Perspectives on teaching Grammar in the didactic material *Pontos de Vista* from the *Olimpíada de Língua Portuguesa Escrevendo o Futuro* / *Perspectivas de ensino de gramática no caderno Pontos de Vista da Olimpíada de Língua Portuguesa Escrevendo o Futuro*

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ABSTRACT

Regarding the necessity to promote an innovative Grammar teaching, this paper aims at investigating the treatment given to Grammar orientation in the didactic material "Pontos de Vista", which is the guiding document for teaching the genre Opinion Article in the "Olímpiada de Língua Portuguesa Escrevendo o Futuro" (OLP). For that reason, we decided to analyze the guidelines contained in the didactic material, in order to describe and relate them to the teaching perspectives they adopted. Our initial hypothesis was that the guidelines presented would allow a contextualized approach to Grammar teaching and would provide teachers with the necessary support to teach reading and writing. In order to discuss the teaching perspectives, these studies were based on Bezerra and Reinaldo (2013), Mendonça (2006) and Lima, Marcuschi and Teixeira (2012). In general, we noticed that the guidelines provided in the material are focused on the functioning analysis of the linguistic structures according to diverse conceptions of Grammar. Besides, the guidelines prioritize the grammar teaching under an innovative perspective and they still show some elements of a conciliatory perspective.

KEYWORDS: Linguistic Analysis; Grammar Teaching; Didactic Material; "Olimpíada de Língua Portuguesa".

RESUMO

Mediante a necessidade de promover um ensino inovador de gramática, o presente trabalho busca investigar qual o tratamento dado às orientações de gramática no caderno Pontos de Vista, material orientador para o trabalho com gênero Artigo de Opinião da Olimpíada de Língua Portuguesa Escrevendo o Futuro. Para tanto, decidimos analisar as orientações presentes no material, descrevendo e relacionando tais orientações com as perspectivas de ensino que elas adotam. Nossa hipótese inicial foi de que as orientações presentes no caderno permitiriam um trabalho contextualizado de gramática e dariam aos professores o suporte necessário para o ensino de leitura e escrita. Para discutirmos as perspectivas de ensino, baseamo-nos nos estudos de Bezerra e Reinaldo (2013), Mendonça (2006) e Lima, Marcuschi e Teixeira (2012). De modo geral, percebemos que as orientações se voltam para a análise do funcionamento das estruturas linguísticas de acordo com concepções diversas de gramática. Além disso, as orientações priorizam o trabalho sob uma perspectiva de ensino prioritariamente inovadora, tendo, ainda, alguns elementos de uma perspectiva conciliadora.

PALAVRAS-CHAVE: Análise linguística; Ensino de gramática; Material didático; Olimpíada de língua portuguesa.

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1 Introduction

In the context of Brazilian education, the development of projects that motivate the school community as a whole to seek improvements for Basic Education, in our opinion, has been an effective alternative that generates good results in the construction of a qualified public education. In this context, the "Olimpíada de Língua Portuguesa Escrevendo o Futuro" (OLP) consolidated itself in the scenario of Brazilian education as a biennial contest of text production developed for students from the 5th Year of Elementary School to the 3rd Year of High School in public schools from all over the country. The contest, organized by the Center for Studies and Research in Education, Culture and Community Action (Cenpec), is part of the "Escrevendo o Futuro" (EF) program and promotes online and presential formative actions all over the country.

The writing production for the contest can be made according to four different genres, which can be: Poem, Literary Memories, Chronicle or Opinion Article. All texts should be based on the theme "The place where I live", which aims to promote the recognition of the local reality and the creation of bonds with the community, in order to contribute to the formation of students' citizenship and local protagonism.

The didactic genre sequences (DGS) proposed as a didactic material for working with the genres in the OLP contest are named "Cadernos do Professor". These documents are organized in workshops that discuss from thematic aspects, to aspects related to the knowledge about the genre and its linguistic elements.

The "Pontos de Vista" document, our object of analysis, works with the genre Opinion Article and it is aimed for the 2nd and 3rd High School Years. The proposal of work with this genre is focused on the student's critical development about a controversial fact, opinions and substantive arguments in order to convince the reader about their position.

Once the OLP proposes a work with didactic sequences, all the areas of teaching are found in this material. Although the focus of this study is on writing production, the questions that involve the linguistic knowledge do not stop being worked. Thus, we find in the document proposals that attend to the teaching of both lexical (vocabulary) and grammatical (language structure) knowledge. This presence seems relevant, since the

teaching of genre also presupposes the teaching of the language that describes it. Then, we decided to identify the Grammar teaching perspectives underlying these guidelines.

