

QUESTION 1:

THE 21ST CENTURY IS MOSTLY RECOGNIZABLE BECAUSE OF GLOBALIZATION. WITH THIS PHENOMENON, WHAT WAS ONCE KNOWN AS A BORDER IS NOW BEING DILUTED INTO INCREASING INTERCONNECTIONS AMONG PEOPLE WITH THE MOST DIVERSE ORIGINS. CONSIDERING THAT ENGLISH, BECAUSE OF SOCIOLOGICAL FACTORS INHERITED FROM THE SECOND HALF OF THE 20TH CENTURY, IS NOW CONSIDERED THE GLOBAL LANGUAGE, ITS TEACHING AND LEARNING NEEDS TO BE DEBATED SO THAT LANGUAGE EDUCATION CAN BE MORE RESPONSIVE TO THE DYNAMIC WORLD THAT IS NOW BEING FACED.

ONE TOPIC THAT IS ALMOST SHAKESPEARIAN CONCERNING THE TEACHING OF ENGLISH IS GRAMMAR: TO TEACH OR NOT TO TEACH? SCHOLARS SUCH AS DAY AND SAVEDRA (2015), NUNAN (1998), MARTI (2013), PAIVA AND FIGUEIREDO (2005), LAMB FENNER AND CORRADI (2004) AND ELLIS (2006) HAVE DISCUSSED THE ROLE GRAMMAR HAS IN CONTEMPORARY ENGLISH CLASSROOMS.

DAY AND SAVEDRA (2015) POINT OUT THAT ONE NEEDS TO THINK ABOUT ISSUES CONCERNING LANGUAGE, THAT SHOULD NOW BE CONSIDERED AS A SET OF COMMUNICATIVE RESOURCES THAT ARE MOBILIZED IN SITUATED INTERACTIONS THAT ENGAGE MEANING-MAKING PROCESSES. THIS MEANS THAT LANGUAGE USE INVOLVES ISSUES OF CITIZENSHIP, EQUALITY, DIVERSITY, REFLEXIVITY AND POWER. IN BRAZIL, ENGLISH IS MOSTLY USED AS A COMMUNICATIVE RESOURCE IN MULTINATIONAL COMPANIES, UNIVERSITIES, NGOs, TOURISM AND ON THE INTERNET. TAKING THIS INTO CONSIDERATION, ONE CAN ASSESS "THE STUDENTS' PROFICIENCY LEVEL AND BACKGROUND" (LIU AND NELSON, 2016, P. 425) TO MAKE INFORMED DECISIONS ON THE TEACHING OF GRAMMAR IN THE ENGLISH CLASSROOM.

THOSE INFORMED DECISIONS MUST TAKE INTO ACCOUNT "WHAT IS MOST MEANINGFUL AND USEFUL FOR THE LEARNER" (LIU AND NELSON, 2016, P. 425). NUNAN (1998) BELIEVES THAT CONTEMPORARY GRAMMAR TEACHING SHOULD INTEGRATE FORM AND MEANING, GIVING

CONTEXTUAL CUES EMPHASIS SO THAT THE LANGUAGE IS NO LONGER SEEN AS A FIXED SYSTEM OF RULES, BUT IN ITS DYNAMIC AND MOBILE CONSTRUCTION. THIS WAY, NUNAN (1998) ARGUES, ONE MOVES FROM A DECONTEXTUALIZED, REPEATED, MANIPULATED AND DISCONNECTED VIEW OF GRAMMAR TO ONE THAT FOCUSES ON WHY, WHERE AND HOW DO WE CHOOSE SOME FORMS TO CONSTRUCT CERTAIN MEANINGS IN GIVEN CONTEXTS.

As PAIVA AND FIGUEIREDO POINT OUT, IN THEIR WORK FROM 2005, THE TEACHING OF GRAMMAR MUST BE MEANINGFUL AND CONNECTED TO LEARNERS' EXPERIENCES. AS MUCH AS LU AND NELSON (2016) CLAIM THAT KNOWING NEEDS AND BACKGROUNDS IS A RATHER HARD TASK, GIVEN THAT IN BRAZIL ONE TEACHER TEACHES AT LEAST 240 STUDENTS PER YEAR, IT IS NOT IMPOSSIBLE TO ADAPT MORE TRADITIONAL TASKS TO BE MORE RESPONSIVE TO WHAT LEARNERS SHOW IN THEIR PRODUCTIONS TO BE WANTED AND NEEDED (PAIVA AND FIGUEIREDO, 2005). THIS WAY, THE TRADITIONAL AND MODERN BORDERS CREATED BETWEEN TEACHERS, LEARNERS, AND GRAMMAR, CAN BE OVERCOME BY UNDERSTANDING THAT GRAMMAR IS BUT ONE ASPECT OF THE LANGUAGE LEARNING PROCESS, AND IT SERVES THE NEEDS TO ENGAGE IN MEANINGFUL NEGOTIATION PROCESSES THAT TAKE PART IN STUDENTS' EVERYDAY LIVES.

