

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

① Currently, in EFL classrooms, the struggles of educators start 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 level 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 aggrivate and compromise the classroom environment, not to mention the teacher's efforts in giving undivided attention to the whole group plus attending to individual needs of students.

Concerning the student's general background the contemporary tendency is being a sort of "pupils overcome the masters", considering that, in 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 young ones acquiring literacy, mastering gadgets and social media, sometimes long before the first schooling years.

It should not be surprising to observe deep discontent and lack of "engagement" in students when outdated teachers - specially in the EFL field - introduce students to lists and lists of vocabulary, sentences, verbs and others, that are expected to be 'memorized', copied, repeated over and over for a "fill the blanks" assessment later on.

Today's immersion in the world wide web, hypertexts and apps is undeniable, so it is imperative, more than ever, that the social character of any language is taken into consideration. ~~Since~~ Since language is a cultural and social matter - as a triped, language and society cannot be boxed away from each other's perspective - each one transcends the other.

Therefore, considering the latest studies - between Chomsky and Bakhtin - language (it being native or foreign) must be observed and studied on 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.

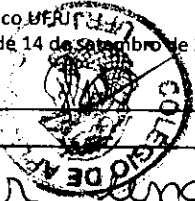
② As mentioned in the answer of the previous question, once understanding language as a

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 towards the specific — from the text to the structures, 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, vocabulary and tenses, should be the general understanding 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 deeper in dissecting the text, scrutinizing and inferring meanings, analyzing new vocabulary and — of course — ~~grammar~~ grammatical aspects and structures.

The approach of teaching EFL above mentioned has name and surname — in my personal studies and practice — Ingebor Koch, whose work transcends applied linguistics, neuro linguistics, semiotics and grammar, and she names it Textual Linguistics.

Even though Koch's studies and thesis concern more about teachings of Portuguese as Mother Language, she touches the matter in "Ler e Compreender", where she mentions the benefits of this approach in the teaching of foreign languages as well, specially regarding



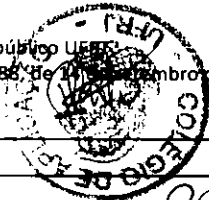
deeper understanding of both native and foreign languages by comparison of structures within similar genre.

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 teaming up with teachers from different fields and subjects to work together in both the topics to be learned in other subjects in texts, movies, documentaries 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 strike.

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

Another simple example might be studying past tenses or past expressions of time (adverbs, for example) in a History class, within a text, short story or movie.



③ Lesson Plan

7º ano / E. 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 EST 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 concerning the school environment such as: teacher, student, desk, book, uniform, class, 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 hypothesis about the topic of the text

step 4) Read the text out loud to students, slowly, asking them to observe and underline 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: back/pack school/bag school/children non/flight cardboard assignment

Step 6) Read the text again, to ensure ~~com~~ 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 as: founder (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 suffixes ER, ABLE, MENT and the particles like SCHOOL, BACK, BOARD, ... like homeschooled, 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.