

Working with advertising texts in schools to promote the development of critical reading skills

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Summary

This reflection article is the product of a research work carried out in 2021 for the Faculty of Social Sciences, Humanities and Arts of UNAB University of Bucaramanga, whose objective was to design a pedagogical proposal to promote the improvement of the processes of reading comprehension and critical reading through the analysis of advertising discourse in fifth-grade students at San Luis school in the municipality of Aratoca. The proposal was based on a diagnosis of the problems that limit reading comprehension, and a literature review process to set concrete strategies to solve the problem.

The essential objective of this article is to further study the qualities, uses and functions of advertising texts, as tools that can not only help to improve the processes of reading comprehension, but also to form more critical and reflective citizens, who have the ability to differentiate reality from the representations presented in advertising.

The starting point is to recognize that, at a general level, there is a marked polarization between the school and the media, since they obey different purposes: the former aimed at the training of citizens, and the latter at the creation of consumer habits. However, it is necessary to overcome this polarization through reflective practices that allow students to better understand the intention of advertising texts and also enhance skills associated with reading and critical thinking.

Key words: Critical reading, advertising texts, critical thinking, advertising, learning strategies.

Introduction

Advertising texts represent and disseminate messages through the combination of diverse semiotic resources and communicative intentions, through which reading becomes

a process that requires building relationships between words, symbols, images, structures, locations and sounds (Rubilar, 2013). According to Rojas (2013), the plurality and comprehensiveness of advertising texts allows for the construction of interpretations based on systems of meaning through which students connect their prior knowledge and experiences with the information offered by the texts, which can help improve critical reading.

Through advertising texts, it is possible to favorably influence the development of critical reading, since people must not only read and understand the linguistic signs and their relationships to configure meanings, but must also include the analysis of a set of pictorial, auditory and gestural signs, which form a much richer unit of meaning (Cope & Kalantzis, 2010). The inclusion of different types of symbols and texts within the text has guided the analysis of multimodal discourse as an element that favors new learning processes and strengthens the development of cognitive abilities related to text comprehension and critical reading in students.

However, we start from considering an important problem that limits the use of advertising texts as a key tool in the development of new skills associated with critical reading, since:





At school, priority is still given to literacy processes in reading and writing, without taking into account that in today's society the appearance of information and communication technologies and the massive development of the mass media have favored the arrival of other languages such as those of the image or cybernetic languages with which messages are produced that, as in the case of advertising, are carriers of a high level of perfection from the pragmatic and syntactic point of view (Aguilar, 2004, p. 108).

- Therefore, it is important to advance in the comprehension of advertising texts as a key strategy in the development of more critical students, who have the ability to establish comparisons between reality and the representations of that reality that the advertising media disseminate, which have a clear persuasive intention and generate new consumption needs. In this way, working with advertising texts can help promote critical reading, to the

extent that the student has the possibility of articulating a varied set of symbols, verbal, visual and auditory components, which also motivate their interaction with the contents and allow them to generate various reflections on a content that is related to their knowledge about reality and experiences about the world.

- To support this idea, first, the concept of critical reading and its multidimensional approach in the process of approaching and relating to texts is analyzed. Secondly, the characteristics, approaches and qualities of advertising texts are described, noting also the uses and functions they can have in schools and in their teaching processes. Thirdly, it explains concretely how these qualities of advertising texts allow for the strengthening of skills associated with critical reading. Finally, according to the results of the research that precedes the development of this article, concrete strategies are presented

to improve critical reading through the use of advertising texts.

Critical reading as a multidimensional process of approaching texts

Critical reading is established as a process that goes beyond the decoding of symbols, the proper pronunciation of words or the reproduction of sentences, as it implies the development of a set of skills that allow students to understand what they read, reconstruct meanings, interpret messages according to the experiences that have shaped a particular vision of reality and the social context (Rodríguez, 2007).

In the words of Ardila and Cruz (2014), critical reading is established as a process that allows the student to organize and structure the information to obtain a specific purpose, either comprehensive or reflective on the author's intention and the message of the text. This requires not only to know the conventional rules of language and the transmission of ideas through codified language, but also to reconstruct meanings that help give a practical function to reading, linked to essential processes of understanding, approach and transformation of reality.

