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The Role of Grammar and Vocabulary for Writing Instruction in School

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Chapter | [First Online: 17 June 2023](#)

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Abstract

The purpose of this chapter is to examine the role of grammar and vocabulary as fundamental linguistic knowledge to teach writing in school and how these are articulated with the communicative approach currently adopted by language matter. This paper presents research about the teaching of grammar integrated with writing, as a linguistic resource that the writer can choose for their communicative purposes. Likewise, it examines evidence that reveals vocabulary as a fundamental variable of quality for written texts. The chapter provides a background to the presence of grammar and vocabulary in current Latin American curricula and their relationship to the linguistic skills for effective communication (i.e., reading, writing, and speaking). Next, it explores a classroom activity in which grammar and vocabulary were taught to sixth-grade primary school students in Chile when writing a story and an article. The results showed a positive effect on grammar and on the textual structure of both genres. Finally, the chapter looks at the pedagogical implications for the teaching of school writing.

Keywords

[Writing teaching](#)

[Grammar teaching](#)

[Communicative grammar](#)

[Vocabulary teaching](#)

[Metalinguistic reflection](#)