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Toledo Costa, A.; Ferrer Fardona, J.; Torres Herrera, Y. (2012) *Spanish contemporary grammar. From the grammar of the language to the grammar of discourse*. Pueblo y Educación. Cuba

## REVIEW

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*Spanish contemporary grammar. From the grammar of the language to the grammar of discourse* invites the reader, student of languages or not, to approach a new perspective referring to the conceptions of the study of discourse closely related to textual construction, from the semantic, syntactic and pragmatics perspectives.

Twentieth-century linguistics was characterized by the description of the language itself, consisting of a body of rules, and rules of linguistic units, corresponding to the different levels of the language, in which the linguist mostly studied the structures and functions.

It was not until the 1960s that the study not only of prayer as a higher linguistic unit, but also of texts or speeches, framed in certain conditions of production, taking into account that human beings do not communicate through isolated sentences, but through a process as complex as textual construction, whether oral or written.

The interest of investigators then was centered in a linguistics of the code, which object of analysis was the system of the language and had the sentence as utter structure.

The textbook presented favors the analysis of the linguistic processes connected to the communicative processes. The functionality of the grammatical structures in the discourse contributes to the development of the linguistic abilities of both the sender and receiver. Thus conceived, the teaching of grammar constitutes a solid support for the reasoned explanation of its use in communication.

In this way, grammar is shown as a transverse axis in all spaces of human interaction, and allows the introduction of concepts, principles and skills included in other disciplines of different years into the teaching - learning process within the major syllabi. With grammatical analysis, the

structural and functional bases of the language are analyzed through their components, the macro skills of reading, speaking, listening and writing.

The main objective of the proposal is that grammar does not constitute a simple descriptive study, instead, it can be appreciated all the usefulness it has for the development of communicative skills.

The theoretical basis of the work lies in the conceptions of text linguistics and the cognitive, communicative and sociocultural approach, which considers the study of linguistic structures in terms of communication, and in close relation with the functional components: comprehension, analysis, and construction of texts.

The proper treatment of these components will enable the mother language class to be in permanent and reciprocal linguistic interaction between the teacher and the student, and to study language as a dimension of the humankind, closely linked to human life and social action.

The book is composed of nine chapters written by a collective of authors. It begins with contents about the origin, relations and functions of language, the structuring of the linguistic sign and its characteristics, the systemic character of the language, its structuring levels, as well as their respective units.

The chapters deal with topics such as textual issues and textual dimensions, sentence, nominal phrases, and the knowledge of lexical - syntactic classes of words: noun, adjective, pronoun, preposition and conjunction, their functions and structures, reviewed with a semantic-pragmatic orientation, which takes into account the dependence of the communication context and its use in different texts.

In correspondence with the above, the study of the grammatical structures is approached from the method of discursive - functional analysis, which allows the treatment of the grammatical contents, as it gives rightful importance to the meaning and the communicative intention of the speaker or writer.

A varied exemplification and a system of exercises at the end of each chapter allow the students to exercise not only the theoretical aspects, but also their practical application. The exercises presented are integrative, and the texts cover the most diverse subjects, from a fragment of a story or novel, to a conversation held by two friends. Knowledge is always related to the socio-cultural

context, to the immediate social reality of the student, with subjects related to his / her career, territory, province, or country.

The exercises also facilitate the clarification of doubts or problems and have an adequate gradation, from the simpler to the most complex. At first, they can be developed individually, although their revision is collective, in order to encourage the participation of the largest number of students. It is important to mention that they allow the development of skills and habits of study.

The relationship among aspects such as language learning and socio-culture, communication, elementary words that make up the noun phrase, and the importance of studying the structures and functions of language in discourse, are aspects treated in this textbook about Spanish contemporary grammar, which reviews from the grammar of the language to the grammar of speech, so that students can develop skills that help them integrate oral expression, listening, reading and writing, and foster their development in an integrative way.