text. In that sense, 26.7% answered three of seven, 20.7% two, in the same percentage of 16.7% four and one, 7% none, 8.7% five, 2% six and only 0.7% answered the whole.

Overall Performance on the Test

Table No. 11

Overall Grading

Frequency distribution and percentage of students according to the competences shown in the superstructure analysis and the macrostructure

Describe the competences shown by students Basic Spanish Language II (Let-012) to identify global schema and thematic of expository texts.

Number of Correct Answers.	Amount of Students	Percentage	Acummulated Percentage
None	08	2.7	2.7
One	38	12.7	15.3
Two	28	9.3	24.7
Three	65	21.7	46.3
Four	60	20.0	66.3
Five	37	12.3	78.7
Six	32	10.7	89.3
Seven	14	4.7	94.0
Eight	15	5.0	99.0
Nine	03	1.0	100.0
Ten	00	0.0	0.0
Total	300	100	

Source: Questionnaire to the Students.

Table 14 shows the number of successful students. In that sense, 21.7% answered three items correctly, 20% four, 12.7% one, 12.3% five, 10.7% six, 9.3% two, 5% eight, 4.7% seven, 2.7% none, 1% nine and Nobody answered ten questions. Also, 89.3% answered less than 7 items correctly, the remaining 10.7% answered 7 or more items.

Chapter V: Discussion

This section is dedicated to the analysis and interpretation of the research results, then the conclusions and recommendations emanated from the data are presented.

Analysis of Results

The results of the research reveal, in terms of sociodemographic characteristics, that the students are mostly female, evidencing with this that every day this gender is incorporated more to the world of work. Also, these data reveal that the majority of the population (77%) is in the age range between 16 and 25 years, evidencing that the population under study is relatively young.

Regarding the intention of the career to be studied, the data showed that the highest percentage was obtained in the education career with 34%, followed, albeit by a great margin of difference, of those who study medicine (18%). This indicates that the greater demand is in the area of education.

In relation to the semester, data revealed that more than half of the students (52%) were in the second semester. Following in the same order, the data reveal that the vast majority of students (89.3%) responded that they did not

repeat the subject of Let. -012, indicating that they have mastery of the contents taught in it.

Concerning the area of residence, the answers given by the students under study reveal that a little more than half (53%) are from the urban area, showing the equity of the student population in their area of residence.

Regarding the mastery of the superstructural elements, the one that was most successful on the part of the students surveyed was the recognition of the introduction of the text proposed in the test (60.3%), followed by the development of the text (32.3%). Garcia-Madruga et al. (1995), already cited in the literary review, point out that in order for students to have comprehension skills, they must use a Set of strategies in the reading process that are the ones that help the own knowledge and lead them to the attainment of their goals. UNESCO (2005), as mentioned above in a theoretical framework, points out that reading comprehension and written production of various types of texts is defined as the process by which value is given to the written language.

Regarding the analysis of the macrostructural elements of the text, according to the students' answers, the highest percentage (71.3%) was obtained from the identification of the topic treated in the text. Achieving smaller successes

in the recognition of the main idea and the assignment of titles to texts based on their content. These results are in accordance with the research by Fuenmayor Villasmil and Rincón (2004) entitled "Construction of the microstructure and semantic macro structure in expository texts produced by university students of LUZ", Venezuela which states that students are able to take care of the subject without digressions. According to the theories mentioned in the conceptual framework, these results coincided with those proposed by Sánchez (1999), who pointed out that the conducting threads of a coherent textual or discursive fabric must be the theme and the row, notions or information that will be distributed or organized according to the discursive order or textual typology in which the text that is produced is inserted.

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percentage (71.3%) was obtained from the identification of the topic treated in the text. Achieving smaller successes in the recognition of the main idea and the assignment of titles to texts based on their content. These results are in accordance with the research by Fuenmayor Villasmil and Rincón (2004) entitled "Construction of the microstructure and semantic macro structure in expository texts produced by university students of LUZ", Venezuela which states that students are able to take care of the subject without digressions. According to the theories mentioned in the conceptual framework, these results coincided with those proposed by Sánchez (1999), who pointed out that the conducting threads of a coherent textual or discursive fabric must be the theme and the row, notions or information that will be distributed or organized according to the discursive order or textual typology in which the text that is produced is inserted.

