Question 1

With the rise of communicative approaches by the movement of linguists (applied linguists) psychologists, and educational researchers (1970), the teaching of grammar overcame the deductive and the objectivism of language approaches (Appleton 1960) which focused on structure of grammar itself.

The contemporary issue in the teaching of grammar in an EFL setting of a Brazilian public school must consider English as a global language related to various purposes; a language in a era of new technology and its impact on the development of EFL teaching-learning technology in a crucial element inside classroom and outside of it; providing necessary tools to student learning and autonomy; therefore, the teaching of grammar must "flow" or follow such movement. Opportunities to focus on how to learn grammar and how learners can take autonomy in this process.

The knowledge is obtained by variables such as motivation, gender, social class, personality, learning strategy, and they are crucial for a more effective management of language teaching. For this reason, grammar labeling in a contemporary perspective should expand a concept of learning, teaching, and of the assessment in accordance to a co-construction approach more precisely must consider the concept of a language classroom as the highlight of a globalization and a relation globalizzazione. According to Touch (1999), when students are motivated to learn grammar with meaning in a critical framing, not by the usage of didactical textbook, they can improve in their language classes, without a
And in order to do this, it is necessary to review the teacher's role, to center the focus of the process in the student, considering his previous knowledge, his/her background, students are impurtly capable of learning grammar without memorizing or following instructional rules, finding meaning in subtle grammar related to different textual genres and different discourse structures promoted by new technologies.

In accordance to Markulevich (2004), grammar teaching of a language (not just English) must consider power relations and its influence on discourse situation. Still his accordance to the author (2004), an effective way to teach grammar in a language (in general) is promoting the access to different textual genres. Textual genres are currently cultivated on internet. On lots of themes of communication and their discourse support, textual genres can stimulate what Santos (2008) points in his study, where she discusses of "authentic materials" and their relation to new technologies.

New technologies and their textual genres can stimulate a variety of methodologies. Can change strategies. Can propose to grammar teaching a new focus on different needs, expectations and can make them reflect on their reality.
According to current research, and learning assessments related to English learning in Brazil, the proficiency level of Brazil is low, with only around 5% of Brazilians with a good communicative performance on this offered language. Therefore, it is focused on the aspects substantial to an effective teaching learning of ELL, such as curriculum and methodologies in order to reinforce the English learning in Brazilian schools and also to promote a qualified formation of a future professional.

The role of grammar then, center the teaching of English in a movement which should emphasize the globalized context of our society, inserted into an environment of new technologies and a diversity of means of communication.

A grammar teaching must be descriptive, providing a clear, pedagogical and dynamic way to learn the language in opposition to traditional grammar approaches. In the light of Santos (2009), to teach grammar nowadays, consist in the exploitation of linguistic diversity (multimodality and multiliteracy), considering elements, such as;

- Situated practice (life experiences learners background);
- Critical framing (to question common sense);
- and being capable of learning grammar with autonomy.

In accordance to Ellis (2006), an English teacher must reflect on the idea of creating the conditions by which learners learn naturally. Communicative ability is dependent on acquisition and the acquisition demands motivation, grammar related to discourse situations, different textual genres, teaching of grammar highlighting a combination of factors and variable of different nature (in a country like Brazil): social, economic, cultural and
Others. All these variables can impact in new adjustments or methodological changes in the curricular practice and teachers' practice.

It is necessary, not just teaching grammar, but also among other linguistic aspects, to switch for the focus on the teacher's role in the students' development. New methods depart from tradition in instructional aspects; the teacher as a collaborator (mediator), by the time he/she teaches English, focusing on grammar.

Grammar teaching today should precisely reinforce the constructive definition of the 'zone of proximal development' (Vygotsky), effecting as a consequence the potential capability of a person, helping learning to mix out their (fill in) their grammar.

When a teacher works with specific contents like multimedia, for example, it is possible to consider the usage of cultural elements from the community where the public school is located: music, engravings, oral expressions and personal narratives of local people. Another example of teaching grammar is a communicative approach (by considering the reflection of social problems with texts that put into evidence cognitive language and its meaning's effect).
Lesson Plan

Goal Information

Teacher: [Name]  Date: 3/3/18

Level: 7th Ano / Ensino Fundamental

Setting: Colégio de Aplicação UFRJ

Duration: 50 minutes

Teaching Point: Expository Textual Genres

Main Aim: To reinforce the discussion of the previous class, textual genres, in an expository situation, by the use of texts from newspapers and/or magazines.

1- Activity - Presentation. To make students read the text in groups.

Aim: To promote a discussion of the text, highlighting keywords, making use of scanning and skimming strategies, to discuss the main features of the text and the characteristics of this type of textual genre (purpose, format, audience, and so on).


2- Activity - Production 1. Students (working in pairs) will write a list of questions related to the text and according to the image.

Aim: To stimulate the post-reading activity, promoting the image reading.


3- Activity - Production 2. A debate about the reality of the story in the text, making comparisons with their reality.

Aim: To stimulate narratives through expositive texts to stimulate students to express their ideas in the classroom.


4- Evaluation - To ask students to collect texts from a newspaper or magazine, in order to present the text with the following Day.

Aim: To review the main topics of the class.

Timing: 05 minutes (Homework).