

QUESTION 01

THE MOST RELEVANT CONTEMPORARY ISSUES IN THE TEACHING OF GRAMMAR ARE MANY. MUCH HAS BEEN WRITTEN ABOUT THEM. MANY OF THESE WRITINGS ARE UNDER THE UMBRELLA TERMS "PCN" (1998) AND "OCEN" (2006). BOTH DOCUMENTS ARE GUIDES FOR TEACHING IN BASIC EDUCATIONAL LEVEL IN BRAZILIAN PUBLIC SCHOOLS.

THE PCN (1998), FOR INSTANCE, MENTION THE CONSTRAINTS OF THE TEACHING OF ENGLISH IN BRAZIL. DUE TO THEM, THE DOCUMENT SUGGESTS THE TEACHING OF READING. THERE ARE, ACCORDING TO IT, THREE REASONS TO BACK UP ITS SUGGESTIONS. THE FIRST ONE IS THE PRACTICAL ONE AS BRAZILIAN CLASSROOMS ARE OVERCROWDED AND THE NUMBER OF HOURS OF TEACHING PER WEEK IS LOW. THE SECOND ONE IS SOCIAL AND THE THIRD IS EDUCATIONAL. THE FORMER CLAIMS THAT READING IS ACCESSIBLE TO ALL, AND THE LATTER BEARS ITS ALLEGATION ON THE FACT THAT NATIONAL EXAMS SUCH AS "VESTIBULAR" AND ENEM — NOT TO MENTION THOSE FOR BEING ADMITTED TO POST-GRADUATION COURSE — TAKE READING AS THE SKILL TO BE ASSESSED. BASICALLY THESE CONSTRAINTS GOES ALONG WITH THE "IMPORTANT FACTORS" MENTIONED BY LIU AND NELSON (2016, p. 425)

THE AUTHORS MENTION ~~THE~~ THAT IS DIFFICULT TO DETERMINE WHAT IS IMPORTANT AND USEFUL FOR THE LEARNER. FOR THAT POINT, TÍLIO (2012) STATES THAT A NEEDS ANALYSIS MUST BE CARRIED OUT. HOWEVER, ACCORDING TO

HIM, THE NEED ANALYSIS MUST HAVE A SOCIAL RELEVANCE IN ARTICULATION WITH THE CROSSCUTTING THEMES. BOTH OF THEM, FOR TILIO (2012), ~~ARE~~ ARE THE FIRST STEP TO REACH CRITICAL LITERACY. MOREOVER, IN ORDER TO DETERMINE WHAT IS IMPORTANT TO LEARNERS, GADOTTI REMINDS US THAT TEACHERS ~~ARE~~ HAVE TO BE ALIGNED TO THE POLITICAL PEDAGOGICAL PROJECT OF THE SCHOOL THEY ARE ALLOCATED IN. GADOTTI (1993) ALSO STATES THAT TEACHERS HAVE TO CONSIDER STUDENTS ~~INTERESTS~~ NECESSITIES AND THEIR COMMUNICATIVE INTERESTS.

ONE MIGHT SUPPORT THE IDEA THAT THE TEACHING OF GRAMMAR STILL WAS A STRONG INFLUENCE OF STRUCTURALISM. IN FACT, THE "COURS DE LINGUISTIQUE GÉNÉRALE" BY FERDINAND SAUSSURE (1916) CONTRIBUTED TO THIS VIEW OF LANGUAGE ~~TO BE~~ WHICH IS PURE AND SOLELY GRAMMAR, AND NOT THE ONE AS A SOCIOINTERACTIONIST COMPETENCE OF ITS SPEAKERS. HOWEVER, IT IS ABOUT THE TIME TO GO OVER THESE ISSUES OF SEEING GRAMMAR AS CODING TO BE MASTERED BY THE STUDENTS AND THE CONSTRAINTS OF THE PUBLIC SCHOOL IN BRAZIL ALONG WITH THE EFL SETTING SPECIFICALLY FOLLOWING TILIO (2012) AND GADOTTI (1993). MARCUSCHI<sup>(2002)</sup> COMES ALONG TO POINT OUT THAT THE WORK WITH SPEECH GENRE IS IMPERATIVE AS THEY REFLECT THE COMMUNICATIVE AND SOCIAL NECESSITIES OF A GIVEN GROUP. THE QUESTION THAT SHOULD BE PLACED ON THE

CONTEMPORARY ISSUES IN THE TEACHING OF GRAMMAR IS HOW TO MAKE THINGS HAPPEN IN ORDER TO OVERCOME THE CONSTRAINTS ABOVE MENTIONED

AT THIS POINT, THE PRACTICALITY PARAMETER OF THE POSTMETHOD PEDAGOGY, AS STATED BY KUMARAVADIVELU (2001), IS A KEY POINT TO BE TAKEN INTO ACCOUNT. THE PRACTICALITY PARAMETER IS ABOUT THEORY, IS ABOUT PRACTICE. IT IS MORE THAN THAT, IT IS ABOUT THE GAP BETWEEN THEM. HOW TO HANDLE THE THEORIST'S THEORY AND THE THEORIST'S TEACHER - TO MENTION HANLON (1993) IN PRACTICE AND IN THEORY IS A TURNING POINT TO BE CONSIDERED AND POSSIBLE.

IN "PEDAGOGIA DOS SONHOS POSSÍVEIS" PAULO FREIRE (2002) GIVES US THE POSSIBILITY OF THINKING AS FROM HIS IDEAS. WHAT IS POSSIBLE IS NOT WHAT ONE CAN DO IN THE MIDDLE OF ESTABLISHED CONSTRAINTS WE FACE TEACHING ENGLISH IN BRAZIL, IS WHAT WE CAN CREATE TO PULL DOWN THESE CONSTRAINTS AND REALLY CHANGE THE REALITY OF TEACHING GRAMMAR (OR NOT) IN OUR CLASSROOMS.

