2. Contemporary issues in teaching of grammar in an EFL setting

Currently, in EFL classrooms, the struggle of educators starts mainly in facing the multiple levels of students' background on the matter.

Setting up an interesting, well-planned class for a group of students with different levels of proficiency, different habits - or even possibilities - regarding access to computers, mobile phones, online gaming, movies, foreign music, cable tv or any platform that would facilitate the student's familiarization to the studied foreign language.

Moreover, there are - specifically in Brazilian public schools - the issue of various age groups and overcrowded classrooms that aggrandize and compromise the classroom environment, not to mention the teacher's efforts in giving undivided attention to the whole group plus extending to individual needs of students.

Concerning the student's general background, the contemporary tendency is having a sort of "pupils overcome the teachers", considering that, on one hand, there are the educators of a generation struggling to keep up with the latest technology and in the other hand, there are the growing ones acquiring library, monitoring gadgets and social media, sometimes being before the just schooling years.
It should not be surprising to observe deep discontent and lack of engagement in students when taught to teachers, specifically in EFL field, introducing students to lists and lists of vocabulary, sentences, verbs, and others that are expected to be remembered, copied, repeated over and over for a "fill the blanks" assessment later on.

Today's immersion in the world wide web, hyper-texts, and apps is undeniable, so it is imperative more than ever, to take into consideration the social character of any language in the study. Since language is a cultural and social matter, so a typed language and society cannot be boxed away from each other's perspective - each one transcends the other.

Therefore, considering the debate studies between Chomsky and Bahlitn, language (it being native or foreign) must be observed and studied in its natural, organic environment, within its social context, in its various genres, types, forms, situations, etc., and by doing so, not emptying language of its essence and purpose - communication. Then Grammar would be observed and analysed within texts, on its infinite possibilities and platforms.

As mentioned in the answer, once understanding language as a
living, organic competence, that embraces and
transcends social and cultural aspects of human
essence. The teaching of grammar can (and
should) be approached from the general toward
the specific—from the text to the structure;
taking genre, context and other aspects such
as layout, platform, etc. into account.

In this perspective, the "star of the show"
instead of listing and memorizing verbs, vocab-
ulary and tenses, should be the general under-
standing of the message of the text—the
purpose of the text, the ideas within the
lines; points of view, opinions, arguments;
and from the general understanding, then
the students should be encouraged to go deep
in dissecting the text, contextualizing and im-
porting meanings and identifying new vocabularies and
—of course—grammar grammaticalized aspects
and structures.

The approach of teaching CFL above
mentioned has name and surname—in my
personal studies and practice—Ingrid Koch,
whose work transcends applied linguistics, neu
linguistics, semiotics and grammar, and she
makes it Textural Linguistics.

Even though Koch's studies and thesis
come more about teaching of Portuguese as
mother language, she touches the matter in
"Le e Compreender", where she mentions the
benefits of this approach in the teaching of
foreign languages as well, especially regarding
deeper understanding of both native and foreign languages by comparison of structures within similar genres.

Moreover, in terms of multileteracies and (what in Portuguese we call) transversalidade, considering the subtle boundaries between subjects, another strategy that has been proven effective (even in my personal experience in classroom) is learning up with teachers from different fields and subjects to work together in both the topics to be learned in other subjects in texts, movies, documents etc. in the studied foreign language, providing deeper understanding in both subjects - or global learning.

The experience provides deeper and meaningful understanding of multiple contents on one topic.

One simple example of how this could be applied is preparing a chemistry experiment in class while having instructions of the step-by-step written in English - where the focus of learning would be the general understanding of instructions and the imperative form of verbs would be focused.

Another simple example might be studying past expressions of time (adverbs, for example) in a History class, within a text about history of movies.
Lesson Plan

Theme: C. Fundamental

- Objetivos Gerais (General Aim)
  - General reading comprehension
  - (and listening)

- Objetivos Específicos (Specific aims)
  - Understanding of new vocabulary
  - Being able to create hypotheses on the meaning of unknown words
  - Understanding forms of word formation
  - Understanding how suffixes change the meaning of words
  - Observing the meaning of ER in harder and ES in poorest (in the text) introducing a topic to be studied in following classes
  - Recognizing cognates.

Teaching Point - Word formation
and suffixation

Step 1) Ask general warm-up questions to help students to remember previous vocabulary
   key concerning the school environment
   such as: Teacher, student, desk, book, uniform
   classroom, board...

Step 2) Provide students with photocopies of
   "The Foldable desk"
Step 3) Ask students to observe the picture and title and ask questions in Portuguese about what they see and instigate hypotheses about the topic of the text.

Step 4) Read the text out loud to students, slowly, asking them to observe and underline the known words or words that look similar to English, so that they could guess their meaning.

Step 5) Write on the board all the words that are composed by combined words or suffixes and help students to understand their meaning through dissecting them, drawings and mimics. Ex: backpack, schoolbag, schoolchildren, money, profit, card, board, assignment.

Step 6) Read the text again, to ensure general comprehension and help with further issues regarding unknown words.

Step 7) Ask questions in Portuguese to assess comprehension of the message.

Step 8) Compare structures or - Founded (within the text) easier and then explaining harder why they are different over.

Step 9) From the structures above and the
others written on the board, show students other possibilities of word formation using the prefixes ER, ABLE, MENT and the particles like SCHOOL, BACK, BOARD...like homeschool, blackboard, printable, possible teacher, seller, environment, excitement...etc.

Step 10) As an exercise, ask students to search online - or at home - or even in other texts - within the textbook of the class - other examples of suffixation and word formation.