In relation to the sum of competences in the comprehension of expository texts, the results reveal that the great majority, that is to say, more than 89% did not correctly fill more than six questions of those raised in the test, which indicates that it did not satisfactorily approve it. This result coincides with the research of Yilmar Campbell conducted a study entitled "the comprehension of texts:

analysis of textual microstructures in students of the faculty of education sciences of the University of Carabobo" in 2008 in Venezuela. In the same they concluded that the local understanding of the text was very low; The skills needed to process microstructures have been insufficiently incorporated into their reading competence. The latter has a considerable impact on the overall understanding of the text. On the other hand, these results differ from Garcia Molina's (2012) anticipated in the literary review when he expresses that through interactive reading the student dialogues with the author, questions him, analyzes his arguments and assumes a posture before the read. This will give them the opportunity to be trained as a professional with a critical thinking.

Conclusions

In light of the findings of the investigation the following conclusions are drawn:

With regard to goal number one: explain the sociodemographic characteristics of students of Basic Spanish Language II (Let-012). The results were the following. With regard to the study population, 64.7% are female. The ages between 16 and 25 represent 77%. The students in their highest percentage intend to enroll in the Education career with

34%, followed by Medicine with 18%, followed by Orientation with 14.7% and Engineering with 14.3%.

Likewise, the data showed that a little more than half of the student population under study is in the second semester with 52%, a situation considered normal because the students surveyed correspond to the subject of Letters II , Which is taken in the second semester, implying that they are not repeating the subject with 89.3%, this is also demonstrated in the answers given by the students surveyed when asked if they were repeating this subject the vast majority responded that do not.

Following in the same order of sociodemographic data, half of the studied population indicated that it resides in the urban area with 53.3%, showing equity between the two areas; Indicating that today's students, regardless of the area of residence, have equal opportunities.

Concerning the objective number two: to analyze the level of knowledge of the students of Basic Spanish Language II (Let-012) to understand the superstructure of the expository texts, we arrived at the conclusions that follow. The greatest competition in the recognition of the superstructural elements that the population under study had was the recognition of the introduction of the expository texts with 60.3%, followed in a distant second by the

development part with a 32.3%; With minimal recognition of the final part of the texts with 25.3%. These results are indicators of the students' inability to handle the conclusion of the texts.

Regarding the objective number three: to verify the level of competence of students of Basic Spanish Language II (Let-012) for the understanding of the macro-structure of expository texts, it was concluded according to the results, that the macro- of the students being studied is the identification of the subject treated with a 71.3% and in a lower percentage the recognition in establishing coherence relations in the texts that analyze with a 14.7%.

At the general level and in agreement with the objective number four: to describe the competences that show students Basic Spanish Language II (Let-012) to identify schematic and global thematic of expository texts, we conclude that students of Letras II of both UASD Campuses (San Francisco de Macoris and Bonao) do not have sufficient competences for the comprehension of texts, especially the expository ones, since they present serious difficulties in the dominion of the superstructural and macrostructural elements. This was evidenced in the results of the tests assigned by the investigators and that the students filled with great

deficiencies, because very few surpassed the 60% of the qualification.

In this sense, it can be said that the situation prevailing in students could have its origin in the lack of use of strategies that help them acquire the necessary skills to interact in both academic and professional fields, which would allow them to act in its social environment as active entity, transforming its own reality and builder of a better society.

Recommendations

Following the conclusions reached, the following recommendations are made:

To the School of Letters of the Universidad Autonoma de Santo Domingo, it is recommended to update the Let. - 012 program in order to suggest new strategies that allow teachers to promote the development of reading comprehension skills, an indispensable tool for the learning of all areas of knowledge.

At the UASD San Francisco de Macorís and Bonao campuses and at the School of Letters, they are encouraged to work together on the ongoing training of teachers in order to keep them updated and to incorporate new knowledge into their students.

