The teaching of grammar has been defined and redefined throughout the years. In the very first grammar studies from the nineteenth century, researchers like Giblet used to define grammar as what taught us how to make use of words in a proper manner. Years later, other grammarians redefined it many times: Crystal (1992), Heller, Richards, among the studies carried on in the 90's that aimed at investigating issues concerning grammar and grammaticality which indicated that it would be impossible to reach those definitions by investigating non-contextualized data.

Stevan Blumer (1997) who studied the notion of grammaticality according to native and non-native speakers, and got to this conclusion. He realized that sometimes structures that were acceptable for native speakers, were unacceptable for non-native and vice versa. So he came up to the conclusion that due to the variety of answers of the participants in the study, that type of research was not so reliable, because it made little sense to talk about linguistic facts to the level of isolated sentences, because, in general, they should be conditioned by the linguistic and experiential context in which the utterance occurred.

The problems that arise when we separate sentence level and discourse level analysis are not new. This notion has been attacked by many researchers in recent years. There is no way, according to these quarters, to talk about grammatical principles and rules from the study of isolated sentences. Having it said, we teachers need to consider in our lessons, not only structures and rules, but context and, mainly, the dimension of grammar.

Larsen-Freeman (1995) defined what, in my mind, is the most comprehensible recent conceptualization
of grammar. She sees grammar as a higher-order concept within linguistics, arguing that it has three dimensions: form, use, and meaning. She attempts to integrate these three dimensions that have traditionally been kept separate. Her focus is on the study of how syntax (form), pragmatics (use), and semantics (meaning) work together to enable people to communicate through language.

As far as I see it, the interconnections between these in a discourse and the contributions they make to coherence, as said by Nunnan (1997), is what matters. More than learning and teaching rules and structures, the teaching of grammar should consider in an EFL classroom, the speech acts, the background knowledge, the interpretation of discourse, the context influences, and other elements that help learners to understand the way language is used.

Teaching a language involves a set of choices and it is up to the Teacher which one she wants to make in order to help learners see that alternative grammatical realizations exist and enable them to create different kinds of meaning. This is the role of teaching grammar for Brazilian students. Grammar is a way of talking that, when used and comprehended properly enables students to understand a situation. What is up to the learners, more than to the Teacher, is to decide what they wish to convey. When encouraged by the Teacher, learners become active explorers of language and are finally able to explore the relationship between form, meaning, and use (Laver-Freeman).

Some examples of activities we may develop...
Learners that have new linguistic items can be taught in a Brazilian public school in order to make them explicit languages are:

First. In the month of February, as it is celebrated in the USA the Black History Month, develop some activities related to it in Brazilian classrooms. One possibility is to start talking about the role African-American leaders who were important to the acquisition of the right of voting historically, such as: Martin Luther King and Malcolm X and explain the differences with their ways of protesting (violent and non-violent). In order to do so, teachers might use visual aids and videos with pieces of information, also, it could be used a video or a movie, one very good one for this purpose is "Selma", which tells the story of African American fight for the right of vote in the city of Selma in the 60's. After the lesson with interpretative exercises and debates about African-American leaders in the USA and in Brazil, teachers could ask students to group to present the minutes seminars about one of the characters they studied. This way learners could be using past research and continuous to talk about history and the effort of biography.

Second. In the month of March, as it is celebrated the International Women's Day, develop some activities related to it in Brazilian classes. One possibility is to review the concepts about African-American culture, which would have been discussed during the whole month of February, and start talking about the power of
African Americans women and their influence in the movement for the right of voting. Names such as Rosa Parks and Mary McLeod Bethune could be introduced. After some lessons, students could watch a film about it. One suggestion would be: "Hidden Figures" that tells the story of the African American engineers who went inside and first worked at NASA. After some debates and interpretative exercises,淋 darn could be presented to model and write compositions talking about what women were able to do and when, also, what they accomplished and what we expect to conquer for their future.

(3) Lesson Plan

Level: 5º and Ensino Fundamental

Duration: 50 minutes

Teaching point: present simple

Time Development

10' Conversation about social issues considering money distribution in Brazil and the difficulties faced by public schools because of it.

5' Quiz about India and its curiosities (It can be made of flashcards or an online quiz to be answered in group in order to manage time and provide dynamics)

10' Brainstorm about similarities
between schools in India and in Brazil.

Teacher provides a list with 5 students.

Teacher provides a list with school problems which can be solved by the creation of a tool (however didn't say what tool it has to be) and students vote for the most important one in their opinion.

Teacher shows a short video about how innovative ideas can help people.

Teacher gives the text: The forest dark and asks students some questions about the text: the relation between the picture and the text, and the vocabulary. After that, students read it and answer the three questions (written in English but expected to be answered in Portuguese) about it. (Having the ESP principles as a basis for this exercise). Students are presented to present.

Teacher gives handout instruction and asks students to create groups and come up with an innovative idea to help their school to deal with the identified item they voted for. Each group would have to write a paragraph using the simple present in order to explain their invention.