SUCH NEED TO HAPPEN SO THAT THE SHAREDLEARNER PROBLEM CAN BE SOLVED. IT IS NOT, IN THE END, AN ISSUE OF "YES" OR "NO", BUT RATHER ONE OF WHICH, WHEN AND HOW TO DO IT (NUNAN, 1998).

STUDENTS HAVE ALWAYS BEEN DIVERSE, NOT ONLY REGARDING PROFICIENCY LEVELS AND MULTIPLE BACKGROUNDS, BUT ALSO EXPECTATIONS AND MOTIVATIONS TOWARDS LEARNING ENGLISH. DIVERSITY IN THE CLASSROOM IS AN OPPORTUNITY, NOT AN OBSTACLE. GRAMMAR TEACHING REQUIRES A RESPONSIVE APPROACH, FOR WHAT IS CONSIDERED LEGITIMATE IS A SET OF REPEATED TRAITS BY PRIVILEGED GROUPS THAT INCLUDE SOME WHILE EXCLUDING OTHERS (DAY AND SAVEDRA, 2015).

IN CONCLUSION, EVEN THOUGH HAVING MULTIPLE BACKGROUNDS

AND LEVELS OF PROFICIENCY IN ONE CLASSROOM MAY SEEM CHALLENGING, THE TEACHING OF GRAMMAR SHOULD ALWAYS FOCUS ON THE CONNECTION BETWEEN FORM AND MEANING (NUNAN, 1998), NEVER FORGETTING THAT IT IS SOMETHING EMBEDDED IN POWER RELATIONS, AND THAT IT SHOULD BE RESPONSIVE TO LEARNER'S NEEDS FOR THEY ARE CITIZENS OF THIS GLOBALIZED PLANET THAT IS BECOMING MORE AND MORE CONNECTED AND MORE AND MORE CHALLENGING.

QUESTION 2:

THE ROLE OF GRAMMAR IN THE TEACHING OF ENGLISH FOR BRAZILIAN LEARNERS IS TO PROVIDE THEM WITH A SET OF ACCURATE COMMUNICATIVE RESOURCES SO THAT THEY CAN ENGAGE IN MEANING-MAKING PROCESSES (MART, 2013). THIS IMPLIES THAT LANGUAGES ARE NO LONGER CONSIDERED FIXED AND STABLE SYSTEMS, BUT RATHER SETS OF DYNAMIC RESOURCES THAT ARE CHOSEN AND MODIFIED TO PRODUCE EFFECTS IN AD HOC INTERACTIONS (DAY AND SANEDRA, 2015).

GRAMMAR, IN THIS VIEW, IS A DESCRIPTION OF RULES AND MEANINGS EMBEDDED IN POWER RELATIONS THAT IS CRUCIAL FOR IMPROVING ACCURACY AND AVOIDING EXCLUSION, COMPREHENDING AND BEING ACCEPTED AS A LEGITIMATE SPEAKER. IT IS IMPORTANT NOT TO BE NAIVE AND UNDERSTANDING THAT WHAT IS DEEMED AS LEGITIMATE IS A PROCESS THAT POSITION CERTAIN GROUPS THAT MOBILIZE POWER TO SAY WHAT IS GOOD AND WHAT IS NOT AND THEREFORE ESTABLISH GROUPS THAT ARE IN AND GROUPS THAT ARE OUT. (MART, 2013).

IN BRAZILIAN PUBLIC SCHOOLS, LEARNERS COME FROM MULTIPLE ENVIRONMENTS, WHICH MAKES THE CLASSROOM A DIVERSE AND INTERESTING SETTING. ON THE OTHER HAND, WORK CONDITIONS IN PUBLIC SCHOOLS ARE SOMETIMES LESS THAN OPTIMAL FOR THE TEACHING PRACTICE TO BE AS EFFECTIVE AS IT SHOULD IN A GLOBALIZED DYNAMIC REALITY. THIS DOES NOT, HOWEVER, STOP IN ANY WAY THE POTENTIALS OF SHEDDING THE APPROACH TO GRAMMAR TEACHING AS

SUGGESTED ABOVE.