To select the main theme, we raised the following research question: does the work with Grammar knowledge in the document "Pontos de Vista" from OLP allows a contextualized treatment related to reading and writing skills? Our hypothesis is that the activities of the didactic sequences allow the articulation between the teaching areas, enabling the pedagogical work with the necessary competences related to reading and writing skills, adopting an innovative perspective of Grammar teaching.

This article is divided by: after this introductory section, we present the methodological aspects involved in the research development. Next, we aim at presenting the theories underlying our research. Then, we review the literature based on the perspectives of Grammar teaching in Portuguese classes, presenting authors such as Mendonça (2006) and Bezerra and Reinaldo (2013). Finally, we present the analysis of the guidelines for the work with the Grammar knowledge proposed in the teacher's book, in addition to our final considerations.

2 Methodological aspects of this work

We chose to study the document "Pontos de Vista", which guides the work with the genre Opinion Article in preparation for the OLP. We analyzed its fifth edition, published in 2016, by Cenpec itself. This edition was coordinated by Egon de Oliveira Rangel, Eliane Cagliardi and Heloísa Amaral, with contributions from university professors representing all the units of the Federation.

The document is a didactic sequence organized to guide the working teacher with the genre Opinion Article. The didactic material, intended to the Portuguese teacher, presents proposals that aim to facilitate the teaching-learning process of writing, based on the work with textual genres. These orientations about themes and the textual configuration of the genre, especially the verbal dimensions of the text, guide the teacher towards the realization of a productive teaching of the mother language. It consists of 15 sections, named workshops. Each workshop presents texts for analysis and guidance on the aspects that characterize the genre. In general, the teacher is

encouraged to reflect with the students about the elements that form an opinion article - information, opinion, arguments, current issues and controversies.

In the document "Pontos de Vista", we selected statements that specifically guided the teachers. Form this part we selected the recommendations that, in our opinion, worked with the linguistic knowledge. We found the following orientation possibilities: 11 about the lexicon (vocabulary); 15 about grammatical knowledge; 4 that concomitantly explored lexicon and grammar; and 3 about spelling, accounting 33 guidelines about language skills.

After the tabulation of these data, we decided to analyze the orientations only referring to the work with the grammatical knowledge, because we believe that the grammatical component has a visible social importance in the Portuguese class, even nowadays. We, then, aim to investigate the teaching perspective given to the knowledge from the guidelines of the document "Pontos de Vista". Therefore, we described and analyzed these orientations according to the teaching perspectives they reflect. To do this, we named each of the 15 guidelines with a code (GO = Grammar orientation). We, thus, tabulate our restricted corpus from GO01 to GO15.

Methodologically, based on the studies of Mascarenhas (2012), our work can be described as an inductive method, a quantitative-qualitative approach with a descriptive character. Our purpose focus on developing a research applied to the teaching of Portuguese. Finally, according to the technical procedure adopted, our research is characterized by being a documentary article.

Theoretically, we understand that the guidelines can point to three distinct perspectives for Grammar teaching: conservative, conciliatory and innovative, as we will discuss in the following section.

3 Perspectives for school work with Grammar

Grammar teaching has adopted, throughout its existence, several methodological perspectives. Here, we highlight three great possibilities. First, we will deal with the traditional perspective, which for a long time has been considered the legitimate methodology for working with grammar, based on the idea that learning grammar is learning its concepts. Secondly, we will discuss the emerging perspective, the one we

will call innovative, because it sees the work with grammar from the point of view of the functionality of linguistic resources in the materiality of the text, based on the notion that learning grammar is learning how to do use of morphosyntactic resources for the production of meanings of texts. Finally, we will approach the conciliatory perspective, which plans teaching are based on the contributions of both Traditional Grammar (TG) and linguistic theories.

To guide our study, we will discuss Bezerra and Reinaldo's approach (2013) about how these perspectives are reflected in didactic materials used in Portuguese classes. Using the terms proposed by the authors, these teaching perspectives point to three types of patterns in the production of didactic materials: the conservative (here referred to as traditional), the innovative and the conciliatory.

Also, we will use the types of activity indicated by Travaglia (2009) to characterize language actions: linguistic, epilingual and metalinguistic activities. According to the author, these forms of activities are frequent in the various practices of teaching Portuguese.

