



Question 1:

Teachers of a foreign language face several issues in schools. Institutions frequently have problems of infrastructure and lack of appropriate material to be used in an EFL classroom. Apart from that, teachers are not always prepared or adequately educated in order to be English teachers. The issues mentioned so far prevent students and teachers from being in ideal teaching/learning environments so that learning actually takes place.

Taking into consideration the absence or lack of elements that should be present in English teaching, working on the four skills come as a challenge for teachers, sometimes forcing them to prioritizing one ^{language} skill over another. As far as developing writing skills is concerned, many teachers tend to focus on grammar. However, the teaching of grammar should be one of the elements present in an EFL classroom rather than being the aim of a lesson.

The systemic knowledge of a language is developed as time goes by and it should be a meaningful practice. Teaching the verb "to be" in an isolated manner, that is, without being inserted in a context, and focused mainly on form, can be influential on students' motivation. Students ought to know that there is more in the English learning process and that grammar is a secondary aim of a lesson. Systemic knowledge grows, little by little, and it comes within a context.

Luiz Paulo Maita Lopes, a well-known linguist in this realm, invites teachers and professors to revisit their practices and reflect upon the reality of his/her workplace. Prioritizing grammar teaching does not foster

students communicative competence. Reading provides students ~~with~~ with a much stronger tool instead. When performed as a constant practice, reading enables students to think and reflect. The teaching of genre, for instance, can take place even with students with a low level of proficiency.

All things considered, it is essential to bear in mind that the teaching of grammar is important at a certain level, but most importantly, students should be able to engage in an EFL environment through many other aspects that ~~a~~ language learning can offer.

Question 2

The teaching of grammar is constantly considered as a means to an end, when it is actually a secondary aim of a lesson. Grammar should be taken into consideration so as to provide learners with linguistic consciousness not only of the target language, but also of their mother tongue. Likewise, it serves as a tool to enable students to eventually communicate through writing. One must bear in mind that English learning goes beyond the linguistic acquisition of formal structures of English. It is important and useful to recognize linguistic items and how they can shape a text. The knowledge of the word "them" in "I bought apples and ate them", for example, allows a learner to understand how the anaphoric pronoun is used in a sentence and how such cohesive device can be used as a strategy to avoid repetition.

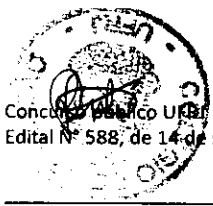
Another key point to remember when it comes to grammar teaching and learning is that grammar allows learners to perceive other cultures and how their language systems work. Another culture means another way of thinking and teachers are in charge of providing learners with world and cultural knowledge. Perceiving the way a language grammar works is also perceiving a culture, an identity.

Moreover, the teaching of grammar should be carefully planned by teachers and well thought of according to learners' levels. Therefore, a linguistic strategy such as the choice of a writer for the use of a passive construction can be easily dealt with within a FLH classroom in Brazil. Notwithstanding the

usage of a different code, the passive voice shows a strong resemblance to Portuguese in terms of structure. A teacher might choose to use a text in which an example of a passive voice occurs and work on format as well as draw attention to the fact that the agent of a given situation is not important, but the fact is. One additional example that comes to mind is to provide students with texts in order to develop critical thinking. Therefore, one might refer to older texts as opposed to current texts (say, an article) and focus on the choices of pronouns. Former pieces of writing had a tendency to use the pronoun "he" when referring to a person in general. Nowadays, many writers choose to apply other strategies, such as "He/she" or "S(he)", for instance. Teachers are critical thinkers and they should help students to also read critically, since a choice of pronouns can reflect a society's point of view.

Lastly, from learners with low level of proficiency to higher levels of it, the use of cohesive devices can be part of a reading-and-writing lesson in which grammar can be a target as well. One can provide students with sentences which lack cohesive devices, such as: "He went to the supermarket. He bought bananas. He bought coconut water" and ask students how one can create a greater flow of the structure so as not to sound so robotic. The same sentence can be used to refer to narratives, sequence of events, past events, punctuation, anaphoric strategies, count and uncount nouns, and adjective order in relation to nouns ("coconut water").

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Question 3:

The aim of the lesson is to provide students with tools for identifying objects and people. The linguistic strategy focused is the relative clause. The secondary aim of the lesson is to raise students awareness of the non-linear reading process and that comprehension of a text takes place despite not knowing all the words present in the text.

The first step of this lesson is brainstorming. In other words, students look at a picture (boy with a schoolbag) and they have to guess what is special about his schoolbag. The name "help desk" must be covered. Afterwards, students receive a text which refers to the picture and only after that does the teacher show the title of the text. Ask students where one can find such a text is fundamental for genre recognition; the teacher can work on content and style by asking concept questions such as "Could it be taken from a newspaper? A newspaper from Brazil? Is it poetry? Why not? Is "Time for kids" a book? Why would you say that?"

Having gone through genre recognition and the many possibilities students may encounter, the teacher ~~can~~ asks about the meaning of the expression "hunch over" and if they had ever seen this expression before. The teacher elicits from students possible meanings through context, but the purpose ^{here} is to show students that reading comprehension was possible, whether one knows or doesn't know the expression: "Is it essential to the general comprehension of the text?"

The third step for this lesson is to ask students for a definition, taken from the text, of "Help desk". The teacher writes on the board the following:



A help desk is a schoolbag made of recycled cardboard boxes that turns into a desk" and ask "A help desk: what does it do?" and underlines the statement that includes the relative clause. The teacher asks learners if a schoolbag is an object or a person and presents the possibility of using "which". Afterwards, a drilling exercise takes place so as to students interchange "which" and "that" in addition to working on oral skills:

teacher: - A pen is an object that I use to write. Which?
Students: - A pen is an object which I use to write.

The next step is for students' participation in defining things, so teacher asks a strong student: "What is a book?" and student follows the example from the board, using it as a model. Then, the same exercise ^{is done} with all students before moving on to the next activity.

Teacher writes on the board "A student is a person that goes to school and learns". Teacher asks students if "student" is an object and provide them with the possibility of using "who" instead of "that".

Following this presentation, students are presented with an exercise in which they chose between "who" or "which". After that, teacher corrects it and collect some examples in order to clarify any doubts: "What is the definition of a teacher? A politician? A writer? A mobile? A computer?" and so on and so forth.

At this stage, students are equipped with knowledge of the target linguistic topic and are going to work ~~on~~ in groups of three or four. Teacher gives students random words and objects: a piece of paper with the words "chair warmer", "flower hanger" and ~~the~~ things such as a pen lid or a bowl. The goal

of this activity is for students to develop their creative thinking and foster an enjoyable learning environment*

In the end of the lesson, the teacher asks students what they have learned and write it on the board in order to provide students with sense of achievement. The following lesson will have a recycling of relative clauses with "which/who/that" and ~~it~~ it will work as a lead-in to the use of "where". This choice of separation was planned on purpose in order ~~to~~ not ~~the~~ confuse students with many relative pronouns at the same time.

* through the use of the target language.