



Question 1

When the subject is the teaching of grammar, it is vital to mention that the way teachers deal with this aspect of language in EFL contexts change considerably depending on how language is being understood. There have been teaching methods, ^{for instance,} such as ~~the~~ Grammar Translation, that followed a Saussurean perspective on language, seeing it as an independent system separated from the context of its production and circulation.

Nowadays, differently from the just mentioned perspective, language is usually seen as social practice (Fairclough, 1992) which not only represents but also constructs the world and its realities. That is to say that language also encompasses political, cultural and ideological aspects. ~~which~~ ^{hence} ~~means that~~ when dealing with language, it is important to incorporate the context of production, circulation and distribution of discourses, allowing the understanding of uses of language made by people while acting in society (Pelato and Menegozzi, 2016).

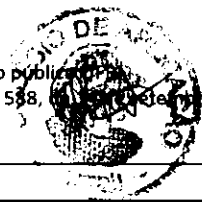
With that being said, it is relevant to highlight some contemporary issues concerning the teaching of grammar, ~~and~~ bearing in mind that it is believed that being able to understand and produce grammatically correct ~~parts~~ ^{chunks} is not enough to communicate in a language (Brasil, 2000). In other words, language knowledge involves literacy capacities (cultural ways of constructing meanings): see, describe, explain, understand and think (The New London Group, 1996). For that reason, the teaching of grammar is currently being guided by a Multiliteracy Pedagogy (Cope and Kalantzis, 2000; Kalantzis and Cope, 2012, The New London Group, 1996), taking multimodality and multiculturalism into account.

So, while in the past teachers used to deal with ~~only~~ language structures in a decontextualized and ~~meaningless~~ ^{meaningless} way, teachers

multitasks are being encouraged to work on grammar topics through situated practice and through awareness-raising tasks (Bolitho, 2014). By doing so, teachers are able to engage students in thinking critically about how language is used for different purposes, and that will give a real context to their struggles with language systems, which will leave them more prepared to deal with the complexities of real interactions.

Borrowing Moita Lopes's words, ~~learning~~^{learning} a language is learning how to engage critically in meanings produced in a language, recognizing ~~power~~^{power} relations and knowing that it is possible to construct new meanings (Moita Lopes, 2003). Therefore, instead of working on grammar topics per se, teachers should determine what is most meaningful and useful for their learners based on ~~the~~ the latter's interaction with the target language through diverse semiosis. That is to say that grammar should not be the starting point of a lesson, nor should it be ~~its~~ its ultimate goal. What really matters is what students do with language, how they act socially through language, constructing and transforming the world where they live in.

Starting from language data of some kind (it is vital that teachers vary semiosis used in class as to enable students to ~~deal with~~^{handle} ~~the~~^{contemporary} multimedial world also inside the classroom), teachers can then encourage critical and autonomous thinking about relevant language items in ~~the~~ the data in question. Working with speech genres (Bakhtin, 2003 [1952]) is indeed ~~an~~ an interesting and productive way of working ~~on~~ on grammar topics in a meaningful and relevant manner in view of the fact that they allow teachers to focus on grammar items that are ~~relevant~~^{not only} relevant to that ~~specific~~ ~~context~~ ~~of~~ ~~the~~ ~~text~~.



specific social production, but also compatible with students' proficiency level and background. Besides, speech genres enable teachers to cover ~~not~~ cultural and ideological aspects of discourse as well, which happens to be in consonance with contemporary perspectives on language teaching, as mentioned previously.

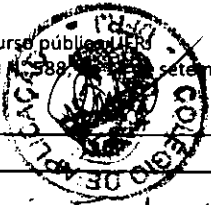
Question 2:

Undeniably, the teaching of grammar for Brazilian learners has one prominent goal: enable interaction and, as a consequence, help students' in the process of (re) constructing their identities and develop their critical literacy about the multicultural and multilingual world where they live in (Mata Lopes, 2003).

So, considering that the teaching of additional languages ~~at~~ ⁱⁿ Brazilian schools has not only an instrumental function, but also an educational one (Brasil, 2006), learners should be encouraged to become reflexive and participative communicators capable of interacting in different social contexts through different social languages (Kalantzis and Pope, 2012).

In addition to that, ^{it can be said that} grammar is also ~~taught~~ important to be taught as a way of empowering students to engage in contemporary globalized world where knowledge is constructed and conveyed in English most of the times, and so ~~interactions among people from all~~ are interactions across the globe.

It is relevant to mention, though, that grammar should be dealt with in a contextualized and meaningful way. Bourdieu suggests that teachers opt for awareness-raising tasks



instead of providing students with grammar rules and patterns in a deductive way. He claims that this perspective allows learners to approach a new linguistic item from a position of strength rather than of enforced helplessness and teacher-dependency. Undoubtedly, ^{an} awareness-raising approach can help learners to recognize ~~and~~ deal with linguistic features critically before engaging with them in real contexts because ~~they~~ ^{students} are encouraged to investigate a language point independently and collaboratively.

In order to achieve this more autonomous, critical and meaningful way of dealing with linguistic items, Bolitho suggests that the learning process involves the following steps: start from a language data of some kind; explore the data through tasks, encouraging learners to explore it; develop critical and independent thinking rather than working on the simple fulfillment of routine tasks; and provide students with open-ended activities that foster interaction.

Then, an effective way to teach linguistic items is to start from a speech genre which is part of students' realities as to value their cultures and trigger their will to learn. Rojo (2012) highlights the importance of a multicultural perspective in language classes where learners have their contributions and backgrounds valued as important and legitimate social practices also inside school. Of course students should be exposed to canonic discourses as well, but starting from what they know is an excellent way to grasp their attention and to foster their enthusiasm to expand their knowledge.

