Question 1:

The 21st century is mostly recognizable because of globalization. With this phenomenon, what was once known as a barrier is now being diluted into increasing interconnections among people with the most diverse origins. Considering that English, because of sociopolitical factors inherited from the second half of the 20th century, is now considered the global language, its teaching and learning needs to be debated so that language education can be more responsive to the dynamic world that is now being faced.

One topic that is almost Shakespearean concerning the teaching of English is should we teach or not to teach? Scholars such as Day and Savell (2015), Nunan (1999), Matt (2013), Paina and Figueiredo (2005), Laird Fennell and Connolly (2004) and Ellis (2006) have discussed the role communicative has in contemporary English classrooms.

Day and Savell (2015) point out that one needs to think about issues concerning language, that should now be considered as a set of communicative resources that are mobilized in situated interactions that engage meaning-making processes. This means that language use involves issues of citizenship, equality, power, reification and power. In Brazil, English is mostly used as a communicative resource in multinational companies, universities, NGOs, tourism and on the Internet. Taking this into consideration, one can argue "the students' proficiency level and background" (Liu and Nelson, 2016, p. 925) to make informed decisions on the teaching of grammar in the English classroom.

Those informed decisions must take into account what is most meaningful and useful for the learner" (Liu and Nelson, 2016, p. 925). Nunan (1999) believed that contemporary grammar teaching should integrate form and meaning, giving...
CONTEXTUAL SITUATIONS SO THAT THE LANGUAGE IS NO LONGER SEEN AS A FIXED SYSTEM OF RULES, BUT IN ITS DYNAMIC AND MOBILE CONSTRUCTION. THIS WAY, NUNNAN (1992) ARGUES, ONE MOVES FROM A DECONTEXTUALIZED, REPEATED, MANIPULATED AND DISCONNECTED VIEW OF GRAMMAR TO ONE THAT FOCUSES ON WHY, WHERE, AND HOW DO WE CHOOSE SOME FORMS TO CONTROL CERTAIN MEANINGS IN GIVEN CONTEXT.

As Pava and Figueiredo point out, in their work from 2005, the teaching of grammar must be meaningful and connected to learners’ experiences. As much as Leu and Nelson (2010) argued that knowing needs and background is a natural hard task given that in Brazil one teacher teaches at least 240 students per year, it is not impossible to adapt some traditional tasks to be more revealing to what learners show in their productions to be wanted and needed (Pava and Figueiredo, 2005). This way, the traditional and modern problems created between teachers, learners, and grammar, can be overcome by understanding that grammar is but one aspect of the language learning process and it served the need to engage in meaningful negotiation processes that take part in students’ everyday lives.

Similarly, need to happen so that the shamelessman problem can be solved. It is not, in the end, an issue of “yes” or “no,” but rather one of which when and how to do it (Nunnan, 1992). Students have always been diverse, not only regarding educational levels and multiple backgrounds, but also expectations and motivations towards learning English. Diversity in the classroom is an opportunity, not an obstacle. Grammar teaching requires a responsive approach, for what is considered legitimate is a set of repeated forms by privileged groups that include some white exclusion criteria (Day and Sanemra, 2015).

In conclusion, even though having multiple backgrounds,
AND LEVELS OF PRESENCE IN ONE CLASSROOM MAY SEEM CHALLENGING, THE TEACHING OF GRAMMAR SHOULD ALWAYS FOCUS ON THE CONNECTION BETWEEN FORM AND MEANING. (Nunan, 1991), NEVER FORGETTING THAT IT IS SOMETHING EMBEDDED IN POWER RELATIONSHIP AND THAT IT SHOULD BE RESPONSIVE TO LEARNER NEEDS FOR THEY ARE CITIZENS OF THIS GLOBALIZED PLANET THAT IS BECOMING MORE AND MORE CONNECTED, AND MORE AND MORE CHALLENGING.

**Question 2:**

THE ROLE OF GRAMMAR IN THE TEACHING OF ENGLISH FOR BRAZILIAN LEARNERS IS TO PROVIDE THEM WITH A SET OF ACCURATE COMMUNICATIVE RESOURCES SO THAT THEY CAN ENGAGE IN MEANING-MAKING PROGRESS. (MART, 2013) THIS MEANS THAT LANGUAGE ARE NO LONGER CONSIDERED FIXED AND STABLE SYSTEMS, BUT RATHER SETS OF DYNAMIC RESOURCES THAT ARE CHOSEN AND MANIPULATED TO PRODUCE EFFECTS IN AD HOC INTERACTIONS. (DAY AND SANDOVA, 2014).

Grammar, in this view, is a description of power and meaning embedded in power relations that is crucial for improving accuracy and avoiding, exclusion, complicated and being accepted as a legitimate speaker. It is important not to be naive and misunderstanding that what is deemed as legitimate is a process that position certain groups that mobilize power to say what is good and what is not and therefore establish groups that are in and groups that are out. (MART, 2013).

