

## Question 1 -

With the rise of communicative approaches, by the movements of linguists (applied linguists), psychologists and educational researchers, ~~(points)~~ the teaching of Grammar overcame the deductive and the objectivism of language approaches, ~~(focus on structure)~~ whose focus was on structure of format in itself.

The contemporary issues in the teaching of Grammar in an EFL setting of a Brazilian public school, must consider English as a global language, related to various purposes; a language in a era of new technologies and its impact on the development of EFL teaching-learning. Technology is a crucial element inside classroom and outside of it, providing necessary tools for student learning and autonomy. Therefore, the teaching of Grammar must "flow" or follow such movement, opportunizing a focus on how to learn Grammar and how learners can ~~(to)~~ have autonomy in this process.

The knowledge is obtained by variables such as motivation, gender, social class, personality, learning strategies, and they are crucial for a more effective management of language teaching. For this reason, Grammar teaching, in a contemporary perspective, should consider a concept of learning, teaching and of the assessment in accordance to a socio-interactional approach, more precisely, must consider the concept of a language existing in the highlight of a social relation, globalization. According to Proulx (1999), when students are motivated to learn Grammar with meaning in a critical framing, not by the usage of didactical textbooks, they can improve in their language classes, without a

teacher or without strategies

And, in order to do this, it is necessary to review the teacher's role, to center the focus of the process in the student, considering his previous knowledge, his/her background; students are innately capable of learning grammar without memorizing or following instructions and rules; finding meaning in such grammars related to different textual genres and different discursive situations (promoted by new technologies).

In accordance to Marcuschi (2004), grammar teaching of a language, not just English, must consider power relations and its influence on discursive situations. Still in accordance to the author (2004), an effective way to teach grammar of a language, in general, is (to) promoting the access to different textual genres. Textual genres are, currently, inserted on internet, on lots of means of communication and their discursive support. Textual genres can stimulate what Santos (2003) points in his studies, where she discusses of "authentic materials" and their relation to new technologies.

New ~~technologies~~ technologies and their textual genres, can stimulate a variety of methodologies, can change strategies, can propose to grammar teaching a new focus on student needs, expectations and can make them reflect on their reality.

Question 2

According to current researches and learning assessments related to English learning in Brazil, the proficiency level of Brazil is low, with only around 5% to 10% of Brazilians with a good communicative performance on this referred language.

Therefore, it is focused on the aspects substantial to an effective teaching-learning of EFL, such as curriculum (~~content~~) and methodologies, in order to reinforce the English learning in Brazilian schools and also to promote a qualified formation of a future professional.

The role of grammar, then, centers the teaching of English in a movement which should emphasize the globalized context of our society, inserted into an environment of new technologies and a diversity of means of communication.

A grammar teaching must be descriptive, providing a clear, pedagogical and dynamic way to learn the language, in opposition to traditional grammar approaches. In the light of Santos (2009), to teach grammar, nowadays, consist in the exploitation of linguistic diversity (multimediality and multiliteracy), considering elements, such as: a) situated practice (life experience, learners background); b) critical framing (to question common sense); c) and being capable of learning grammar with autonomy.

In accordance to Ellis (2006), an English teacher must reflect on the idea of creating the conditions by which learners learn naturally. Communicative ability is dependent on acquisition, and the acquisition demands motivation, grammar related to discursive situations, to different textual genres. Teaching of Grammar highlighting a combination of factors and variable of different nature (in a country like Brazil): social, economic, cultural and



others. All these variables can impact in new adjustments or methodological changes in the curricular practice and teachers' practice.

It is necessary, not just teaching grammar, but also among other linguistic aspects, to switch for the focus on the teacher to students; new methods apart from traditional or instructional aspects, the teacher as a collaborator, ~~(mediator)~~ mediator, by the time he/she teaches ~~(of)~~ English, focusing on Grammar.

Grammar teaching, today, should precisely reinforce the constructivist definition of the "Zone of proximal development (Vygotsky) (effort), as a consequence, the potential capability of a person, helping learning to rise or put out their ~~(own)~~ inner grammar.

When a teacher works with specific contents like multimodals, for example, it is possible to consider the usage of cultural elements from the community where the public school is located; music or dances, oral expressions and/or narratives of local people. Another example of teaching grammar, in a communicative approach, is considering the reflection of social problems with texts that put into evidence figurative languages and its meanings effect.



### Question 3 - lesson plan

#### General information

Teacher: ~~(XXXXXXXXXX)~~ X X X X

Date: 3/3/18

• level = 7º ano / Ensino Fundamental

• setting = Colégio de Aplicação / UFRJ

• Duration = 50 minutes

• teaching point = Expository textual genres

• Main aim - to reinforce the discussion of the previous class: textual genres in a expository situation, by the usage of texts from newspapers and/or magazines.

1- Activity = presentation. to make students read the texts in groups.

aim = to promote a discussion of the text; highlighting key points, making usage of scanning and skimming strategies, to discuss the main features of the text and the characteristics of this type of textual genre (purpose, format audience and so on).

timing = 20 minutes. Resource: sheet of paper and the board.

2- Activity = production 1 - students (~~work~~) work in pairs; elaborate questions related to the text and according to the image.

aim to stimulate the post-reading activity; promoting the image reading.

timing = 10 minutes; Resources: the sheet of paper and board.

3- Activity - production 2 - a debate about the reality of the boy in the text, making comparisons with their reality.

aim = to stimulate narratives through expository texts; to

(~~also~~) stimulate students to expose their ideas in the classroom.  
timing = 10 minutes; Resources: the sheet of paper and board.

4- Evaluation - to ask students to collect texts from a newspaper or magazine, in order to present the text in the following class.

aim = to review the main topic of the class.

timing = 05 minutes; (homework).