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1. Grammar has been taught in different ways since the first methods of language teaching appeared. Grammar Translation Method was the first one that focused on teaching grammar in an explicit way through the translation of texts. This method was based on the teaching of Greek and Latin. Some methods that came after such as the Direct Method and the Audiolingual Method also focused on grammar teaching as something paramount. There was a huge concern in relation to form and accuracy.

In the 1900s with the Communicative Language Teaching Approach (CLT) the focus on grammar teaching changed. Grammar started being taught in a more implicit way. Students were supposed to have listening or reading activities, for example, and after those activities grammar emerged.

Nowadays, in a globalized world, the need for communication has increased and so has the need for fluency. One of the consequences of living in a world where there's no distance between countries anymore because of the internet is that students have access to different texts, videos, songs in English, what makes this language more accessible and relevant for them.

Teachers need to bear in mind that students have a certain background of the language when they come to school so, the choice of topics to be taught must be selected in a way that students would notice their relevance to their lives.

So, grammar should be taught in a more implicit way so that students would use their own knowledge of the language to understand its rules.

2. Since Communicative Language Teaching (CLT) has become one of the most used methodologies in English teaching, much has been said about the focus on language teaching. Spada (2006) argued that some teachers have showed some misconceptions regarding CLT as an approach where no explicit teaching should take place. However, she claims that we should have a focus on both form and meaning so that the message can be fully understood.

It's important for our students to be exposed to the rules and formal aspects of the language otherwise they would reach low levels of accuracy. Rod Ellis claims for some focus on form in language teaching. He advocates for some ways of language instruction which are: 1. Input-based instruction; 2. Explicit-based instruction; 3. Output-based instruction; 4. Feedback-based instruction. All of them have been studied by a great number of linguists.

In the setting of a Brazilian public school, linguistic items can be taught in a more implicit way. Let's take the use of "there is" and "there are" for example: students can look at a picture of a city and listen to the teacher saying sentences like "There's a bank in Baker Street". When the teacher says this, he/she is providing students with input. After saying some more sentences, he/she can ask students to say their own sentences (this would be the output moment, when students are producing). If the teacher notices some problems in the students' production, he/she can provide some feedback which would push learners' performance and avoid the fossilization of the language. The teacher can also ask some concept questions in order to make sure students understand the use of the linguistic item.

So, in this way grammar is taught in an implicit and



deductive way, which makes students think and feel part of the learning process.

3. Lesson plan:

level: 7th ano

Duration: 50 minutes

main objective: make students aware of the different conditions where children from different places study

language focus: Comparative of adjectives

material: text "The Foldable desk", board

Procedures:

1. Elicit from students what materials are necessary to bring to school and which ones they have in their backpack. Write their contributions on the board. (5')
2. Ask students to describe their classroom. Write the prompts on the board: "There's a/an ...". "There are some ..." (5')
3. Elicit adjectives to describe their classroom and write them on the board. (5')
4. Ask students to imagine how a school in India looks like and talk in pairs (5').
5. Show students the text and ask them to read it and compare their thoughts to the text in pairs (5')
6. Using the adjectives on the board, teacher asks students to compare their classroom to the classrooms in India. Taking two adjectives as examples, the teacher shows the students how to compare in English. (10')
7. Students discuss the different conditions where children from different places in the world study and compare to their own reality. (10')
8. For HW teacher suggests students to search on the Internet for different classrooms around the world and compare them. (5')