It is necessary to understand, therefore, that critical reading is established through a process guided by a series of phases that become increasingly complex and require the participation of the reader and the activation of a series of mechanisms that allow him/her to relate his/her meaningful constructions of the message with the author's intention. In the first place, following the appreciations of Arancibia, Illanes, and Manghi (2015), the reader must start by identifying a set of letters and symbols, and then assign them a sound.

Then he or she must elaborate an image of the words that will allow him or her to construct meanings. The problem is that readers often only reach this step, which greatly limits the possibilities of establishing a reflective and

critical process, because the meaning is not related to the context in which the word is found, no interpretative value is assigned to the messages and no process of articulation with prior knowledge occurs.

- According to García (2015), the deduction of senses and meanings in texts does not depend only on the words included and the author's intention, but also on the judgments, experiences and knowledge that the reader has about the world. Therefore, it can be affirmed with Jiménez (2013) that reading is a macro-skill that involves a complex set of stages, skills and processes, which occur almost simultaneously in the mind of the reader. For this reason, it is necessary to generate processes of accompaniment that favor an integral development of the associated abilities.

However, the reality is that, although schools seem to generally guide a reading comprehension process that allows students to identify symbols, understand the author's intention, point out central ideas, and participate in activities that allow them to identify scenarios, characters, attitudes, outcomes, and lessons learned, it is difficult to advance in the development of a critical reading process.

This is due to the lack of strategies to encourage students, beyond understanding what they read, to interact with the text in a way that allows them to reflect on their experiences and knowledge about the world through the contents of the texts. It is key to ensure that words and phrases become a kind of prism through which students can observe reality in a different way, and thus strengthen meaningful learning that helps them to better understand the problems that arise in the environment, in addition to participating in scenarios of reflection and resolution.

- In the literature, there are several studies that point out the problems associated with the absence of strategies that allow students to develop critical reading. For example, Martín (2012) recognizes that students who do not participate in activities that help foster critical reading are generally unmotivated and uninterested in the activities.

For his part, Monsalve (2015) points out that, when approaches focus only on comprehension but not on reflection and joint construction of interpretations of texts, a constant and monotonous repetition of activities is generated, mainly focused on extracting central ideas from each paragraph, defining scenarios and characters, and answering questions about the situations presented, in order to verify that the student understands the author's intention. Finally, we also highlight the contributions of Muñoz and Ocaña de Castro (2017), who explain that limited critical reading skills have a serious impact on school performance and school dropout.

- As a whole, for these reasons, it is necessary to constantly evaluate the study programs associated with the design and development of reading strategies in all schools in order to guide didactic strategies through which one can favorably influence the process of relating the text to reality, thus generating meaningful learning.

Strategies must start by recognizing that no two understandings of a text are the same, since these processes of relationships between the reader's experiences and the parts of the text can generate very different results, which not only depend on the reader's prior knowledge but also on the way in which he or she relates to the world and perceives reality (Pérez, 2013). On the other hand, it should be noted that critical reading is mainly established as a creative process, which involves using different

resources and attractive and interesting strategies for students, which strengthen their interest and encourage them to generate ideas and establish more productive relationships with texts and knowledge (Pérez, 2011).

It is vital, therefore, to understand that the most important element in understanding a text is to fabricate meaning from content. To do this, it is necessary to recognize that reading is a complex process that involves not only recognizing the symbols and phonemes of the text, or understanding the structure, or generating symbols from the way in which words and sentences are related; but also, for example, predicting hypotheses about the possible outcomes of the readings, recreating the situations explained or narrated by the author, imagining the situations described by the author, complementing the texts with the reader's prior knowledge and, thus, producing new meanings from the texts (Cruz, 2013).

The central purpose of fostering the development of critical reading in the classroom is for students to develop a taste for reading, learning to read between the lines and thus assume critical positions in order to propose transformations in their realities. In this purpose, critical reading can be seen as the literal decoding by a person who recognizes, handles a code, and understands what is expressed therein in a comprehensive manner (Solé, 1998). That is why the reading of text, images, or whatever is allowed to be read, is really a decoding of what the author wants to make known.

In this sense, critical reading means a process through which the reader transcends from a linear reading to an integral one, composed not only by the information of the text but also by the ideology of each actor, which helps give the reading process a social and cultural approach. According to Silas and Gómez (2013), these characteristics that make up critical reading allow the reader to define the construction he/she wants to make in the

text, to hierarchize the information and freely decide the order in which the information is presented in order to construct his/her own meaning, which is extremely significant in current learning processes.