Teachers of Basic Spanish II (Let.012) of the UASD San Francisco de Macorís and Bonao Campuses are encouraged to organize activities with novel comprehension strategies that help to promote in their students the development of the necessary skills with the professional quality that society requires for its development.

UASD students, especially those from the San Francisco de Macorís and Bonao Campuses, are encouraged to give the importance of the subject Let. -012 during the course of their career so that they can develop their skills, abilities and skills in textual comprehension, as this is a competition the students will need, in both; their academic and working life.

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ANEXES

Instrument

Instrument for data collection (in Spanish)

Seleccione con una X la opción que te corresponda

Sexo: Masculino Femenino **Edad:** de 16 a 20 de 21 a 25 de 26 a 30 de 31 a 35
de 36 o más

¿Cuál es su intención de la carrera a estudiar? _____

¿Qué semestre cursa? _____

Lugar de residencia

Zona rural _____ Zona urbana _____

¿Eres repitente de esta asignatura? si no

Lea el siguiente texto

Epilepsia no tiene cobertura médica

Doris Pantaleón

Santo Domingo

Los pacientes que sufren de epilepsia en el país carecen de cobertura médica; tienen falta de acceso a servicios especializados y todavía sufren discriminación en el trabajo, denunció ayer el reconocido neurólogo-epileptólogo dominicano Diógenes Santos Vilorio.

Dijo que aunque el país cuenta con especialistas capacitados y con equipos de última generación para el diagnóstico y tratamiento de la epilepsia y enfermedades neurológicas, la mayoría de la población no tiene acceso a esa tecnología.

Puso como ejemplo que en la región Sur del país no existe ningún neurólogo que labore en el sector público y el tratamiento a personas de escasos recursos aunque existe, no es regular como para poder controlar las crisis de estos pacientes. En el caso de los niños, agregó, esa población está completamente desprovista de asistencia de una consulta neurológica adecuada.

El especialista se refirió al tema al pronunciar un discurso especial durante la apertura del XXVI Congreso Internacional de Neurología y Neurocirugía, dedicado este año a su persona. La actividad científica, organizada por la Sociedad Dominicana de Neurología y Neurocirugía, se desarrolla desde ayer hasta el domingo, con expertos nacionales y extranjeros.

Dijo que la falta de acceso existe a pesar de que el país ha avanzado grandemente contando con más 120 especialistas en neurología, Neuropediatría y neurocirugía así como Pneuropsicología y 50 equipos de Tomografía, electroencefalografía, electromiografía y resonancias magnéticas. Se estima que menos del uno por ciento de la población padece de epilepsia.

Elige la respuesta correcta de acuerdo a lo planteado en el texto anterior.

1-El texto tiene como tema principal...

- a. Historia de la epilepsia
- b. Tipos de epilepsia
- c. Instrumentos para tratar pacientes epilépticos
- d. Poca atención médica a los epilépticos.

2-¿Cuál de las siguientes oraciones está relacionada con el texto?

- a. El país tiene carencia de especialistas que traten la epilepsia.
- b. El país cuenta con suficientes equipos tecnológicos y personal humano para tratar la epilepsia.
- c. El neurólogo-epileptólogo dominicano Diógenes Santos Vilorio y sus conocimientos sobre la epilepsia.
- d. Cómo tratar la epilepsia en la república dominicana.

3- ¿Cuál de las siguientes oraciones no se relaciona con el texto?

- a. El número de especialistas epilépticos ha aumentado el país; sin embargo, esto no ha beneficiado a la población que sufre este mal.
- b. En la región Sur del país existen especialistas que tratan la epilepsia, pero ninguno labora para el sector público.
- c. El país cuenta con más de cien especialistas neurológicos para tratar la epilepsia.
- d. Los niños con problemas neurológicos están dotados de consultas médicas adecuadas.

4-¿Cuál de los siguientes encabezados puede ser otro título del texto?

