

Questão 1:

The study of Latin and Greek has always been based on the Grammar Translation Method in which standard sentences would be translated. The linguistic items of those sentences would be focused on up to the tiniest details. This approach was also applied to the teaching of foreign languages, mainly from the 17th to the 19th centuries. Even in the 20th century many teachers still believed in an approach based on the teaching of the grammar aspects of the language. However, from the 1950s on, scholars like Chomsky, Widdowson, Hymes, Halliday and Searle, among others, helped turn this focus into a less grammar-centered one.

Chomsky came up with the duality "competence" and "performance", which in turn, was not so different from Saussure's "langue" and "parole". As Chomsky states it, competence refers to grammatical knowledge whilst performance deals with the external manifestation of the language by the user. Hymes defines communicative competence using four aspects and including grammatical competence - what is formally possible - as one of them.

Halliday points out the importance of understanding the situation context in order to evaluate the use of the grammar structure depending on the function of the discourse intended. And Widdowson (1978), in his "Teaching Language as Communication", also refers to grammatical competence in the dichotomy "use" x "usage".

Therefore, with all this tradition standing on the background, it is extremely understandable

why most teachers still consider grammar issues a very, if not the most important focus of the process of language teaching. As far as English as a foreign language teaching is concerned, grammar has always been an important part of the approaches and methods developed and used from the end of World War II up to now.

However, mainly with the broad range which English has attained as a global language, the need for grammatical accuracy has long been challenged. Probably because there are more non-native than native speakers of English, the focus has been redirected to discourse and the ability of the speaker to communicate. As long as there is communication and people with different mother tongues can establish a meaningful conversation through the use of English, then whether the grammatical form follows the grammatical rules is not decisive.

In the post-methods era, grammar must be taught bearing in mind the ~~the~~ needs of the user. Also, as he states it, the students' proficiency level must be taken into consideration, otherwise complex grammar structures will not be learned exactly because ~~there~~ they are too far away from students' condition/knowledge.

Nowadays, teachers should be aware of all these issues and should include grammar studies in their syllabus in a meaningful way, that is, according to the aim they have in teaching the language. This has necessarily to be linked with the use the students will make of the language. For example, when teaching

English for Specific Purposes focusing on reading, it doesn't make sense teaching "Tag Questions" which is an item used for orality, that is, in Speaking.

As many other discussions, the focus on grammar in EFL teaching will mostly rely on the ability of the teacher to deal with the issues mentioned above, as well as with many others.

Question 2!

Since English is not a language that comes from Latin, it is easily understood, and even expected, that its structure causes some difficulty for the Brazilian learner to get used to it. Many grammar items are very different from, or do not even exist, in Portuguese. The Present Perfect Tense, for example, does bring a lot of problems because its use to refer to a completed action in the past, with no reference to the time it happened, does not match with the compound Portuguese tense to which the translation would be related.

Therefore the teaching of grammar items to Brazilian learners should always take into consideration the difference between the languages so that the teacher may foresee the difficulties the learners will find. Also there should be coherence between what is taught and the need of the learner, that is the actual possibility of him using that item in practical life. Finally, the errors should not be taken too seriously.



... because even the so called "native speaker" will not always be aware of or concerned with grammatical rules.

Taking specifically the Brazilian Public School as the setting for EFL teaching, the teacher should try to associate what s/he is teaching to students' daily experience, needs and background. To start with, the teacher must try to understand the level of language the students already have. Then, s/he should analyse the situation and establish a link between what will be taught and the needs students may encounter.

For instance, if the school lies in a touristic area it is well accepted that the students will get in contact with people from different countries who will speak English with them. If the students come from a poor community, they may try to sell souvenirs or services to the tourists on the beach, for example. Then, a good way of teaching numbers would be reproducing a situation in a public market, or on the streets, where students will take turns being sellers or buyers and may practice phrases like "How much", "Please", "Thank you"; "Can I have a piece..."; and so on.

Another possibility of teaching a linguistic item in the setting considered would be bringing a recipe to teach items related to food, ingredients and quantities. If using the school kitchen or cafeteria is not a possibility, the teacher could bring miniatures of bowls and other kitchen

appliances and pretend with the students to prepare the recipe. If bringing the miniatures is not possible, the students could draw the appliances in paper and pretend the cooking process. Therefore, whatever the strategies chosen, it is important that the learning process and the learning items are meaningful and useful for the students, and that the apprehension of the content is as practical as possible.

Questão 3: Lesson Plan

Level: 7th grade

Duration: 50 min

Teaching Point: Suffixes used to form nouns

① Warm-up: Free conversation about school and materials student should bring to class or will find in the classroom. (5 min)
lexical items introduced: board, book, notebook, pen, pencil, desk, backpack etc.

strategy: The teacher draws a mind map on the board with the word "school" as the center and draws from it words related to school and to the classroom.

Pre-Reading: Discussion about the difference between schools bringing the possibility of schools where students ~~too~~ will not find the items they need & what could be a solution for this?

Reading: The text is given to the students. The teacher asks the students to look at



the picture and try to understand the word "Help Desk" on the backpack. The teacher asks the students to read the text. What have the ~~students~~ students understood from the text (picture + written text)? The questions asked by the students should be answered by other students before the teachers gives the final answer.

The teacher should not explain every word of the text but make students understand that the main idea is what really matters.

The teacher may ask questions like:

"The item that the boy is carrying is a backpack? If not, what is it?"

"What are the small drawings on the bottom of the picture? What do they have to do with the object the boy is carrying?"

"Which country is the boy from?"

"What is the problem stated in the first paragraph?"

"What is Qarambl?"

"What is the solution found by Qarambl to the problem of ~~the~~ some Indians' students?"

After
Reading

(10 min)

Students in pairs receive cards with the words: found, assign, organize, sing, teach, develop, inform; and the suffixes -er; -ment e -ation.

(questão 3)

Students are asked to match the verbs with the suffixes and may refer to the text. The teacher chooses students to say their answers and the rest of the class agrees or corrects them. The teacher shows the combinations on the board explaining that some verbs are transformed into nouns by the addition of certain suffixes.

Exercise: The students are asked to fill the (5 min) blanks in another text with nouns formed from verbs given in parentheses and using the suffixes presented.

Post-Reading (5 min) : Taking into consideration Text 1 students should give their opinion answering the questions: "Look at the face of the boy. Is he happy or sad?" "What is your opinion about the solution given by Qarambêl?" "What would you have done?"

Homework: Write in Portuguese 5 lines complaining about this situation as if you were the boy. Write to the authorities asking for a solution.