However, the question that stands out in the midst of this analysis on critical reading, and on the problems that are evident in schools when comprehensive strategies are not developed that enhance students' abilities to construct meaning and link texts to their experiences, refers to the specific strategies that can be developed in classrooms to continuously strengthen critical reading. In response to this question, the literature is also extensive in terms of pedagogical interventions, strategies for adapting the curriculum, and the development of different types of diagnostic tests, workshops, and activities.

For example, the use of interactive and digital tools that help enhance the possibility of approaching reading from multimedia approaches through which it is possible to enrich the experience for students is highlighted (Kress, 2019; and Martín, 2015). The use of multimodal texts is also highlighted as sets of symbols and messages that are transmitted through the visual and the auditory as a way to bring the student closer to the possibility of constructing new meanings (Rodríguez, 2007). On the other hand, it is also important to talk about research in which playfulness is used as a didactic strategy that motivates students to enhance their communication skills in a fun way (Navarro, Rocco, Flores, Gonzáles & Caballero, 2016).

As a whole, pedagogical strategies should include activities before, during and after reading, and should have in common the possibility of motivating the student, generating new comprehension processes and attracting his or her attention so that he or she becomes interested in the texts. The important thing is to use the tools of the text to attract and

maintain their attention. For example, from the very title of the text, questions can be created that guide a discussion before reading the text, so that in this way new processes of analysis are generated, and the student is immersed in the subject matter (Facione, Gittens & Facione, 2016).

Taking into account these central approaches that have been generated to promote critical reading, which involves modifying classroom methodologies, resources and strategies for the transmission and construction of knowledge, in this research, the use of advertising texts as a means of teaching and strengthening skills associated with critical reading has been proposed as an essential resource. The qualities and characteristics of advertising texts that can be implemented in schools to enrich reading comprehension activities and at the same time promote more meaningful learning are explained below.

Characteristics of advertising texts

Advertising discourse is a type of contemporary communication in which culture and socialization are key elements when it comes to marketing a product, since it is from everyday behavior that the consumer interests that will guide advertising are determined:

Advertising is a necessary tool that offers important information for life in society through the media, and that aims to influence people in order to move them to action; as happens with commercial advertising that aims to sell, promote or increase the prestige of a company or brand. Thus, the advertising image of this type of advertising is an ideal artifact to work reading in the classroom (Triana, 2017, p. 35).

To continue with the analysis, it is necessary to take into account that advertising texts have an integral and multidimensional approach, since they are composed of various elements with a communicative intention, within which the composition of the message, the visual component, verbal component and sounds

(in the case of radio, film, television, internet and social networks) stand out. In this sense, it is understood that advertising texts are composed of various elements distributed throughout the advertisement which allow to draw the reader's attention through a mixture of images and words, in addition to a

harmonic and symmetrical organization of the compositional structures, depending on the emphasis that you want to give to the message (Péninou, 1976).

- The following table presents central characteristics of the various components of the advertising message:

Table 1. *Advertising text components*

Component	Features	Description
Verbal	Typography	In advertisements, different types of letters are used, since factors such as color, size and font are elements that allow an advertisement to stand out and attract attention. Factors such as the spaces between letters, the use of capital letters, italics or underlining also stand out. Through typography, therefore, different words of the message can be emphasized.
	Message	It includes the primary information through a tagline, which is usually brief, concise and creative.
	Brand	The presentation of the brand is generally established through a logo that facilitates the identification process of the buyer.
Visual	Image	The image accompanies the verbal message, and can be a still or moving photograph, a painting, a drawing or a design that combines different shapes and colors.
	Characteristics of the image	The image must have an objective meaning and a subjective significance, allowing the reader to relate to the content in a personal way.
	Image Settings	It is important to take into account aspects such as the depth of the image, the light, the colors, the type of shot used, the location within the advert and the point of view.
Auditory	Sounds	The sounds in advertising texts are established in order to generate an emotional connection with the reader of the message, to attract his/her attention and to make the message more striking.

Source: Own construction based on information taken from Moliné (1988); and Matterlart (2000).

