

(Question 1)

When we talk about the contemporary issues in the teaching of grammar in an EFL setting a lot of questions come up. One of these questions is: should we teach grammar in an EFL context? This general question is the first one of another questions that come from it and should be ~~###~~ thought about, discussed and answered.

In order to answer the question ~~ask~~ above (should we teach grammar in an EFL setting?) we should think about other important questions: (i) What kind of grammar level are we talking about? (ii) To what student's level should we teach grammar? (iii) How should we teach grammar? (iv) What are the real benefits to the students?

Thinking about the kind of grammar level is to have in mind the different levels of difficulty of understanding that the grammatical points have. We should ~~###~~ think if we are teaching the third person singular or conditionals, for example. The first one requires a ~~###~~ ~~###~~ lower level of proficiency while the last one requires a higher level.

This (i) questioning is interesting, because it makes us to reflect about the ~~###~~ second question. So, should we teach to all levels?

In my opinion we should, but we should adapt the different levels of grammatical difficulty to our students proficiency level. Students should be exposed to the maximum of language so they ~~###~~ will notice by themselves the language shades, and when necessary the teacher should ~~###~~ highlight some grammatical points and correct possible language mistakes.

Once is decided that we should teach grammar taking into consideration the difficulty level and the ~~###~~ students' level we as teachers can start to think about

How to teach grammar? We should think grammar within a context and from it ~~we~~ think how to approach it with our students' ~~needs~~ because each group of students ~~has~~ has its priorities, purposes and are in ~~in~~ a particular context. So, each teacher should think about methods and grammatical approaches that are more suitable to their students' group and the kind of activity that they are proposing.

Taking into consideration the answer to the first questioning, that we should teach grammar, and the posterior reflections we have come to the fourth questioning: What are the real benefits to the students?

Despite of the benefit of being understood in a more efficient way by others, when students are exposed and consequently master some grammatical points that are important for them they feel more secure ~~and~~ when using the language.

To conclude, I sought to ~~show~~ show some contemporary issues in the teaching of grammar in an ELF setting in a reflexive way. To sum up the answer to the questionings is that teachers should teach grammar taking into consideration the students' level ~~and~~ in order to adapt the grammar level of difficulty. We, as teachers, ~~we~~ should think about our context to adapt ourselves to our students' needs. All this movement makes the students more ~~and~~ confident when using the language.

(Question 2)

In my opinion the role of grammar in the teaching of English for Brazilian learners is that students feel more confident and comfortable when ~~using~~ they master the grammar points and because of that they can use the language in a more natural way.

The two linguistic items I chose are: present simple and past simple. The two linguistic items can be taught in the setting of a Brazilian public school by the teachers using a text which talks about the differences between the past and the present of the city the students live in. It would be a reading class where the students should point out the different verbs, when they are being used, why they are being used? All this in a context that are ~~so~~ familiar to them, their city.

(Question 3)

Lesson Plan

- Level: 5^o ano / Ensino Fundamental
- Setting: Brazilian public school.
- Duration: 50 minutes
- Teaching point: phrasal verbs
- Materials: printed text, white board.
- Objectives: ~~to~~ (i) Teach the students the phrasal verbs, (ii) lead the students to the ~~reflection~~ reflection of the educational problems of other parts of the world, (iii) lead the students to the reflection of their own situation/context.

Class development:

- Warm up: Greet the students and ask about their week, etc. (5min)
- Show them the picture of the boy holding the helpdesk.
- Presentation: After showing ~~the~~ the picture ask the students some questions: (i) what's the boy doing? (ii) where's going?, (iii) where's he from?, (iv) what kind of object is he ~~carrying~~ carrying? (5min)

After listening their answers and ~~writing~~ writing them on the board / (Presentation / Production) ask the students to read the text in silence. (3 MIN.)

observation: ~~#~~ The teacher can remember them the reading strategies (i.e. skimming, skimming). Ask them to while reading, check their previous answers based only in the picture.

- Production: After reading the text ask one student to read it out ~~out~~ ~~loud~~ loud. check the previous answers with them and ~~discuss~~ discuss possible differences. (8 MIN.)

- Presentation: Ask the students to highlight these (5 MIN.) two phrasal verbs from the text: "sit on" and "end up". ~~#~~ ask them some questions: what type of words are these? What do they have in common? why are they written together? What are their meaning in the text?

Take notes on the board and start the explanation of the grammar point: phrasal verbs.

- Grammar point: Phrasal verbs. (15 MIN.)

- Ask ^{and check} if they ~~was~~ understood. Ask them to come back to text and find more phrasal verbs and explain them.

- check for understanding.

- Homework: ASK the students to make an online research and bring on their notebook an example of phrasal verb that wasn't seeing in class (4 min)