3.1 Traditional perspective

The traditional perspective has been considered the basis of Portuguese teaching for a long time. This perspective is based on the conception of normativity of the language, that is, the teaching of concepts and classifications are followed by the discourse of what should be considered correct. This fact justifies the prescriptive model of Portuguese classes in schools. This work methodology reveals a perspective that is limited to the "analysis of spare sentences" formulated in a random way (ANTUNES, 2007, p.79). The analysis, on the other hand, is mandatory for the classification of words and sentences.

Mendonça (2006: 203) explains that teaching Grammar in schools is based on a logic that, according to the author, is named a cumulative organization or a "unit sequences to be analyzed, increasingly complex from the morphosyntactic point of view: from the word, to the clause; from the clause, to the sentence ". Hardly, the text is worked as a larger unit.

When describing the Portuguese teaching practices, Neves (2008) still points another characteristic of the traditional perspective: the fragmentation of Portuguese classes. There is a specific time for working with the text, another for working with Grammar and another for working with literature, mostly often taught by different teachers, without presenting any link among their classes. This contributes to a decontextualized work with grammar.

On the conservative tendency of didatic sources from the traditional perspective, Bezerra and Reinaldo (2013, p.52) affirm that the predominance of the prescriptive content is a characteristic of the EF perspective "both in the denomination of the sections and in the approach of the theme, and in the elaboration of the activities for students". Although textbooks use texts, the priority is still the study of grammar structures, indicating the performance of metalanguage activities as the main method for this approach.

3.2 Innovative perspective

In a dissatisfaction scenario of the traditional teaching, which has been unable to achieve the needs of language teaching for a long time because it was mainly based on Grammar teaching, the linguistic expression analysis (LA) had arose from the concerns presened by Geraldi (2003 [1984]) in creating possibilities so that the student, according to his textual productions, would reach the domain of formal writing. The LA then gains space as a new possibility and perspective for teaching a language.

We recognise as well as the authors Bezerra and Reinaldo (2013, p. 31), that "linguistic analysis is an expression that holds as many specifications as there are theoretical orientations that support it " and that there are several studies that LA can substantiate, such as the study of smaller units (words, for example), cohesion and coherence and genres. We also point out that LA is observed as a methodological resource that, according to the proposal from Geraldi (2003 [1984]), aims to provide the student reflections on the language in several communicative contexts and contribute to the construction of knowledge.

The practice of LA is reaffirmed in the academic context of teacher education when the official parameters of teaching, the National Curriculum Parameters (NCP) of

Portuguese Teaching (BRASIL, 1997, 1998), suggest that LA is also seen as axes, such as the already established areas of reading and writing. So:

> The way of teaching, in turn, does not reproduce the classical methodology of definition, classification and exercise, but corresponds to a practice that starts from the reflection produced by the students through the use of a simple terminology and approaches, progressively, through the teacher's mediation , of the grammatical knowledge produced [...] (BRASIL, 1998, p. 29).

In this way, teaching is no longer summarized to the prescriptive content of traditional grammars. By articulating LA practices to the reading and writing areas, it is possible to understand the work with Portuguese as a coherent teaching unit. For example, written productions guided by established production conditions, direct the student in the choices of units and linguistic structures and facilitate the understanding of the functioning and appropriateness of the choices in his text, making possible the contextualized grammar teaching.

We perceive that LA "[...] emerged to denominate a new perspective of reflection about the linguistic system and on the usage of the language, considering the school treatment of grammatical, textual and discursive phenomena" (MENDONÇA, 2006, p.). This new perspective transforms and offers a new posture for teachers, who sttoped being guiders and became knowledge mediators, and students that became authors, protagonists in the use of a language that also belongs to them.

Understanding the language in its actual functioning is, then, a student's need to become a reader and a text producer. On the other hand, as Freitas and Barbosa (2013, p. 31) point out, the "[...] pragmatic and social knowledge of language is fundamental for the PL teacher in the teaching and learning process [...]".So, the LA is essential for teachers and students.

The innovative tendency starts from the contributions of linguistic theories to the promotion of teaching anchored in the uses of language. The linguistic reflection in this approach is determined according to the "configurations of the texts selected as objects of reading", focusing on the functional, semantic and pragmatic aspects of the text (BEZERRA, REINALDO, 2013, p. 58). In this sense, this tendency can still be considered as a tool for working with the textual genres in epilingual activities on the real uses of the language.