Now, in addition to the characteristics of the advertising text, it is also important to understand its communicative intention. As Romero (2015) points out, two types of functions stand out in the advertising text: a conative function, associated with the possibility of attracting the attention of the receiver; and a phatic function, which is related to the need to maintain the attention of the potential consumer of the product or service for a certain period of time. The success of both functions depends on the cohesion, coherence, integration and articulation of the visual, verbal and auditory components, since only in this way is it possible to capture the attention in order to persuade the receiver, provoke needs or modify attitudes (Ferrés, 2000).

Therefore, the advertising text is mainly associated with a communicative intention: "The verbal icon text is a contract where a communicative agreement is formalized between the author and the reader in which what is negotiated is the common knowledge of both" (Lomas and Osoro, 1993, p. 111). The interpretation of the advertising text, therefore, depends not only on the message but also on the interpretation that is made, which is why it is established as an important tool in the development of critical reading.

Further analyzing what has been mentioned about advertising texts, it is also important to understand how this kind of texts help create new senses of reality and culture and new processes of joint construction of meanings that go beyond the message and that are connected with a series of auditory and visual elements. According to Moliné (1988), advertising texts generate new concepts and knowledge about the world, in such a way that they are established as elements that have a great influence on the way in which subjectivities and representations about reality are configured.

According to Péninou (1976), advertising texts tell stories through the combination of images and discourse, through messages,

colors, lines, texts and designs through which the receiver can experience reality in a different way, to the extent that the messages have the ability to organize meanings, enlarge them, reduce them, paint them and transform them. According to Farias, Obilinovic and Orrego (2010), advertising texts, through image and concept, communicate to the receiver something specific about the world, the human being and the environment, through the development of a persuasive intention that allows people to enjoy a new experience.

Advertising texts, therefore, are established as the medium in which the cultural interactions of society are woven and linked to visuality, and their character is linked to the renewal of the common bases of culture (Cassany, 2016). What is educational is not only in what is said, but also in the ways in which a series of meanings are persuaded and constituted in favor of a value and cognitive construction in relation to the social world (Bustamante, 2005). Education, in broad terms, would be given by the ways in which the subject is questioned) and in which a valuative content is deployed that influences subjectivity and the processes of construction on reality.

In this way, advertising texts educate by generating particular meanings that affect or modify viewers' perceptions of the situation and social reality. The power of the meanings present in media such as advertising is established to the extent that, with the passage of time, the paths through which knowledge travels to be studied, understood and communicated, are transformed through new technological developments that have new relationships between messages and receivers of information (Cassany & Ayala, 2008).

Starting from the analysis that has been presented on the characteristics, functions and intentions of communicative texts, it is then important to ask ourselves about the educational and pedagogical functions of this type of texts.

Uses and functions of advertising texts in education

The technical transformations that information and communications have undergone over time have made the media become creditors and disseminators of knowledge, which was previously the exclusive task of books and schools. Through this process, what Barbero (2003) has called “decentering” has occurred: *the* escape of knowledge from the sites and social figures that previously dominated, administered and legitimized it, caused by the mutations suffered by the forms in which knowledge transits in society.

- In addition to decentralization, through the power and influence of the media, alternative processes have been generated, such as *dissemination* and *timelessness*. Dissemination is understood as the process by which the limits that separate

scientific knowledge from common knowledge are blurred, generating an articulation between that knowledge that comes from the academy with that which is forged by experience and collective memories.

On the other hand, timelessness means that knowledge is no longer only removed from the common places of teaching, but also from the socially-established times for its distribution and learning. Therefore, dissemination and de-temporalization make it possible to generate new ways for people to approach knowledge, interpret it and give it meaning (Sabich, 2014).

- The educable subject cannot be conceived outside of the communication processes that today energize society, in which there are much more variable, accessible and individualized methods of knowledge transmission (Barbero, 1996). In this way,



advertising and advertising texts become an important component in the formative processes, thanks to a series of conditions that establish processes of mediation between the message, cognitive and linguistic habits, perception of the world, attitude and behavior.

In order to understand the functions of advertising texts in education, it is important to begin by recognizing the relationship that children and young people have with the media and with the audiovisual documents presented through magazines, television, radio and social networks. According to Rueda (2003), it is evident that from an early age, children are in constant contact and relationship with advertising messages, not only because of the time they spend using the media and social networks, but also because these types of messages also attract their attention and significantly affect their attitudes and behavior, as well as creating new needs.

