

Grammar and writing in Hispanic American countries and Spain

Sotomayor, Carmen

Coloma, Carmen Julia

Chaf, Gabriela

Osorio, Gabriela

Jéldrez, Elvira

© 2018, © 2018 Informa UK Limited, trading as Taylor & Francis Group. The purpose of this paper is to comprehend the importance that grammar has in the teaching of writing in the Hispanic American countries and Spain. To achieve this, the discussion that has taken place in these countries about the importance of sentence grammar in the teaching of writing is analysed. Three proposals for the contextualised teaching of grammar are systematised from the literature review: those that are focused in the writing process, those focused on metalinguistic reflection and those with a greater emphasis in the grammar of text. Besides, the school curricula of 14 Spanish-speaking countries that were involved in the international assessment of TERCE are examined. This analysis shows an evident attachment to the communicative approach of grammar. This means that in almost all countries grammar is taught linked to the linguistic skills of reading, writing or orality, with an especial emphasis in writin