

③ Lesson Plan

Objectives

- Expose students to different cultural, social and linguistic contexts
- Reflect about the different realities of schools in Brazil, from basic materials and infrastructure, with introduction of specific vocabulary, like classroom objects.
- Develop reading ability and promote critical reading.
- Think about inventions that would be useful in ^{the} school context. Students will be challenged to think about materials that would be useful in less privileged contexts.

a) Warm up / ~~pre-reading activity~~ Duration: 90'

Before presenting the text to students, we propose a dynamic game, in which students will be stimulated to present their previous knowledge about school objects based on what is available in the classroom. The game involves their own materials, that will be displayed on the teacher's table. In turns, each group will have the opportunity to collect an object from the table that they know in English. After that, the objects that were not collected will remain on the table and students will be asked to search on the internet (if possible, using their smartphones) the English name of the ~~objects~~ objects. The group that accumulates the highest number of objects wins the game.

b) Pre-reading / While reading activities Duration: 90'

The text will be then presented to students. Elements of the text such as the title and the image will be presented and explored first in order to stimulate predictions about the content.

The ③ paragraphs will be handed out in three different pieces of paper and students will be requested to work in groups of ③. They will be requested to arrange the text in the right order, after reading their piece. After a brief discussion of the text, each group will have 5 minutes to

answer a short questionnaire with some specific information of the text, which will demand scanning the text to find the answers. After that, they ^{groups} will discuss their answer with the rest of the class and the teacher is expected to mediate and coordinate the correction only, so as that students are stimulated to self-correction with their peers.

~~After this activity~~

Post-reading activity and ^{Further} suggestions ● 10'

After the activity, students will be asked to debate about similarities between India and Brazil, exploring their background knowledge about the country, ~~and suggesting~~ As a suggestion, India and other English speaking countries which are not privileged in the EFL contexts should be broadly explored as themes ~~for~~ in the following classes. To wrap up the class, students will be requested to think about inventions that would be useful in their school context and think about inventions that would help other students from deprived contexts and bring their ideas to be discussed in the next class.

POST-~~CLASS~~ CLASS PROJECTS

We suggest a collaborative work with Arts department aiming to put in practice the inventions proposed by students divided in two parts: inventions that would be useful for themselves and inventions that would be useful for ^{school} children from poor areas. This activity is expected to culminate in a visit to a public school or a NGO, and students will give their inventions ~~to~~ to other schoolchildren. For further development of themes like India and 3rd world ~~or~~ English speaking countries, we suggest a collaborative and interdisciplinary work with Geography and History department.

② The role of grammar is perhaps one of the most controversial issues in language teaching. Until the seventies, grammar teaching constituted the main part of the language instruction, in such a way that other aspects had little space for development, such as communicative abilities. The belief that mastering grammar in itself would provide the necessary tools for effective interaction and communication started to lose popularity with the ~~growth~~ ^{development} of the Communicative approach, which discredited the strategies and theories of language learning promoted by grammar translation method and audiolingual method, all of them taking grammar as the most important aspect of language acquisition.

The Communicative approach argues that, to be a competent user of a language, the user needs to know not only the rules of grammar, but also how the rules are used in real communication. Thus, as a reaction ~~to~~ the old grammar based approaches, some radical trends of the Communicative approach abolished the use of grammar, which was also quite problematic and proved to be inefficient.

There ^{seems to be} now a general consensus that the issue ~~of~~ is not whether or not we should teach grammar, the issue now ~~is~~ centers on questions such as which grammar items do learners need most. Scholars like Swan believes that the teaching of grammar should be determined by the needs of students, in such a way that the content to be taught would be based on the aims and demands of the learner, who must be listened and have his/her difficulties and goals taken into account in a course plan. In Swan's text "Seven Bad Reasons for teaching ^{Grammar} ~~English~~ and Two Good Reasons", ^{there is a brilliant} ~~there is a brilliant~~ exposition of the old and new ^{midset} ~~midset~~ about teaching ^{de language} ~~de language~~ grammar, in which he contrasts ^{associated} ~~related~~ tradition ^{with} ~~with~~ power, compartmentalization of knowledge, security and quantification to Innovation associated to meaningfulness, practice, relevance and empathy.