As Cruz (2013) points out, advertising messages have a significant impact on the way in which children perceive the world, and the communicative intentions and messages generated often complement the instructions and education they receive in the family and at school; but many other times they compete with the values that originate in family and academic interactions.

The central problem is that there is a lack of processes and strategies in schools that make it possible to use media content as critical learning tools that favor an analytical and reflective posture in regard to the content presented in advertising texts. There is a need, therefore, for a better articulation between the messages in the media and the knowledge that is constructed in schools:

This contact children maintain with the messages produced by the media and which causes certain media to occupy a priority place in the processes of secondary socialization, does not seem to

affect at all the meaning of the practices that are developed in that other agency of socialization which is the school (Aguilar, 2004, p. 107).

Commonly, therefore, an important polarization is generated between the school and the media: two scenarios that seem to compete with each other, with different purposes, opposite processes of understanding reality, as well as contrary discursive interests. While it is true that the school is an initial stage of socialization in which it tries to educate people to form citizens and strengthen a set of cognitive, personal and social skills, while the media, mainly advertising texts, educate for consumption, the reality is that both the school and the media have in common an essential feature: that they influence the way people see the world.

- However, schools are generally unaware of the importance of strengthening critical and reflective capacities in order to advance in the understanding of communicative strategies and of the visual, verbal and auditory codes incorporated into advertising texts. This results in a marked polarization between school and media, instead of assertively promoting the joint development of reflections that help to better understand the role played by the media in society, in addition to strengthening a series of critical skills in each of the students.

In this sense, one of the main contributions that should be generated in the school through the work with advertising texts is to get students to build criteria that allow them to differentiate reality from the representations and images that the media offer about that reality. This is key in the formation of more critical subjects, who have the ability to understand that behind all the processes of design, layout, image and verbal construction, a series of particular intentions that aim to persuade and create needs are hidden.

- The analysis that has been proposed allows us to recognize in advertising texts an important tool to improve the articulation between the commonly polarized teaching that students receive at school, with the information that is provided to them through the media. On the other hand, working with advertising texts helps generate new critical and reflective capacities among students. Now that these elements have been analyzed, it is important to focus on examining how these types of texts can help to significantly improve the development of critical reading.

The contribution of advertising texts to critical reading

Advertising texts help strengthen new processes of comprehension and meaning, by relating words with sounds and images, in a whole in which there is no one thing that is more important, which is why the interpreters of the message themselves establish hierarchies and semantically organize the content (Betancur & Moreno, 2014). Therefore, it is important to work with texts that force to generate new skills in students, taking into account in this particular case the development of advertising texts as elements that can help promote critical reading.

As Aguilar (2004) points out, advertising texts not only express diverse uses of language, generally connected with images or different elements that nourish the construction of meanings, but also promote the possibility for students to relate their experiences and prior knowledge with the ideas of the text, in order to generate important processes of social transformation.

In this sense, the use of advertising texts as a learning strategy allows us to understand that people are surrounded by a broad set of signs, meanings and codes that are transmitted and

disseminated through the media and also have various symbolic charges. In advertising texts, diverse contents are presented, with a polysemic approach, which implies for the receiver skills that go beyond the comprehension of the message, and that require him/her to articulate the diverse codes and meanings, as well as to assume a position and relate the contents to his/her knowledge about the world and his/her previous experiences (Vanthier and Abry-Deffayet, 2009).

Therefore, it is essential to teach how to read the images, purposes and ideologies of advertising texts (Matterlart, 2000). Primary school students should be taught to look beyond, to discover behind the advertising texts other perspectives and dimensions of the author, so that they can define and justify their decisions, without being influenced by what they do not know how to read; in this way they will take a critical stance against what is observed, read and criticized and detach themselves from the dominance that the media exert over them.

The interpretation of advertising texts depends not only on the signs found in the message, or the objective components, but also on the set of experiences and perceptions of students, which are related to their communicative processes and motivate new processes of understanding that need to be developed in the classroom (Ardila & Cuz, 2014).

Together, these reasons allow us to recognize the importance of the use of advertising texts in the classroom with a critical and pedagogical sense. Finally, below are some central strategies and approaches that should be taken into account when designing proposals or learning strategies focused on the use of advertising texts as a tool to help improve critical reading.



