

1) The teaching of English as a foreign language had its beginning with a method called "Grammar translation method" in which the language was taught through ^{the} translation of lexical and grammatical forms of literary texts. Methods that followed the grammar translation method in history, such as direct method and audiolingual method, continued to view the teaching of grammar as a practice that should be explicitly taught, in a inductively way. By the decade of 80's, with the advent of communicative approach, the teaching of grammar started to be understood as a contextualized practice, taught in a deductively way. In this approach, students are presented to grammar topics in contextualized situations through realistic/real life texts, and not as a separated part of the whole text.

In this perspective of grammar being taught in specific contexts, we touch the conception of genres ^{as} teaching instruments. According to Bazerman (2006), genres are frames to social action, ^{a way} to establish communicative actions among individuals. To Marcuschi (2006), teaching grammar through the use of genres is a way of sociodiscursive action in a cultural context.

The use of genres, in this way, can be considered a communicative practice that help students develop their communicative competence. According to Cox & Assis Peterson (2001), developing a communicative competence implies understanding that ^{the} teaching of English is a functional ability. Learning grammar is much more than understanding grammar rules, but also developing a linguistic, pragmatic competence to express and negotiate meanings in context.

Concerning the teaching of grammar working to negotiate and express meanings in context, Almeida Filho (2011) ~~states that~~ ^{questions} if there are formulas repeated by teachers to do so. The author claims that, in the formation of teachers of English, we ~~must~~ ^{must}



focus on reflexive and critic contextualized practices in order to make grammar actually a way to negotiate meaning to our students, and not just a list of rules. The formation of teachers, then, is important point to be considered in meaningful teaching of grammar, although it is still a challenge.

Another important issue concerns material used in EFL settings. According to Gotthelm (2007), materials must present a contextualization of grammar to be acquired by students and must be the result of an analysis of students needs,

Concerning students needs, we face another issue: what is actually necessary for them, thinking about their experiences and accessibility of the language, as Liu & Nelson (2016) point out? Students' ^{different} proficiency levels and different back grounds make the teaching of grammar even more challenging in EFL settings.

The difficulties in teachers formation, ⁱⁿ the quality and adequacy of materials and in the understanding of students actual needs are, indeed, relevant issues in the ~~teaching~~ ^{teaching} of English. ^{can be considered}

In this way, to solve these contemporary issues is to work on the quality of teacher formation and materials, for instance. Also, ~~should~~ reflect and construct a school in which students can be divided in groups of the same or similar levels of proficiency to make their learning process ~~more~~ more effective.



2) According to the Bakhtian dialogic perspective of language, language is understood as concrete reality and not a scientific abstraction. Meaning of forms (words, ^{their} syntax, etc) is determined by their context and built through interactions among individuals in specific contexts of use in a certain socio-historical moment. (Bakhtin, 1996)

By the use of multiple manifestations of language in its social practices, the individuals act and reflect about their realities and can either maintain ^{and} enhance it or question it and work to transform it.

When learning English students ~~can~~ have access to other discourses, ideas and meanings and can reflect upon their own conditions as social individual. The role of grammar in the teaching of English, concerning Brazilian students, is essential for their understanding of meanings and ideologies present in different sorts of texts that circulate around the globe.

^{TO} Fairclough (1992), knowledge is ideologic and it is built through social interaction. In this sense, the use of language, and, consequently the use of specific grammar constructions, has effect over people, but is also shaped by them.

In schools, linguistic items should be always taught in context, through the use of genres. Students can learn grammar topics through ^{both} ~~either~~ production ~~and~~ comprehension activities in class. For example, students can analyse how different newspapers around the globe present their headlines concerning the same piece of news. Students can observe how different grammar constructions (such as passive/active voice, mood, aspect) may manipulate discourse and present ideology. Also, students can analyse how grammar is used to manipulate ideas concerning the roles of gender in society through



magazine articles in magazines "made for men" and "for women" around the world and reflect upon their own lives.

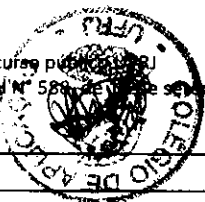
These activities may ~~also~~ make students understand that language is a system of choices to fulfill certain communicative function in the instantiation of language in specific ^{situations} and cultural contexts, as pointed out by Kress and Van Leeuwen (1996).

Through critical language awareness, students can adopt a critical point of view towards ideologies identified and presented in different ~~types of genres and~~ texts. However, knowledge of grammar will certainly help them ^{understand meanings} and negotiate them, being able to take an active part in the struggle against naturalized discourses.

3) The topic of the class would be adjectives - comparative and superlative forms.

In the first 10 minutes of the class, the students would have to read the text together with the teacher and try to find the adjectives present in the text (in their "normal", 'comparative' and 'superlative' forms). Then, the teacher would divide the class into small groups (groups of 5 students, for instance) and they should discuss how ^{the use} these adjectives help them to understand the ~~the~~ school conditions in India and the perspective of the author about it. This part should take 20 minutes.

After, these groups should choose different adjectives and propose comparisons to their school ^{condition} and the school conditions presented in the text. Each group should present, at least, 3 sentences, but no more than 5. ^{to the classmates} They would have 10 minutes to do so. In the last 10 minutes of class, the whole class should discuss and think about a project to design "the best



school" of the world. They should write some sentences using superlative adjectives and, in the next class, we could start the class bringing images / drawings of what they have thought of in our last class.

The objectives of the class would be to make students identify and use different forms of adjectives and reflect upon the ^{role} ~~uses~~ of adjectives in ~~activities~~ expressing opinions.

With this activity they could also think about privileges, their social condition and ways to make their own space a better place to study. and other's