NUNAN (1998) PROPOSES THAT GRAMMAR BE TAUGHT THROUGH AN ORGANIC MODEL THAT POSITS THAT LANGUAGE ASPECTS INTERACT FUNCTIONALLY, RULES ARE NOT CONDITIONS FOR KNOWING HOW TO USE, ONE FORM DOES NOT LEAD TO LEARNING ANOTHER (AS A LINEAR MODEL WOULD SUGGEST) AND CONTEXTUALIZING WHY, WHERE AND HOW ONE FORM IS USED. FOR EFFECTIVE COMMUNICATION TO OCCUR, NUNAN (1998) ARGUES, ONE MUST ENGAGE IN A FUNCTIONAL INTERPRETATION OF THE SITUATED MEANING-MAKING PROCESS AND ALSO IN A DECISION-MAKING PROCESS OF FORMAL COMMUNICATIVE RESOURCES WITH CERTAIN ACCURACY. THIS WAY, THE ENGLISH CLASSROOM, ACCORDING TO NUNAN (1998), SHOULD FOCUS ON ACCURATE FORMS AND THEIR USES IN INTERACTIONS AND ON HOW TO USE GRAMMAR TO DO WHAT ONE WANTS AND NEEDS. THE IMPLICATION OF THIS PROPOSAL INVOLVE A CHANGE OF FOCUS TOWARDS TRADITIONAL APPROACHES AND TASKS THAT SHOULD BE ADAPTED TO THE ORGANIC MODEL TO BECOME MORE EXPLORATORY AND COLLABORATIVE (NUNAN, 1998, p.103). TO DO THIS, NUNAN (1998) SUGGESTS THAT LANGUAGE USE INVOLVES CHOICES AND DECISIONS, AUTHENTIC DATA BE USED AND ANALYZED BASED ON WHAT DECISIONS WERE MADE, FORM AND FUNCTION RELATIONS BE MADE EXPLICIT AND LEARNERS BE ENCOURAGED TO BECOME RESEARCHERS AND ANALYSTS, FORMULATING HYPOTHESES AND EXPLAINING RULES AND OCCURRENCES.

ONE EXAMPLE OF HOW CAN THE ORGANIC MODEL BE IMPLEMENTED IN A BRAZILIAN PUBLIC SCHOOL IS THE TEACHING OF THE PRESENT SIMPLE. IT IS IMPORTANT TO USE AUTHENTIC DATA TO SHOW LEARNERS WHY DID THE AUTHORS DECIDE TO MOBILIZE THIS SPECIFIC FORM TO MAKE MEANING. FOR INSTANCE, THE RED HOT CHILI PEPPERS SONG "CALIFORNICATION" MOBILIZES THE PRESENT SIMPLE THROUGHOUT THE LYRICS TO CONTRIBUTE CRITICISM TOWARDS THE SO-CALLED HOLLYWOOD INDUSTRY THAT FABRICATES PEOPLE, FEELINGS AND DREAMS. THE USE OF THE PRESENT SIMPLE IS IMPORTANT TO SIGNAL THAT THOSE ACTIONS TAKEN BY

THE INDUSTRY ARE REAL AND HAPPENING NOW. AFTER GETTING IN CONTACT WITH THE LYRICS, LEARNERS SHOULD BE ENCOURAGED VIA INDUCTIVE ACTIVITIES (ELIAS, 2006) TO UNDERSTAND FORMALLY HOW DOES THE PRESENT SIMPLE WORK TO CONSTRUCT THE MEANINGS THE AUTHORS DECIDED, WANTED TO CONSTRUCT.

ANOTHER EXAMPLE OF LINGUISTIC ITEM THAT COULD BE TAUGHT BASED ON NUNAN'S ORGANIC MODEL (1998) IS THE SECOND CONDITIONAL THROUGH THE USE OF THE SONG "JOINING YOU", BY ALANIS MORISSETTE, THAT ALSO CONTAINS AUTHENTIC DATA. STUDENTS SHOULD BE ENCOURAGED TO QUESTION BOTH THE FORM OF THIS STRUCTURE AND THE FUNCTION IT DEVELOPS IN THE SONG. BEING USED IN THE SONGS, IT CONVINCES SOMEONE WHO IS THINKING ABOUT SUICIDE NOT TO DO IT. THE AUTHOR CHOSE A SPECIFIC FORM TO CONVEY A VERY DEEP FUNCTION OF DISCUSSING HOW LIFE IS ACTUALLY WORTH LIVING.