QUESTION 2

THE ROLE OF GRAMMAR IN THE TEACHING OF ENGLISH FOR BRAZILIAN LEARNERS, ACCORDING TO CELCE - MURCIA (1992), MIGHT BE NECESSARY DEPENDING ON THE GRADE AND THE STAGE OF LEARNING THEY ARE.

THE PCN (1998) STATES THAT LEARNING A LANGUAGE IS LEARNING KNOWLEDGE AND ITS USE IN A SOCIOINTERACTIONIST PERSPECTIVE. A SOCIOINTERACTIONIST VIEW OF LANGUAGE PROVIDES TEACHERS THE CHANCE, ACCORDING TO BEZERRA (2002), TO WORK WITH TEXTS HIGHLIGHTING ITS FUNCTION AS MEANS TO ARTICULATE SOCIAL PRACTICES.

POSSENTI (1996) REMINDS US THAT THE DEFINITION OF GRAMMAR IS SURROUNDED BY CONTROVERSY. FOR THE AUTHOR, GRAMMAR IS A SET OF RULES WHICH TAKES INTO ACCOUNT THE TYPE OF GRAMMAR IN QUESTION, THAT IS, A PRESCRIPTIVE ONE, A DESCRIPTIVE ONE, OR ~~INTERNAL~~ THE INTERNAL GRAMMAR. ~~INTERNAL GRAMMAR~~ THUS, THE PRESCRIPTIVE GRAMMAR, ~~WHICH~~ WHICH HIGHLIGHTS THE FACT THAT LANGUAGE VARIES ACCORDING TO ITS USE, GOES BEYOND THE TEACHING OF FORM ONLY.

FOR LARSEN - FREEMAN (1995) FORM HAS TO BE ENTANGLED AS IN ~~BORROWED~~ BORROWED RINGS WITH USE AND MEANING. THE CODE (FORM) HAS TO BE CONSIDERED IN FAVOR OF THE TEXT, IN ITS USE, AS FROM THE MEANING ONE - VIA THE LEXICAL - WANTS TO CONVEY.

HOWEVER, WE KNOW BY THE CONCEPT OF

CRITICAL LITERACY (PCN, 1998) THAT MEANING IS NOT GIVEN. IT IS ONE OF THE ROLES OF GRAMMAR TO HELP STUDENTS - ALONG WITH USE AND FORM - TO NEGOTIATE MEANING (LEFFA, 1998)

ONE CAN NEGOTIATE MEANING VIA INDIVIDUAL UTTERANCES (BAKHTIN, 1992). UTTERANCES IN A GIVEN SPHERE PRODUCE RELATIVELY STABLE UTTERANCES THAT WILL MAKE UP A TEXT. A SPECIFIC ~~TEXT~~ <sup>TEXT</sup> NAMED BY BAKHTIN (1992) AS SPEECH.

MARWISCHI (2008) SUGGESTS TEACHER TO DEVELOP ACTIVITIES THAT ENABLE STUDENTS TO RECOGNIZE GENRES, ITS SPEECHES, LANGUAGE AS SYSTEM IN ORDER TO USE IT TO CONVEY MEANING. THIS WILL ONLY HAPPEN IF ONE UNDERSTANDS ~~THE~~ THAT ~~THE~~ GRAMMAR WILL HELP STUDENTS IN ITS USE, AND NOT ITS USAGE, AS AFFIRMS WIDDOWSON (2000).

① EXAMPLE = NEWSPAPER HEADLINE

" DURING THE DEMONSTRATION IN FRONT OF ALBERT THE GAS THAT WAS FIRED REACHED CCBB." THE USE OF THE PASSIVE VOICE OMITTS WHO FIRED THE GAS.

② EXAMPLE = YELLOW FEVER

- BE AWARE

- GET YOURSELF VACCINATED

- USE REPELLENT

- GET YOURSELF INFORMED

- A LEAFLET FOR TOURISTS

- ELICIT THE USE OF IMPERATIVES IN THIS CASE

- ELICIT THE USE OF REFLEXIVE PRONOUNS ON THE LEAFLET.



### QUESTION 3

- EXPLORE THE TITLE OF THE TEXT AND INTRODUCTION THE SENTENCES IN BOLD.
  - ELICIT FROM STUDENTS THE PICTURE AND WHAT IDEAS IT CONVEYS
  - ELICIT THE SOURCE OF THE TEXT
  - ASK TO WHOM IS THE TEXT WRITTEN?
- DEVELOPMENT (25 MINUTES)
- PRE-TEACH THE IDEA BEHIND "IN NEED"
  - ASK STUDENTS TO COME UP WITH WORDS THAT HAVE SIMILAR MEANING WITH "IN NEED". (HELP - HELP DESK)
  - ASK STUDENTS TO COME UP WITH WORDS THAT ARE IN THE SAME SEMANTIC FIELD OF "IN NEED" (STRUGGLE - HARDER - POOR - HELP)
  - ASK STUDENTS TO MAKE RELATION BETWEEN THE WORDS THEY FOUND AND THE USE OF THE MODAL VERBS "CAN" AND "CANNOT"
- CLOSING (10 MINUTES)
- ELICIT THE DENOTATIVE AND CONOTATIVE MEANING FOR "HELP DESK" IN RELATION TO THE TEXT
  - STS REPORT WHAT THEY LEARNED AS FROM THE TEXT