The priority of this approach, therefore, is the use of the word and its textual-discursive functioning. However, the possibility of developing metalanguage activities is not excluded, since the student has already demonstrated the control of the reading, comprehension and writing skills from different genres (BEZERRA; REINALDO, 2013).

3.3 Conciliatory perspective

For the teacher, the LA practice is still permeated by doubts about how this methodology works in the classroom. This may be related to the way Mendonça (2006) discusses the time of passage from the old to the new practices, with proposals that search for innovation, but at the same time, are anchored by tradition.

It is natural that the teacher, who has probably studied the TG for years and learned that this grammar perspective should be taught in schools, is afraid of embracing new methods of language teaching. Furthermore society, well-respected teachers, parents, and students themselves, even though they find it difficult to learn the norms of this Grammar, require the teacher that he should use the same methodology which he was introduced with. It is even a matter of professional identity, since the Portuguese teacher is recognized for the rigidity of teaching traditional grammar.

This is the context in which the need for an intermediate perspective is pointed out. The conciliatory tendency promotes a teaching method influenced by both linguistic theories and the TG. Considering these influences, the converging point between tradition and innovation is proposed in the didactic materials, for example, sometimes in the sections reserved for the structural and prescriptive study of the language, or separately, emphasizing other specific aspects of the language. This tendency seeks to expand the language teaching range by exploring both issues related to nomenclature and others related to the production of text meanings and the sociopragmatic character of the language; and, for that, the conciliatory approach works with epilingual activities and metalinguistics (BEZERRA; REINALDO, 2013).

In general, the movement performed in Portuguese classes with a conciliatory tendency is as follows: sometimes the text is worked according to its grammatical structures, and the semantic and pragmatic aspects are worked out. It is necessary to

emphasize that, when working under a conciliatory proposal, the teacher avoids prioritizing one type of activity to the detriment of another. This means that the work of linguistic reflection in this proposal, in general, equates the importance given to the structural activities of Grammar, semantics and pragmatics that deal with the meaning effects of these structures.

4 Perspectives on teaching Grammar in the document "Pontos de Vista"

In general, we notice that the guidelines contained in the document for the development of activities that involve a linguistic knowledge present innovative suggestions regarding the work with Grammar, since the manual presents many descriptions about the genre and the grammatical questions that permeates it. Considering this material, the teacher receives sufficient support to present to students the proposed genre for the production of the OLP text, making them able to recognize this genre (in our case, the Opinion Article).

Aiming a general analysis, we first decided to check the number of guidelines for Grammar teaching. In this verification, we noticed that, from the 33 (thirty-three) orientations on linguistic knowledge in the book, fifteen (15) guide the presence and use of grammatical resources in texts. Subsequently, we began to analyze the teaching perspectives that underpinned each orientation, commenting on how these perspectives influence the practice of working with Grammar. We detected that, out of the 15 (fifteen) orientations, 13 (thirteen) presented a proposal for teaching innovative Grammar and 02 (two) presented a compromising proposal.

After the tabulation of these data, the first issue to be commented on is the fact that did not present any conservative perspective orientation. It means that, in none of the guidelines we verified the application of grammar rules dissociated from the working context of the developed texts. This is a representative data because it demonstrates the concern of the OLP's guiding material in not reproducing the transmissive Grammar teaching that has demonstrated its insufficiency for a long time.

The perspective of innovative teaching represents 87% of the guidelines in the document. The indicated activities focused on suggesting to teachers the attention to the functioning of the linguistic structures, which should be described for students, by

presenting their characteristics and their importance on structuring the text. It is true that, as we have already commented, the teacher needs to understand in what moments it will be necessary to extend the discussion beyond the description of the structures, so that the students themselves can understand what functions the linguistic structures perform and how they can, with the support of these structures, organize their texts for reflection through the analysis and production of Opinion Articles.

In our view, this fact is also significant and positive since the innovative perspective, while tracing a longer path of descriptions, reflections, productions and rewriting, allows, through this path, students to become aware as readers and writers of how to use language.

The 13% recommendations on conciliatory orientations coincide with working with normative grammar. The adoption of this perspective for the two working moments with normative questions represents the best way to teach this conception of grammar. Through the conciliatory perspective, the work with normative grammar does not dismiss the use of the text, where this functional norm organization and its rules are considered.