Considering all the above mentioned thoughts, I would like to give some practical examples of how



I ~~would~~ ^{would} teach ^{two specific} linguistic items for my students in the setting of a Brazilian public school. For instance, I would teach the Simple ~~but~~ ^{Present} using routines from teenagers from all over the world. It is important to mention that I would try to work with different resources (written texts, videos, etc.) in my classes and I would also use authentic texts ~~as~~ in order to bring other aspects of discourse to class, such as cultural and political aspects. The idea of working with routines from different countries is based on the belief that language classes should foster critical literacy (Tilio, 2017), ~~presenting~~ ^{exposing} students to new realities and, as a consequence, ~~improving~~ their knowledge about their own realities.

To teach the ~~verb~~ ^{verb} ~~to be~~ ^{to be} in the present, I would bring a lot of Tweets to class in which people talk about their countries ~~countries~~ of origin and produce sentences like "I am from Japan". This would be a good way to introduce this linguistic item and it would also give me an opportunity to work multiculturally.

Before closing, it is essential to mention that there are other ways of teaching ~~the~~ grammar. Traditionally, ^{for example} grammar ~~was~~ ^{was} taught in a decontextualized ~~way~~ ^{way} and students ~~are~~ ^{were} provided with the rules and just had to apply them to scattered ~~of~~ sentences. However, I truly believe that this traditional way does not help students engage in meaning making ^{processes}, ~~and~~ ^{and} hindering them from really being able to act socially through the target language. Of course some structural exercises may be useful sometimes, but I do not restrict my teaching to them.



Question 3

Lesson Plan

Level: 7º ano / Ensino Fundamental at a Brazilian public school

Duration: 50 minutes

~~Grammatical~~ Linguistic objective: ~~Recognizing~~ School items

Functional ~~objective~~ ^{aim}: enable students to recognize and be able to use ^{names of} school items in their discourses; encourage learners to reflect upon ~~the~~ education in developing countries.

Materials: handout, datashow, computer, Board, internet

1. Activity 1

1.1 Objective: activate students' ~~the~~ schemata about the topic of the lesson.

1.2 Duration: 5'

1.3 Material(s) used: videos, ~~the~~ datashow, computer

1.4 Pattern(s) of interaction: T-Sts

1.5 Procedures:

• Teacher shows videos of schools around the world

Suggestion of countries: Brazil, India, Japan, Finland and Ghana.

Before showing the videos, teacher asks students to try to understand ^{what} ~~the~~ the videos ~~are~~ have in common.

• After showing the videos, teacher elicits answers from students. It is expected that students realize that all the videos portray schools. Also, he/she asks students how similar or different the schools in the videos are. (If time allows, let students discuss in small groups).

2. Activity 2

2.1 Objective: Introduce school items.

2.2 Duration: 10'

2.3 Material(s) used: Board, handout

2.4 Pattern(s) of interaction: T-Sts; Sts-Sts.

2.5 Procedures:

• Teacher writes "SCHOOL" on the board and

ask students to contribute with words that come to their minds when they hear the word "School".

- Teacher builds a mind map with students' contributions.

- Teacher provides students with a copy from the text "The Foldable Desk" and asks ~~the~~ students to focus on the picture. He/She asks what the student in the picture is holding (It's not necessary to problematize the picture at this time of the lesson).

- Teacher takes this opportunity to teach the item "back pack" or "rucksack".

- Teacher encourages students to find more school items in the text and match them with their corresponding images (provided by the teacher).

- Before correcting the activity open class, teacher encourages students to compare answers in pairs.

- Teacher checks answers and work on ^{the} pronunciation of the new lexical items.

- Teacher gives a handout with extra school items for ^{students to work on a} ~~students to work~~ ^{on a} ~~practice~~ ^{practice}.

3. Activity 3

3.1 Objective: have students understand the genre "Magazine article" and foster their critical thinking about schools around the world.

3.2 Duration: 15'

3.3. Materials/ used: handout; internet and computers (if poss).

3.4 Pattern(s) of interaction: T-Str; Str-Str

3.5 Procedures

- Teacher goes back to the text "The Foldable Desk" and works on its characteristics by encouraging students to analyse its features (image, source, etc), as a pre-reading activity.

- ~~Teacher asks~~ ~~students~~ ~~attention~~ while reading, students are encouraged ^{to work} on ~~open~~ ^{closed} and open ^{comprehension} questions as well as on ~~any~~ cognates and Anglicisms to help them make sense ~~from~~ ^{of} the text.



- Teacher fosters discussion about schools in developing countries through questions, especially about schools in Brazil!
- As an after-reading activity, teacher encourages students to search more about the organization.

4. Activity 4.

4.1. Objective: expand students' learning through a project.

4.2. Duration: 15'

4.3. Materials: school items, internet

4.4. Patterns of interaction: T-STs, STs-STs

4.5. Procedures

- Teacher divides the class into small groups
- Teacher encourages students to ^{start} developing a donation campaign ~~of~~ school items
- Teacher helps students find schools or institutions near their school to donate the materials. (It is important to encourage students to come up with creative ideas such as the one in the article: ~~to~~ Recycled school materials may be a good idea!)

5. Activity 5

5.1. Objective: Recall what students learned in the lesson as to develop their sense of achievement

5.2. Duration: 5'

5.3. Materials: x

5.4. Patterns of interaction: T-STs

5.5. Procedures

- Teacher elicits from students what they learned in this lesson.
- Teacher encourages students to think how this lesson may have changed their perspectives on schools around the world and on their own school.