

### QUESTION 1

Teaching of grammar is an issue that evokes many questions regarding communication, language and social interaction. First of all, it is important to bear in mind that grammar and its definition are not limited to a set of "rules of language" that dictate how one should speak or write. Grammar is a concept that goes beyond such meaning that is usually reproduced in school. When it regards to contemporary issues in the teaching of grammar, it is impossible to ignore two intertwined themes of our time: the phenomenon of globalization, which affects our everyday lives in social, economic spheres; and the idea of identity in the post-modern world, where the constant tension between the "local" and the "global", and the fall of the modern subject and its consequent fragmentation are the main characteristics.

Globalization is not easy to define, and ~~neither~~ neither it is the goal thereof. It matters actually to emphasize that the world is ~~being~~ going through dramatic changes in several ways, in virtue of the increasingly fast advances in technology of information and the intense interconnection between the most different countries and cultures. English, seen from such perspective, acquires another meaning as it becomes the international language of the era of global connections. It is not merely a second language that must be learnt to advance in some careers. English becomes the language that connects the world. As a language however, it consists of a grammar that should reflect its everyday usage. But the question is now posed: how to teach the grammar of a ~~the~~ global language that carries an indefinite ~~most~~ number of local branches spread throughout the world? ~~The~~ The fragmentation of identities in the contemporary world does not fit to the previous view that the American or British English represent a kind of "real English" as it is largely known nowadays that these are varieties that carry social prestigious for historical and political reasons.

In view of the issues posed above, the contemporary English teacher must deal with the plurality of our time. The acceptance of the factual diversity of the world and its representation as a symbol of value instead of conflict is the main issue the teacher faces in classroom. The adoption of a plural position towards the world is the best way to enable an honest teaching. ~~By~~ "Honest" here refers to the truly teaching of grammar, and not the shallow exposition of rules that one must follow to speak in the right way. The teacher



must expose that there are more than one grammatical norms in some contexts, and make it clear that English is a plural language and that is not limited to the American and British varieties. In order to deal with the diversity, the teacher has to accept the diversity and expose it in the classroom.

## QUESTION 2

Teaching English as a foreign language requires from teachers some skills regarding several aspects of language as a system of communication. Grammar is a very important matter when teaching any language whatsoever, since it constitutes the socio-historical norms related to our everyday use of language. Grammar has been already the focus of some methods of teaching English. It is the social product of our interaction where patterns of communication are developed to enable its fluency.

Language, however, is always in constant change as we are constantly interacting with each other all the time. There will always be changes throughout the history of social life that affects the language as society and the cultures keep changing. Grammar books, therefore, are not able to follow strictly such changes as each edition reflects its respective social context of production. The role of the teacher is to demonstrate that the language tends to create a pattern which develops its grammar. Grammar should reflect that language, as it describes the norms developed from the language use. As language is a flexible system, such flexibility may reflect in grammar either.

In view of the exposition above, the role of grammar in teaching English for Brazilian learners has specific features. First of all, it is important to bear in mind that grammar in Brazil usually holds a very negative connotation. Teaching Portuguese grammar became a complex task because of the large distance between the grammar rules, largely founded on the European norms, and the everyday usage of the language in Brazil. In English, there is not the same phenomenon. Grammar contributes actually to make the student create a healthier connection to the English due to its simplified grammar in several aspects, as the conjugation of verbs and the morphological aspects.

In this sense, the role of grammar is to introduce the student into the foreign language. Rules are not always easy to follow. But the teaching of the basic aspects of English

can contribute to create a good initial connection of the learner to the language. One example, as already mentioned, is the conjugation of verbs. The exposition of the personal pronouns and the verbal ~~conjugations~~ conjugations can create a positive view from the student's eye due to the simple rules that are applied to it. The student will ~~immediately~~ certainly compare to Portuguese and see that English is simple to learn at first. It creates a trustfulness that may be explored as a fuel to keep learning and studying.

Another example is the Simple Past. There is a general rule that all the learners are able to get: the placing of the -ed at the end of the verb. There are, as usual, the exceptions. The teacher can develop games and groups where they must find out the regular and the irregular verbs. Once again, it creates a link with the language, a kind of initial identification that can support the whole process of learning. The grammar must serve as support, an instrument or tool of getting the Brazilian learners into the English language.

### QUESTION 3

~~My~~ The lesson plan designed for Brazilian learners in the seventh year in a public school is going to involve the following steps: warm-up activity to situate them into the theme; the reading of the text "The Foldable desk"; discussion of the text and the theme of the class, which will be ~~concepts~~ the "Phrasal Verbs".

First of all <sup>in</sup> the first five minutes of the class the teacher is going to ask what the students did in the day before. It is the starting point to make them aware of what is going to be approached in the class. ~~the problem is that the text is too long and it is not easy to read~~ ~~that is the point~~. In the next step, the teacher hands them over the text "The Foldable desk" and asks them to browse the title and the picture for a while in order to infer what the text is about.

After a brief discussion, the teacher asks them to join in groups to read and discuss the content of the text for fifteen minutes. The teacher then tells them to expose briefly what they could infer from the text. During the discussion, the teacher ~~is~~ answers a few doubts regarding vocabulary. In order to improve the class discussion, the teacher brings a few questions. For example, he/she asks if ~~are~~ the social problems visible in India

is shown in the text also exist in Brazil and asks a few examples.

After the discussion, the teacher asks them if there are anything peculiar in some verbs in the text. The students will probably notice verbs as ~~beach over~~ "hunch over", "come up with" and "turned into". The teacher asks if they could comprehend their meaning and then explain the nature of these verbal constructions. In the end of the class, the teacher asks them to research about phrasal verbs and bring their meaning to the classroom in order to practice with examples.