



Question 1:

The issues with grammar is something that is normal to be found when someone is trying to learn or to teach a language. When the point is to learn or to teach a new language, the issues tend to be more seen. According to this, new technologies and ways of teaching are used, specially because on the other side there are new, ~~contemp~~ contemporary issues in the learning of grammar.

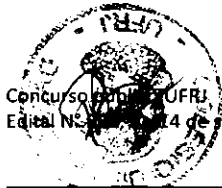
Language is used to communicate and each country has your own language, basically, there are languages that are spoken in more than one country, so there is the phenomenon called variation. Variation is always present in the world, but now with globalization, people have the opportunity to get involved easily with more than one English, or ~~exp~~ ~~locomable~~, American English, British English, Indian English. Because of the globalization related also with technology, teaching grammar in an EFL setting can be through because of the many rules that people have already been in contact with. Another issue that can happen is to learn a "wrong" usage of grammar on a web site or video, also because of the globalization and easy contact with technology.

The native language is something that each person learns and there is no excuse for that, but it can be an issue also when the person creates an assimilation with the grammar of the first language or other language already learned. Related with this, at Brazilian public schools we can see that students are not interested about learning the Portuguese grammar more than students from private schools, ~~o~~ although both groups see as something unnecessary. Another point about it is that students realize that it is possible to speak, to communicate without learning, with a teacher, ~~prefer~~ the grammar of his or her native language so the new language can be this way too.

Students see the grammar as something old and with difficult rules. This thought is reinforced when language is always ~~to~~ changing, so the old rules of grammar get more boring for the students, as they are in contact with music and pop culture from English, learning new expressions

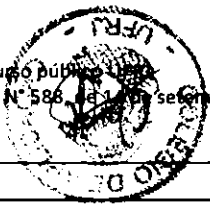


that are used in the country that speak the language they are ill-equipped.
Teaching grammar is a hard habit to be in this century
and it might get more and more difficult, but it still has to be
present in the teaching and learning in an EFL setting. It is good
to see that some things presented up above help the learning of a
new language, not only English, however it causes some issues in the
teaching of this new language.



Question 2:

The role of grammar in the teaching of English for Brazilian learners is to help them to learn this new language in a fast and easy way. When a student memorizes many rules as possible, the student becomes more capable ~~and~~ to communicate in this new language, in this case is the English language. According to this, learn possible to learn that the order in English as the grammar says it is: subject + verb + object, the student rarely or never will construct sentences like: "I want an apple", instead of "we want an apple"; "eat they bananas", instead of "They eat bananas". Another example is ~~with~~ about questions and the verb to be. Once learned that it has to insert the order: verb + subject + adjective: "Are you happy?", "Am I beautiful?", the student rarely or never will produce: "you are happy?", "I am beautiful?". These linguistic items can be taught rarely as a way of them interact, introduce themselves or to express a wish or to comment something. This activity can ~~be~~ be done in pairs or groups of three, four people.



Question 3:

Level: 7^o ano / Ensino Fundamental

Setting: a Brazilian public school

Duration: 50 minutes

teaching point: Adjectives

- Teacher asks ^{to} for the students to discuss in groups of four people about the subject "adjectives". - 3 minutes
- Teacher debates with the class about the subject "adjectives" - 5 minutes
- Teacher asks to the students to read, individually, the text and to try to find adjectives - 15 minutes - Teacher walks around the class to help the students.
- Teacher asks for two students to read the text - 5 minutes.
- Teacher explains the subject "adjectives" according to examples from the text - 8 minutes - teacher asks to the students to repeat the adjectives after him/her.
- Teacher asks for the students to write a little paragraph using what was learned - 5 minutes - teacher walks around the class to help the students.
- Teacher asks for the students to give the paper to other student to correct. - 7 minutes.
- Teacher gets the papers and finishes the class - 2 minutes.