**In Brazilian public schools, learners come from multiplex environments, which make the claim in a diverse and interesting setting. On the other hand, work conditions in public schools are sometimes less than optimal for the teaching practice to be effective as it should in a dynamic and dynamic reality. This does not, however, stop in any way the potentialities of shaping the approach to grammar teaching.**
SUGGESTED ABOVE,

Nunan (1992) proposes that grammatical rules be taught through an organic model that links the language structure. Functionally, rules are not conditional for knowing how to use them. One context does not lead to learning another (as in a linear model). Understanding why, where, and how one form is used for effective communication to occur, Nunan (1992) argues, one must engage in a functional interpretation of the situations making forms and also in a decision-making process of formual communication problems with certain accuracy. This way, the English classroom, according to Nunan (1992), should focus on accurate forms and their use in interactions and on how to use grammar to do what one wants and needs. The implications of this proposal involve a change of focus toward traditional approaches and tasks that should be adapted to the organic model to become more exploratory and collaborative (Nunan, 1992, p. 103). To do this, Nunan (1992) suggests that language use involves choices and decisions; authentic data be used and analyzed based on what decisions were made, both spoken and written. Relations be made explicit and learners be encouraged to become researchers and analysts, formulating hypotheses and explaining rules and occurrences.

One example of how can the organic model be implemented in a Brazilian public school is the teaching of the present simple. It is important to use authentic data to show learners why do the authors decide to manipulate this simple tense to make meaning. For instance, the Red Hot Chili Peppers song "Californication" contains the present simple throughout the lyrics to continue streamline toward the so-called Hollywood industry that fabricated people, feelings, and dreams. The use of the present simple is important to signal that those actions taken by
The industry are real and happening now. After getting in contact with the leader, learners should be engaged in
inductive activities (Hall, 2006) to understand essentially how did the present simple work to construct the meaning. The
authors decided wanted to contrast.

Another example of linguistic item that could be taught based on Nunan's organic model (1998) is the second
conditional, through the use of the song "Joining You", by Alanis Morrisette, that also contains authentic data. Students
should be encouraged to question both the form and the structure of the song. Being used in the show, it convinced someone who is thinking about suicide not to do it. The author chose a specific form to convey a
very deep function of discussing how life is actually worth living.

In conclusion, applying an organic model to grammar teaching is beneficial for approximating learners' needs and
expectation to English teaching. The problem with grammar was never if it should be taught or not, but how this would
happen and for what purposes (Lama, Fenner and Connan, 2004). Its role is and should be related to what learners
can do with it in their own terms. Educating in the name of freedom, that is the task.

Question 3:

The following lesson plan will be described and
designed for a corner of "7º" and of the "Ensino Fundamental"
sit in a Brazilian rural school. The lesson will be planned
to last 50 minutes and its teaching point will be to
contrast forms and function of the simple present and
the simple past in a piece of news.
For the warm-up, students will be asked if they know anything about schools around the world. It is expected that they will mention Western experiences. Then, they will be asked if they know anything about school in India. These two questions are supposed to exist what the group knows about the topic and to catch their interest in class.

Students are then told that they will read a text set in a school in India. Once with the printed text in hand, students are asked to look at the headline, the subhead, the image, and the source to formulate hypotheses of what the text will be about and also to recognize the genre (i.e., piece of news). Reading, expectations, towards the content and the genre should further comprehension and interaction with the text.

Students are asked to highlight some words that are part of the school setting (school, classroom, books, desks, chairs, assignments, and schoolbag). They should complete some information provided about these words: what do objects are related to the word "school" in all of its occurrences? (e.g., books), what cannot many students in India afford? (a notebook), how do students in India (they) carry their books? (in their arms or in back), where do students in India (they) sit at school because books and chairs are a luxury? (on the floor), what happens to kids as they do their assignments (kids which one -- end up with soap instead), and what would voluntarily count? (a school bag made of recycled cardboard), notes that turned into a suit. Students are encouraged to work in pairs or small groups and the teacher monitors their activity, checking the answers with the whole group when noticing that everyone has done the activity. While checking the answers, it is expected that learners will realize that the piece of news is about a very poor school setting that students...
with their own reality.

Students then are asked to highlight the following chunk: "They carry, they sit, kids hurl, and many end up. They are asked to decide if those terms are in the present and, if so, what is its aspect (simple). It is expected that learners would have seen present tense in the previous school year. Then their attention is drawn to the following chunk: "Amarante ... that help. They are asked if this occurrence is in accordance with more traditional approaches to grammar. It is expected that they will notice that the third person -s is missing, but it does not stop interaction from happening. Then, students are asked to explain why is the simple present being used in the context of the piece of news. The teacher may help them see that it is corroborating a fact that is true and that happens in that part of the world."

Student's attention is then drawn to the chunk: "Amarante's founded, Shampa Mithy, wanted, "Amarante volunteered came up with and "recycled cardboard boxes. The teacher may always help with vocabulary if necessary. Students are asked if those terms are in the present or the past and are then introduced to the simple past. It is expected that they will notice there is no variation in the third person singular and that it continues the meaning of a conventional noun that is more distant from the moment of the utterance. The teacher may help them realize this.

Students then are asked to read the full text, checking vocabulary if needed, and to come up with possible explanations for the decision to use present simple and past simple in the text. Students are encouraged to work quietly and to share their hypotheses with the group. They are expected to notice that, in a piece of news, it..."
Possible to present a fact that is true and closer to the moment of the utterance through the use of the simple present. The precarious condition of the school in India.

This fact: At the same time, a piece of news may choose to narrate an event that is remote and more distant from the utterance, which is the case of the organization that chose to do something to help school kids in poverty environments.

To conclude this lesson, students are encouraged to think about what can they do to help school kids in places who may go through similar conditions than the kids in India. They are encouraged to research school conditions in their own country and to start writing a report of what they find.

The following lesson can be focused on the simple past so that students learn its forms and procedures in context. They will always be encouraged to position themselves and to formulate hypotheses concerning foreign and UK.