IN CONCLUSION, ADOPTING AN ORGANIC MODEL TO GRAMMAR TEACHING IS BENEFICIAL FOR APPROXIMATING LEARNERS' NEEDS AND EXPECTATION TO ENGLISH TEACHING. THE PROBLEM WITH GRAMMAR WAS NEVER IF IT SHOULD BE TAUGHT OR NOT, BUT HOW THIS WOULD HAPPEN AND FOR WHAT PURPOSES (LAMB FENNER AND CORRAD, 2004). ITS ROLE IS AND SHOULD BE RELATED TO WHAT LEARNERS CAN DO WITH IT IN THEIR OWN TERMS. EDUCATING IN THE NAME OF FREEDOM. THAT IS THE TASK.

QUESTION 3:

THE FOLLOWING LESSON PLAN WILL BE DESCRIBED AND DESIGNED FOR A GROUP OF "7^o" AND "8^o" OF THE "ENSINO FUNDAMENTAL" SET IN A BRAZILIAN PUBLIC SCHOOL. THE LESSON WILL BE PLANNED TO LAST 50 MINUTES AND ITS TEACHING POINT WILL BE TO CONTRAST FORMS AND FUNCTIONS OF THE SIMPLE PRESENT AND THE SIMPLE PAST IN A PIECE OF NEWS.

FOR THE WARM-UP, STUDENTS WILL BE ASKED IF THEY KNOW ANYTHING ABOUT SCHOOLS AROUND THE WORLD. IT IS EXPECTED THAT THEY WILL MENTION WESTERN EXPERIENCES. THEN THEY WILL BE ASKED IF THEY KNOW ANYTHING ABOUT SCHOOLS IN INDIA. THESE TWO QUESTIONS ARE SUPPOSED TO ELICIT WHAT THE GROUP KNOWS ABOUT THE TOPIC AND TO CATCH THEIR INTEREST IN CHAIR.

STUDENTS ARE THEN TOLD THAT THEY WILL READ A TEXT SET IN A SCHOOL IN INDIA. ONCE WITH THE POINTED TEXT IN HAND, STUDENTS ARE ASKED TO LOOK AT THE HEADLINE, THE SUBHEAD, THE IMAGE AND THE SOURCE TO FORMULATE HYPOTHESES OF WHAT THE TEXT WILL BE ABOUT AND ALSO TO RECOGNIZE THE GENRE AS PIECE OF NEWS. (READING EXPECTATIONS TOWARDS THE CONTENT AND THE GENRE SERVES FURTHER COMPREHENSION AND INTERACTION WITH THE TEXT.

STUDENTS ARE ASKED TO HIGHLIGHT SOME WORDS THAT ARE PART OF THE SCHOOL SETTING (SCHOOL, BACKPACK, BOOKS, DESKS, CHAIRS, ASSIGNMENT AND SCHOOLBAG). THEY SHOULD COMPLETE SOME INFORMATION PROVIDED ABOUT THOSE WORDS: WHAT ADJECTIVES ARE RELATED TO THE WORD "SCHOOL" IN ALL OF ITS OCCURRENCE? (EASY, HARDER), WHAT CANNOT MANY STUDENTS IN INDIA AFFORD? (A BACKPACK), HOW DO STUDENTS IN INDIA (THEY) CARRY THEIR BOOKS? (IN THEIR HANDS OR IN BAG), WHERE DO STUDENTS IN INDIA (THEY) SIT AT SCHOOL BECAUSE DESKS AND CHAIRS ARE A MESS? (ON THE FLOOR), WHAT HAPPENS TO KIDS AS THEY DO THEIR ASSIGNMENTS (KIDS HUNCH OVER — END UP WITH POOR POSTURE) AND WHAT WOULD VOLUNTEERS CREATE? (A SCHOOLBAG MADE OF RECYCLED CARDBOARD BOXES THAT... TURNED INTO A DESK). STUDENTS ARE ENCOURAGED TO WORK IN PAIRS OR SMALL GROUPS AND THE TEACHER MONITORS THEIR ACTIVITY, CHECKING THE ANSWERS WITH THE WHOLE GROUP WHEN NOTICING THAT EVERYONE HAS DONE THE ACTIVITY. WHILE CHECKING THE ANSWERS, IT IS EXPECTED THAT LEADNERS WILL REALIZE THAT THE PIECE OF NEWS IS ABOUT A VERY POOR SCHOOL SETTING THAT CONTRASTS

WITH THEIR OWN REALITY.

