

① The teaching of grammar has been defined and redefined throughout the years. In the very first grammar studies from the nineteenth century, researchers like Cobet used to define grammar as what taught us how to make use of words in a proper manner. Years later other grammarians redefined it many times: Crystal (1992), Leber, Richards, however the studies carried on in the 90's that aimed at investigating issues concerning grammar and grammaticality which indicated that it would be impossible to reach those definitions by investigating non-contextualized data.

It was Haiman (1997) who studied the notion of grammaticality according to native and non-native speakers and got to this conclusion. He realized that sometimes structures that were acceptable for native speakers, were unacceptable for non-native and vice versa. So he came up to the conclusion that, due to the variety of examples of the participants in his study, that type of research was not so reliable, once it made little sense to talk about linguistic facts to the level of isolated sentences, because, in general they would be conditioned by the linguistic and experiential context in which the utterance occurred.

The problems that arise when we separate sentence level and discourse level analysis are not new. This notion has been attacked by many researchers in recent years. There is no way, according to these quarters, to talk about grammatical principles and rules from the study of isolated sentences. Having it said, we teachers, need to consider in our lessons, not only structures and rules, but context and, mainly, the dimensions of grammar.

Larsen-Freeman (1995) defined what, in my view, is the most comprehensive recent conceptualization

of grammar. She sees grammar as a higher-order concept ^{within} linguistics, arguing that it has three dimensions: form, use and meaning. She attempts to integrate these three dimensions that have traditionally been kept separate. Her focus is on the study of how syntax (form), pragmatics (use) and semantics (meaning) work together to enable people to communicate through language.

As far as I see it, the interconnectors between sentence in a discourse and the contributions they make to coherence, as said by Nunan (1997), is what matters. More than learning and teaching rules and structures the teaching of grammar should consider, in an EFL classroom, the speech acts, the background knowledge, the interpretation of discourse, the extrinsic influence, and other elements that help learners to understand the way language is used.

② Teaching a language involves a set of choices and it is up to the teacher which ones she/he wants to make in order to help learners see that alternative grammatical realizations exist and enable them to create different kinds of meaning. This is the role of teaching grammar for Brazilian students. Grammar is a way or a tool that, when used and comprehended properly, enables students to understand a situation. What is up to the learners, more than to the teachers, is to decide what they wish to convey. When encouraged by the teachers learners become active explorers of language and are finally able to explore the relationship between form, meaning and use (Larsen-Freeman).

Some examples of activities we may develop with



learners that show new linguistic items can be taught in a Brazilian public school in order to make their explicit language are:

First - In the month of February, as it is celebrated in the USA the Black History Month, develop some activities related to it in Brazilian classrooms. One possibility is to start talking about the main Africa America leaders who were in protest to the acquisition to the right of voting historically, such as: Martin Luther King and Malcolm X and explain the differences between their ways of protesting (*violent and non-violent*). In order to do so, teacher might use visual aids and slides with pieces of information, also, it could be used a video or a movie, a very good one for the purpose is: "Selma", which tells the story of Africa American fight for the right of vote in the city of Selma in the 60's. After some lessons with interpretative exercises and debates about racism in the USA and in Brazil, teacher could ask students, in group, to present 'two minutes seminars' about one of the chapters they studied. This way learners should be using past simple and continuous to talk about history and the genre: biography.

Second - In the month of March, as it is celebrated the international women day, develop some activities related to it in Brazilian classrooms. One possibility is to revise the concepts about Africa American culture, which should have been discussed during the whole month of February and start talking about the power of



African American women and their influence in the movement for the right of voting. Names such as Rosa Parks and Maya Angelou could be remembered. After some lessons, students could watch a film about it. One suggestion would be: "Hidden Figures", that tells the story of the African American engineers who were hired and first worked at NASA. After some debates and interpretative exercises, learners could be presented to models and write compositions talking about what women was able to do and when, also, what they conquered and will or expect to conquer for their future.

③ Lesson Plan

Level: 7^o ano / Ensino Fundamental

Duration: 50 minutes

Teaching point: present simple

Time

Development

10'

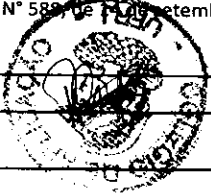
Conversation about social issues considering money distribution in Brazil and the difficulties faced by public schools because of it.

5'

Quiz about India and its curiculas. (It can be made of flashcards or an online quiz to be answered in group in order to manage time and provide dynamism)

10'

Brainstorm about similarities



5'

between schools in India and in Brazil

Teacher provides a list with 10 school problems which can be solved by the creation of some Tool (however don't say what tool it has to be) and students vote for the most important one in their opinion

5'

Teacher shows a short video about how innovation ideas can help people

10'

Teacher gives the text 'The foldable desk' and asks students some questions about the transparent words and the relation between the picture

• by underlining verbs in the text read.

on it and the vocabulary. After that, students read it and answer to three questions (written in English but expected to be answered in Portuguese) about it. (having the ESP principles as a basis for this exercise). Students are presented to present their

5'

Teacher gives homework instructions and asks students to create groups and come up with an innovative idea to help their school to deal with the identified item they voted for. Each group would have to write a paragraph using the simple present in order to explain their invention.