Design of strategies to strengthen reading and critical comprehension through advertising texts.

In the development of the proposal included in the research referred to in this article, the starting point was to propose a set of performance indicators, among which the following stand out: I read billboards, posters, posters, images, flyers, flyers, or any other advertising text; I create hypotheses about the content of the texts; I recognize how the texts are formulated; I differentiate advertising texts aimed at beverages, food, emotions, gender; I recreate stories and advertising messages; and I participate in the elaboration of advertising texts.

- Based on these performance indicators, it is important to consider the main strategies and approaches that can be used to guide proposals that help improve critical reading through the use

of advertising texts. To begin with, it is key to work with advertising texts with which students are related, so that they can develop new skills to re-signify and look at the advertisements that abound in their daily lives in a different way.

It is also recommended that the advertising texts generate a series of ideas and emotions that connect with the students' personal experiences. Awareness-raising should be promoted through themes associated with everyday life and with advertising images that are widely disseminated in the spaces that students frequent. As additional activities, it is also proposed the elaboration of short texts to summarize analysis, through which the reflective process is linked to the writing process. In this way, both the capacity of observation and analysis of advertising is reinforced, while other skills such as argumentation and writing are strengthened.

On the other hand, it is necessary that each of the activities be formulated as a classroom project, which implies that the students participate actively with their ideas, proposals and group work so that the development of the work is entertaining and profitable. In this sense, the contribution that each member of the groups makes is fundamental, since it allows each of the activities to have an assertive and constant dynamic.

It is also important to develop a gradual process that allows us to start from simple advertising texts, which include only an image and a message, to more complex texts that are advertised in virtual media with multimedia content. In this way, it is possible to generate a process in which the understanding of the meanings and senses that can be identified in advertising images is further studied, also addressing issues that involve taking a personal stance, as well as recognizing the diversity of points of view from which meanings can be found on the same image. To this end, it is pertinent to work with polemical images that open up spaces for discussion.

It is key to make use of audiovisual registers, so that students can also analyze advertising images that link the dynamism and temporality of the moving image: aspects such as sound and music, or audiovisual narrative are highlighted by the teacher as aspects that should also be observed in this type of analysis. Finally, the need for students to also create advertising texts is highlighted. The workshops on the creation of advertisements are oriented towards students developing a critical process in the implementation of the thinking and skills necessary to create an effective advertising text.

As a practical exercise, in the last phase it is proposed to the students to integrate the knowledge, acquired skills and abilities developed in the previous classroom projects to carry out the design of an advertisement that advertises school activities. This invites them

to consider specific aspects of the context, the type of population at which the advertisement is aimed and to determine which tools are necessary to send an effective message.

Finally, it is important that the strategies have an important playful and participatory component that allows students to construct knowledge, interact and present their ideas. In order to strengthen participation, it is necessary that there be a favorable context for students to feel willing and open to express themselves, share their perceptions and ideas, and at the same time listen to and tolerate others.

In this sense, Navarro, Rocco, Flores, González and Caballero (2016) affirm that playful learning has a special emotional component, from which participants have the confidence and commitment to contribute significantly in the different activities that are presented in the classroom and within which comprehension and interaction with texts stand out.

Conclusions

Taking into account that advertising texts are related to a context and a set of specific situations that are part of a reality, or at least an interpretation of reality, it is possible to encourage a more critical type of reading from which to analyze the problems that are part of a specific environment. In this sense, it is emphasized that advertising texts can serve as novel learning strategies, since they focus centrally on the development of creativity.

This type of text is appealing to students, as they can connect their experiences with the content, taking a stance on the message and the content. In this way, a more critical, personal and interpretative reading process is generated, which is fundamental to promote the development of reading comprehension. The use of advertising texts generates as a result the possibility of understanding the texts in different ways, of recognizing different uses and activities that can be developed

through them, such as creating images, songs, interpretations and representations.

Therefore, the advertising text is established in the classroom as a plural teaching tool, which allows students to guide new relational processes from individual and group reading, and activities that help build new meanings and generate various assessments on the texts and their meaning in reality. Finally, it is concluded that advertising texts are important components to dynamize reading comprehension activities, to enable the development of new tools that allow students not only to understand the message of the texts, but also to reflect on them, promote new interpretations and guide new dynamics of relationship with the texts, symbols, meanings and messages.

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