We therefore found, through quantitative data, the prioritization of functional and innovative grammar teaching in the orientations of the OLP in the document "Pontos de Vista". These data indicate the real assistance possibilities that this teaching material represents for the teacher who wants to work with grammar in an articulated way, using textual genres.

4.1 Innovative perspective

Most of the guidelines found in the document represent an innovative teaching perspective. In other words, the guidelines focus on teaching searching for the contextualization of grammar in situations of communicative interaction, in the ways presented in the texts.

The guidelines aim to enable the teacher to work with students' functions that grammatical structures established from the genre Opinion Article and how they contribute to the production of meanings and to the textual organization of students' productions. Thus, this work is encouraged using linguistic activities, through the

production and rewriting of opinion articles through reflections on the uses of linguistic structures that characterize this genre.

The analysis of texts configurations pointed by Bezerra and Reinaldo (2013), is present in some of the guidelines. As an example, we can quote GO04

:

Uma dica suplementar: sugira-lhes que fiquem atentos à pontuação na hora de verificar que fragmento pode estar articulado a outro.

Fig. 1 - GO04, *Pontos de Vista*, OLP, p. 125

The strategy for grammar teaching, in this orientation, points to an innovative perspective because, although it mentions punctuation, content common to the TG, it promotes a work based on the functioning of this element as articulator from one structure to the other.

Another example that confirms our point of view is the GO09:

A maneira como as informações estão organizadas, em um só período, sem ponto final, com verbos sem sujeito ajudam a entender a polêmica de que vai tratar?

Fig. 2 - GO09, Pontos de Vista, OLP, p. 150

This orientation is essential for the student so he can understand when it will be appropriate to use the punctuation in his text, not only because of the required conventions, but because he understands that textual articulation influences the readings that the interlocutor can execute, interfering in the communication relationship between author, text and correspondent.

This innovative perspective is also demonstrated in GO07:

Faça perguntas sobre o **título do artigo**. Leve os alunos a perceberem que, por aparecer entre aspas, o título já se reporta a uma voz que não é a do articulista. Pergunte se já ouviram ou leram, em algum lugar, frases semelhantes. Em caso positivo, explore um pouco o contexto em que esse tipo de frase ocorreu, assim como as pessoas envolvidas. Pergunte, também, se, pelo título, dá para se ter ideia não só do assunto que será tratado, como das posições que o autor defenderá a respeito.

Fig. 3 - GO07, *Pontos de Vista*, OLP, p. 131

By proposing reflections on this article's title, this orientation provides several possibilities of work that involve the understanding of repeated terms in various communities of the country. In addition, the operation of the punctuation used are being developed again, in this case, to exclude the author's responsibility related to the ironic expression contained in the title. In other words, punctuation is not handled in a traditional perspective isolated from its contexts of use, but it is seen in an innovative perspective that sees it as a linguistic element that participates in the production of text meanings.

At GO03, we noticed another aspect of the innovative perspective in the document "Pontos de Vista". It consists of the absence of nomenclatures generated from the EF for the work with argumentative articulators:

Distribua os envelopes entre os alunos e, então, proponha para a turma, o seguinte jogo: montar dez pequenos textos argumentativos coerentes e consistentes, usando as fichas do envelope. Para tanto, eles precisarão prestar muita atenção aos tipos de relação entre os fragmentos fornecidos, para descobrir que aqueles que estão na coluna do meio da tabela são os articuladores, ou seja, os termos capazes de estabelecer essas relações.

Fig. 4 - GO03, Pontos de Vista, OLP, p. 125

In these guidelines, we find no evidence of proposals for metalanguage exercises, but, several times, the teacher is reminded of the importance of guiding his students to the effects of meaning that structures can produce. As it can be observed in GO03, the teacher is not encouraged to ask the students about the concepts or definitions of the argumentative operators, but to reflect with them about the terms that establish relations between the structures. This methodological stance seeks to understand the pragmatic and social knowledge of the language, a characteristic feature of the innovative perspective of grammar teaching, as seen in Freitas and Barbosa (2013), in their study on linguistic analysis.

The GO06 represents another example of guidance based on the innovative perspective:

Proponha aos grupos que discutam a questão, cheguem a um consenso e articulem o texto usando expressões como as sugeridas no quadro abaixo "Elementos articuladores".