The teaching of English in Brazil has a long tradition of grammar based

teaching, specially in the basic school, jokes about the reverending "verb to be" topic. Unfortunately remains as a caricatural picture of the English teaching approach in many classrooms. Things are changing little by little as the new trends are gaining more and more audience, specially in the universities, so as the new teachers are ^{more} compromised with the new perspectives of use of grammar in the classroom. Investments on formation are highly important to change the mindset and promote a reformulation of the current practices. Didactic materials are also improving in terms of introducing grammar in a more contextualized and meaningful activities, but we must be aware of the long way ahead of us to ~~do~~ effectively ~~to~~ transform and reinvent our practices.

Regarding forms of teaching linguistic items in the setting of a Brazilian public school, task-based approach can be a good way of teaching grammar in a meaningful way. Taking into account the level of English proficiency, an authentic text (with adaptations when/if necessary), like a newspaper article, ~~it~~ can be explored in its form and content. From reading activities and debates, issues of language and grammar may arise and, depending on the group needs and difficulties, a grammar topic will be ^{more} extensively developed. ~~and practiced~~

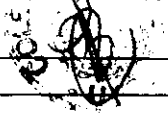
Another way of teaching grammar is by stimulating students to be more deductive through a process of consciousness-raising, developed and largely discussed by Ellis, developing an explicit knowledge of grammar without necessarily using grammar terminology, being able to identify the functions of the words in a sentence. ~~Having~~ Exploring music lyrics can be a funny and interesting way of identifying and understanding the structure of the language and its categories, ~~or~~ ~~or~~ focusing on specific ones ~~or~~ when necessary and promoting activities that privilege the ability of deducting forms and functions.

① ~~Meaningfulness~~ Meaningfulness and usefulness are some of the most important words when it comes to language teaching, as many researchers have proved that a learner tends to absorb and effectively learn when ~~he/she~~ ^{he/she} can apply the content taught in ~~the~~ ^{his/her} social, ~~practical~~ academic, intellectual, professional practices. It has led the language teaching to adapt to the new demands and findings, in order to improve the effectiveness of the learning process.

Grammar is one of the many ~~of~~ aspects a language possess and, privileged in the past, it is ~~passing through~~ being treated differently. ~~Not language~~ ~~As a language~~ If it was detached of the real contexts of use and interaction, today it is ~~a~~ used as a tool to integrate and promote effective communication. Theories like Swan, Richards and Ellis have endorsed that grammar teaching must be meaningful, learning-centered and they defend the use of different strategies to teach grammar that go well beyond static, artificial and repetitive schemes and drills. Dynamic, as it is, a language must be seen in its real use contexts and teachers are responsible for immersing students in practices that they can relate and feel part of.

In a post-method era, as stated by Kumaradivelu, more important than finding a closed and ~~static~~ ^{static} method, teachers are encouraged to adequate their teaching practices to the contexts of classroom. Being able to identify students' difficulties, necessities and expectations, a teacher ~~will be able to~~ ^{can design} a syllabus that meet their demands and ~~adapting~~ ^{adapting} contents in order to make the learning process, not only the product, meaningful.

It is ~~important~~ ^{crucial} that the selected ~~contents~~ ^{contents} are ~~inserted~~ ^{inserted} in accordance to students' proficiency level and background, so diagnostic assessment is fundamental to identify where to start from and design objectives. Students ~~can~~ ^{must} play an important role in designing a course, expressing their expectations, and ~~inserting~~ ^{inserting} difficulties in order to promote an effective learning, that effectively inserts them



in communicative, ~~and~~ interactional and critical social practices.