

Analysis of vocabulary and grammar in the curricular documents of Hispanic-America

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REVISTA ESPAÑOLA DE LINGÜÍSTICA APLICADA

Volumen: 33

Número: 1

Páginas: 327-351

DOI: 10.1075/resla.18051.sot

Fecha de publicación: AUG 21 2020

Tipo de documento: Article

[Ver impacto de la revista](#)

Abstract

This study aims to analyse how the communicative approach is implemented in Hispanic-American curricula in the Language courses. Specifically, it investigates the link between communicative competences (reading, writing and oral skills) and linguistic competences (vocabulary and grammar), necessary to develop the former. The objectives of the study are: (i) determine which communicative competences are vocabulary and grammar contents supporting; (ii) identify which specific contents are addressed in grammar and vocabulary and (iii) analyse if such contents are supporting the relation between comprehension and production of texts. The contents of the curricular documents in 3rd and 6th grade of the 14 countries participating in TERCE (UNESCO, 2013) are analysed. These contents were categorized and then quantified by frequency analysis. The results showed that the contents of grammar and vocabulary are linked differently with reading, writing and oral skills, and that the work with texts is one of the most outstanding characteristics of the communicative approach.

Palabras clave

Palabras clave de autor: [communicative approach](#); [communicative competence](#); [linguistic competence](#); [vocabulary](#); [grammar](#); [curriculum](#); [Hispanoamerica](#)

KeyWords Plus: [WRITING QUALITY](#)

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Editorial

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Información de la revista

- **Impact Factor:** [Journal Citation Reports](#)

Categorías / Clasificación

Áreas de investigación:Linguistics

Categorías de Web of Science:Linguistics; Language & Linguistics

Información del documento

Idioma:Spanish

Número de acceso: WOS:000572280800012

ISSN: 0213-2028

eISSN: 2254-6774