



Question 1

The quote in this question raised an important aspect related to the teaching of grammar: which linguistic items are relevant for the learners? The quote also mentioned some important factors that need to be considered: "accessibility of the course according to the students' learning level and background!"

We add to these aspects the fact that "in today's globalized society, learning a language means more than being able to communicate in it, it means learning related practices and knowing how to use it" (TILIO, 2017, p.61).

In this respect, learning a foreign language in the case here English, offers access to new discourses, for example, through the use of social networks. Young students interact with new discourses, it is important that they understand these social practices in the use of language not as unproblematic truths, but as discourses that must be problematized and (re)constructed. In doing so, learners are empowered to use language in a critical way, interacting with the discourses that permeates their lives.

Language and learning ~~are~~ are here understood from a sociointeractional perspective (PCN, 1998), that is, socially situated and constructed in interactions, preparing learners to act as a protagonist in the globalized world, thus participating in it and transforming it (TILIO, 2017, p.61).

This sociointeractional perspective can be related to the quote presented in Question 1. We believe that the teaching of grammar, when it is concerned to what is most meaningful and useful for the learner, can be based on

what is authentic for the learners, in terms of authentic use of the language in the social practices students interact.

So, it is extremely important to problematize the status of ~~grammar~~ grammar in the EFL setting. The approach ~~is~~ is often structural ~~and does~~ ~~not~~ and does not dialogue with the ~~use~~ students' interaction with language in the social world. Knowing how to operate the grammar forms means to know how to organize the linguistic items in oral or written texts, in a way that is possible to interact in the social practices (HALLIDAY & HASAN, 1989).

Here, we are close to a perspective to the teaching of grammar that takes into consideration the fact that our grammatical choices are always related to its uses, its functions and potential to create meaning. The idea defended here is in opposition to the structuralist perspective in which the linguistic items are taught outside the social element.

Question 2

Based on the critical and sociointeractional concept of learning and language explained in the previous question, we understand grammar on a systemic-functional perspective (HALLIDAY & HASAN, 1989; HALLIDAY & MATTHIESSEN, 2004) in which three types of meaning exist: ideational (construction of the reality through the use of linguistic materiality); interpersonal (how we use language to interact to the other); and textual (how discourse materializes, that is, our lexical choices, for example).

The OCEM (2006) also corroborates the teaching of

grammar in a socially situated way, when the document states that "the grammar rules will be always present in any use of the language, but not connected to the concept of grammar as an ~~isolated~~ isolated and decontextualized system" (BRASIL, 2006, p. 110)

In order to situate the teaching of grammar, the PCN (1998) and the OCEN (2006) suggest the teaching of EFL based on themes such as, citizenship, work, consumption, environment. Understood as the social reality in which the language occurs (TILIO, 2017), themes can be helpful in the teaching of English. When the unit of a coursebook ^{or example} is organized from a thematic content, students are able to ~~be~~ get involved in the learning process since they are familiarized with the topic being discussed.

Taking grammar as one of the systems of meaning construction in discourse ~~to~~ does not mean "the abandonment of the systematization of language" (OCEN, 2006, p. 107). ~~But~~ The complexity of the uses of languages in today's globalized world do not allow teachers to focus on grammar through a structuralist perspective. Due to this fact, we suggest the teaching of grammar in the setting of a Brazilian public school, based on thematic content, always starting from contextualized uses. So, the grammar rules and specific vocabulary are always related to the theme that guides the material.

Instead of systematizing the grammar in rules and through no authentic activities, the formal aspects of the language are developed by the use of the concept of "noticing", in which students are taken to

realize, to notice how the linguistic item is used (TILLO, 2017). The idea is that learners achieve the ~~comprehension~~ comprehension of the grammar aspect by themselves.

For example, greetings and introductions can be explored through the use of films. The teacher can select a couple of scenes, according to the level (Curso Fundamental ou Ensino Medio) and age of students, to show them different ~~ways~~ ways, in different contexts, of introducing a person to another or how a person introduces him/herself.

The verb "be" can also be worked in this way. Instead of ~~conjugating~~ conjugating the verb in the Simple Present, by making a list with ~~the~~ all the personal pronouns at once, the teacher has the option to use the greetings and introductions of the films excerpts to make students aware of the pronouns and the way the verb "be" is used.

In the examples above, we have the opportunity to explore the three meanings present on a systemic-functional perspective of grammar: ideational (how the situations of greetings and introductions are constructed); interpersonal (how the expressions are used, depending on the context and the people involved) and textual (how the greetings and introductions are materialized through the lexicogrammar choices presented in the scenes).

Questão 3

Theme: understanding and comparing different schools realities

Objective: Discuss about different schools realities

linguistic purpose: understand the use of comparative forms of adjectives

level: 7th graders

Duration: 50 minutes

materials: computer, data show or flascards and handout

Procedures:

• Write on the board "School is not always easy". In Portuguese, students are supposed to talk about it and give their opinions based on their ~~own~~ reality. They may work in pairs, 5 min.

• Students share their thoughts with the whole class. 5 min → (in Portuguese, but students can be encouraged to use English)

• Pre-reading: using the computer or flascards show students only the picture of the boy and ask them to explore it, 5 min → 5 min

• Now teacher shows the pictures of the schooling turning into a desk (one step at a time). Ask students to explore the pictures and relate them to the boy. ~~then~~



• Reading: Teacher gives the handout and students, in pairs, answer the following questions. 5 min
Activity 1 → in English

- The schools mentioned in the text are from ...
- What kind of schools are these? Rich or poor?
- What schools or supplies are mentioned in the text?
- What is Aaromkh?
- Who is Shobha Murthy?
- What did the volunteers create?

• Post-reading: 5 min

Activity 2: Students answer in Portuguese. 5 min

- O que você achou da ideia dos voluntários? Que outras ideias seriam possíveis?
- Retome o que você falou sobre "School is not always easy". O que você mencionou se aplicável do relato do texto?
- Do invés de uma ONG, quem "deveria" suprir os recursos dessas escolas em Mumbai? Em relação à sua escola, como é essa realidade?

Activity 3

• Students are asked to analyse the following sentences and then answer some questions in Portuguese. 5 min

- In the poorest areas of Mumbai, school is not always easy.
- It is not easy for children in these areas.
- The situation in my school is easy.
- The situation in my school is easier than in Mumbai.

1. Qual palavra, em Inglês, foi usada para caracterizar as escolas?
2. Em qual fase foi feita uma comparação?
O que te ajudou a ~~ser~~ responder essa questão?
3. Quais mudanças a palavra "easy" sofreu na frase "d"?

Activity 4

The teacher shows students pictures of different schools in different places in Brazil and in ~~the~~ other countries and ask them to compare the institutions, based on the comparison ~~and~~ in the previous activities. The ~~idea~~ idea is to elaborate posters to be shown to other classes in the school. The posters are suppose to show the different realities in different schools, not only the poor ones, but also the rich schools.