STUDENTS THEN ARE ASKED TO HIGHLIGHT THE FOLLOWING CHUNKS: "THEY CARRY", "THEY SIT", "KIDS HUNCH OVER" AND "MANY END UP". THEY ARE ASKED TO DECIDE IF THOSE TENSES ARE IN THE PRESENT AND, IF SO, WHAT IS ITS ASPECT (SIMPLE). IT IS EXPECTED THAT LEARNERS WOULD HAVE SEEN PRESENT TENSES IN THE PREVIOUS SCHOOL YEAR. THEN THEIR ATTENTION IS DRAWN TO THE FOLLOWING CHUNK: "AADARATH ... THAT HELP". THEY ARE ASKED IF THIS OCCURRENCE IS IN ACCORDANCE WITH MORE TRADITIONAL APPROACHES TO GRAMMAR. IT IS EXPECTED THAT THEY WILL NOTICE THAT THE "THIRD PERSON S" IS MISSING, BUT IT DOES NOT STOP INTERACTION FROM HAPPENING. THEN, STUDENTS ARE ASKED TO EXPLAIN WHY IS THE SIMPLE PRESENT BEING USED IN THE CONTEXT OF THIS PIECE OF NEWS. THE TEACHER MAY HELP THEM SEE THAT IT IS CONSTRUCTING A FACT THAT IS TRUE AND THAT HAPPENS IN THAT PART OF THE WORLD.

STUDENTS' ATTENTION IS THEN DRAWN TO THE CHUNKS "AADARATH'S FOUNDER, SHOBHA MURTHY, WANTED", "AADARATH VOLUNTEERS CAME UP WITH" AND "RECYCLED CARDBOARD BOXES ... TURNED". THE TEACHER MAY ALWAYS HELP WITH VOCABULARY IF NECESSARY. STUDENTS ARE ASKED IF THOSE TENSES ARE IN THE PRESENT OR THE PAST, AND ARE THEN INTRODUCED TO THE SIMPLE PAST. IT IS EXPECTED THAT THEY WILL NOTICE THERE IS NO VARIATION IN THE THIRD PERSON SINGULAR AND THAT IT CONVEYS THE MEANING OF A PUNCTUAL ACTION THAT IS MORE Distant FROM THE MOMENT OF THE UTTERANCE. THE TEACHER MAY HELP THEM REALIZE THIS.

STUDENTS THEN ARE ASKED TO READ THE FULL TEXT, CHECKING VOCABULARY IF NEEDED, AND TO COME UP WITH POSSIBLE EXPLANATIONS FOR THE DECISION TO USE PRESENT SIMPLE AND PAST SIMPLE IN THE TEXT. STUDENTS ARE ENCOURAGED TO WORK TOGETHER AND TO SHARE THEIR HYPOTHESES WITH THE GROUP. THEY ARE EXPECTED TO NOTICE THAT, IN A PIECE OF NEWS, IT IS

POSSIBLE TO PRESENT A FACT THAT IS TRUE AND CLOSER TO THE MOMENT OF THE UTTERANCE THROUGH THE USE OF THE SIMPLE PRESENT. THE PRECARIOUS CONDITION OF THE SCHOOL IN INDIA IS THIS FACT. AT THE SAME TIME, A PIECE OF NEWS MAY CHOOSE TO NARRATE AN EVENT THAT IS PUNCTUAL AND MORE DISTANT FROM THE UTTERANCE, WHICH IS THE CASE OF THE ORGANIZATION THAT CHOSE TO DO SOMETHING TO HELP SCHOOL KIDS IN POVERTY ENVIRONMENTS.

TO CONCLUDE THIS LESSON, STUDENTS ARE ENCOURAGED TO DISCUSS WHAT CAN THEY DO TO HELP SCHOOL KIDS IN BRAZIL WHO MAY GO THROUGH SIMILAR CONDITIONS THAN THE KIDS IN INDIA. THEY ARE ENCOURAGED TO RESEARCH SCHOOL CONDITIONS IN THEIR OWN COUNTRY AND TO START WRITING A REPORT OF WHAT THEY FIND.

THE FOLLOWING LESSON CAN BE FOCUSED ON THE SIMPLE PAST SO THAT STUDENTS LEARN ITS FORMS AND FUNCTIONS IN CONTEXT. THEY WILL ALWAYS BE ENCOURAGED TO POSITION THEMSELVES AND TO FORMULATE HYPOTHESES CONCERNING FORM AND USES.