- a. Los epilépticos y sus dificultades.
- b. La epilepsia y sus tratamientos.
- c. Porcentaje de Cobertura a pacientes epilépticos.
- d. Insuficientes cuidados médicos a la población epiléptica.

5-¿Cuál de las siguientes oraciones puede ser parte del párrafo número cuatro?

- a. A este evento asisten especialistas de neurología de todo el país.
- b. La mayor parte de la población no tiene acceso a los avances neurológicos.
- c. La parte Sur del país es una de la que menos cobertura neurológica tiene.
- d. Con este número de especialistas es suficiente cubrir la demanda de la población epiléptica existente.

6-El párrafo tres tiene como idea central:

- a. La ausencia de especialistas neurológicos en hospitales públicos.
- b. La falta de equipos en hospitales públicos.
- c. La queja de la población sobre servicios neurológicos en hospitales públicos.
- d. No hay neurólogos en la región Sur del país.

7- ¿Qué relación de coherencia se establece entre los párrafos 2 y 3 del texto?

Párrafo 2

Dijo que aunque el país cuenta con especialistas capacitados y con equipos de última generación para el diagnóstico y tratamiento de la epilepsia y enfermedades neurológicas, la mayoría de la población no tiene acceso a esa tecnología.

Párrafo 3

Puso como ejemplo que en la región Sur del país no existe ningún neurólogo que labore en el sector público y el tratamiento a personas de escasos recursos aunque existe, no es regular como para poder controlar las crisis de estos pacientes. En el caso de los niños, agregó, esa población está completamente desprovista de asistencia de una consulta neurológica adecuada.

- a) Contraste
- b) Ilustración
- c) Definición
- d) Comparación

Lea los siguientes párrafos del texto titulado **“Papa Francisco dice el hambre es un “escándalo”, también en los países ricos”** y haga lo que se le pida.

Párrafo A)

Ante esta situación el papa instó a “hacer algo humilde y que tiene la fuerza de un milagro-educarnos en la humanidad, reconocer la humanidad presente en cada persona”. En este sentido alentó a seguir con su labor a los miembros del Banco Alimentare, una organización italiana que se ocupa de recoger productos y excedentes alimentarios para hacérselos llegar a las personas más pobres. “Continuad con confianza esta obra, aplicando la cultura del encuentro y de la generosidad.

Párrafo B)

Sí, vuestra contribución puede parecer una gota de agua en el mar, pero en realidad es preciosa”, dijo el papa. Y añadió- “Compartiendo la necesidad del pan de cada día, vosotros encontráis a cientos de personas. No olvidéis que son personas y no números, cada uno con su carga de dolor que a veces parece imposible de soportar”. EFE

Párrafo C)

El papa Francisco denunció hoy que el hambre en el mundo ha alcanzado “dimensiones de verdadero escándalo” y subrayó que este hecho no solo se produce en los países pobres sino que también y “cada vez más en las sociedades ricas”. “El hambre ha alcanzado dimensiones de un verdadero escándalo que amenaza la vida y la dignidad de muchas personas, hombres, mujeres, niños y ancianos”, dijo durante un encuentro con los participantes de una conferencia convocada por la Fundación Banco Alimentare con motivo de su 25 aniversario.

Párrafo D)

En opinión del pontífice, “cada día debemos recordar esta injusticia- en un mundo rico en recursos alimentarios, también gracias a los enormes progresos tecnológicos, demasiados son quienes no tiene lo necesario para sobrevivir”. “Y esto no solo se produce en los países pobres, sino cada vez más en las sociedades ricas y desarrolladas”, recordó. Este fenómeno además se ve ahora agravado por “el aumento de los flujos migratorios, que llevan a Europa a miles de prófugos que huyen de sus países y que necesitan de todo”.

Elija la respuesta correcta de acuerdo a los párrafos anteriores

1-¿Cuál es el párrafo de introducción?

1. A
2. B
3. C
4. D

2-¿Cuáles son los párrafos de desarrollo?

1. A y B
2. B y C
3. D y A
4. C y D

3-¿Cuál es el párrafo de conclusión?

1. A
2. B
3. C
4. D