Fig. 5 - GO06, Pontos de Vista, OLP, p. 127

In GO06, there is a proposal for a reflection about the topic indicated for the production of an article and which expressions would be used to articulate the text. The table that contains these articulating elements points out the possible expressions and their respective uses. Thus, it is not from the document's interest that the teacher asks the student to define the articulating elements, assigning them a decontextualized function of the interactional situation, but to provide students with situations in which it is necessary to know how to use these elements properly.

The adoption of the innovative perspective is remarkable because it demonstrates the commitment of the OLP to offer appropriate tools for the teacher to assist them in the process of forming students' communicative competence. They are also guidelines that reveal an innovative perspective: GO01, GO02, GO05, GO08, GO10, GO11, GO12 and GO13. All of them have in common the fact that they describe or reflect about the linguistic structures that characterize the genre, indicating the functions they execute in the text.

4.2 Conciliatory perspective

The conciliatory perspective appears in a smaller number and was adopted only at the moment when the guidelines needed to direct the work with the normative grammar. This is also a positive point, as we believe that the adoption of this perspective represents the best way to teach normative grammar.
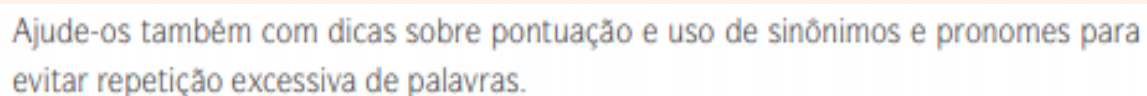
We consider as conciliatory perspective, the extract GO14:

Verificou se a pontuação está correta?

Fig. 6 - GO14, Pontos de Vista, OLP, p. 160

Although this orientation is focused on the normativity of the language, the context in which it is inserted in the document allows us to understand that the work is proposed in a conciliatory perspective. The GO14 appears in the final review stage of the opinion articles produced and requests the analysis of this linguistic element within the student's text. Thus, grammar is developed within the functionality of the produced text.

In a similar way, we observe the conciliatory perspective in GO15:

Ajude-os também com dicas sobre pontuação e uso de sinônimos e pronomes para evitar repetição excessiva de palavras.

Fig. 7 - GO15, Pontos de Vista, OLP, p. 161

By suggesting that the student pays attention to the excess of repeated words and to the correct use of the punctuation in his opinion article, GO15 sets aside the categorization and definition practices that characterize the TG and works with the normativity based on the contributions that this can provide to the organization of the student's writing production.

In this perspective, the work with the text is not taken from the student's horizon expectation. On the contrary, the grammatical norms that legitimize the written convention are proposed according to the needs presented by the text. In this way, the student understands that these norms also contribute to the functionality of the text. There is a proof of the innovation movement highlighted by Mendonça (2006), which precisely emphasises this passage from traditional to innovative practices.

Final considerations

The orientations of the OLP's document are proposals based on an innovative perspective of teaching, which contributes to the process of student's learning and teacher's training. They realize, therefore, that learning Grammar does not mean mastering nomenclatures, but knowing how to use properly the structures of the language in order to settle it socially and communicate through its textual productions in different situations of interaction.

For this reason, in addition to minimizing the events of work with normative Grammar, when they appear, the orientations are careful to adopt a conciliatory perspective. Thus, they consider the norm through the functions that are established in the text.

The orientations indicated an innovative perspective of teaching, considering that each one's main focus always turns themselves to the operation of the expressions and linguistic structures and the contributions of these to the production of meanings and fulfillment of the communicative role of the text. The goal is to make students understanding how these expressions can assist them in writing the genre itself.

In our view, the document adopts an innovative teaching perspective because it considers teaching grammar in a contextualized way, worrying about the direct connection between the understanding of the functioning of the linguistic elements and its textual construction. Even the work with normative grammar was not proposed in an arbitrary way, but it matched with the search for the conciliation between the adequacy to the norms of writing convention of the language and the influence that these norms fulfilled in the internal cohesion of the Opinion Article.

The guidelines analyzed demonstrate that the "Pontos de vista" document contributes to the fact that teaching grammar is centered on the production of communicative interaction, which involves resizing the work with normative grammar and defining it as being, in fact, the representation of a varied verbal expression and not an the only form of it. The fact that the guidelines for work with grammar knowledge prioritize reflections on the functioning of linguistic structures indicates the advances that the document suggests related to grammar teaching in Portuguese classes.

We believe, therefore, that the document, in general, reaches the proposal of contextualized grammar teaching. In all the orientations analyzed, we notice the concern in returning the grammar teaching to work with the text as a real form of communication and interaction, and not just as a justification.

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