

**UNIVERSIDADE FEDERAL DE SANTA CATARINA
PÓS-GRADUAÇÃO EM LETRAS/INGLÊS E LITERATURA
CORRESPONDENTE**

**DEVELOPING AND APPLYING DIFFERENT CRITERIA TO
ASSESS BRAZILIAN EFL TEXTBOOKS**

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Dissertação submetida à Universidade Federal de Santa Catarina em
cumprimento parcial dos requisitos para obtenção do grau de
MESTRE EM LETRAS

FLORIANÓPOLIS
Junho, 2010.

Esta Dissertação de Patrícia dos Santos Oga, intitulada *Developing and Applying Different Criteria to Assess Brazilian EFL Textbooks*, foi julgada adequada e aprovada em sua forma final, pelo Programa de Pós-Graduação em Letras/Inglês e Literatura Correspondente, da Universidade Federal de Santa Catarina, para fins de obtenção do grau de
MESTRE EM LETRAS

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Florianópolis, 30 de junho de 2010.

To my family

ACKNOWLEDGMENTS

First, God, who was always by my side, even when I could not see or understand His will. I am glad for His love and mercy that were over me, for His guidance and permission to achieve my goal.

To my family – Judit, Eliane, Simone, and “the children” – for all the love, patience, and support of different kinds during this dream chasing.

To my advisor, Prof. Raquel D’Ely, PhD., who advised, oriented, and encouraged me during this journey. I do not have enough words to thank you for the valuable cooperation.

To my friends, who were so kind listening to me when I told them about this study and enriching my text with suggestions.

To Colégio de Aplicação, for allowing me to borrow the first and second edition of the textbooks during the first phase of this study.

To the PGI staff, for not only allowing but also helping the MA students during the time we take to become the people we can become.

Florianópolis, 30 de junho de 2010.

ABSTRACT

DEVELOPING AND APPLYING DIFFERENT CRITERIA TO ASSESS BRAZILIAN EFL TEXTBOOKS

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2010

Advisor: Prof. Raquel Carolina F. D'Ely

According to the Brazilian National Curriculum Parameters (PCN), textbooks are very important tools in the process of teaching and learning in the schooling context. Since 1996, there is a governmental program that establishes criteria to pedagogically evaluate Brazilian textbooks called National Program of the Textbook (PNLD). In 2010, for the first time Foreign Languages textbooks were evaluated by PNLD and the findings were already published. This research aims at investigating the changes made in a Brazilian EFL textbook newer edition in comparison to its previous edition in order to be '*De acordo com os PCN*' and to evaluate two of its lessons according to eighteen questions from the 2011 PNLD questionnaire. Six criteria were established to select the textbook that would be evaluated: it had to be part of a collection for *Ensino Fundamental*; it had to be used in a public school; the previous edition had to be published before the PCN and the newer one, after them; it had to show in its front cover any relation to the PCN; its publishing house had to be Brazilian and both editions had to be printed in Brazil. Only one Brazilian EFL textbook presented these characteristics: '*Take your Time*', published by Moderna publishing house. The findings identified punctual changes in the students' book and in the teacher's manual: the graphic project, updated pictures, suggestion of projects and tests, insertion of new samples of different textual genres. Next, two lessons were selected and submitted to eighteen questions from the 2011 PNLD questionnaire. In general terms, the results indicate that the evaluated textbook partially followed PCN's guidelines, thus it would not be approved by the PNLD. This fact signals the importance of establishing a set of criteria that can attempt to evaluate the nature of the activities themselves, as well as the

importance of a contextual approach to unveil the relationship between the theory, the textbook and the teacher in action.

Number of words: 23355

Number of pages: 89

RESUMO

DESENVOLVENDO E APLICANDO DIFERENTES CRITÉRIOS PARA AVALIAR LIVROS DIDÁTICOS BRASILEIROS DE LÍNGUA INGLESA

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2010

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De acordo com os Parâmetros Curriculares Nacionais (PCN), o livro didático é a ferramenta principal no processo de ensino e aprendizagem no contexto escolar. Desde 1996 há um programa do governo que define critérios para avaliar pedagogicamente livros didáticos brasileiros, chamado de Programa Nacional do Livro Didático (PNLD). Em 2010, pela primeira vez, livros didáticos de Línguas Estrangeiras foram avaliados e os resultados já foram publicados. Esta pesquisa tem como objetivo investigar as alterações feitas na última edição de um livro didático brasileiro de língua inglesa, em comparação com a anterior, para que se tornasse ‘*De acordo com os PCN*’ e avaliar duas de suas lições de acordo com dezoito perguntas escolhidas da ficha de avaliação do PNLD 2011. Seis critérios foram definidos para selecionar o livro que seria avaliado: ele deveria ser parte de uma coleção para o *Ensino Fundamental*; ser usado em uma escola pública; ter a edição anterior publicado antes dos PCN e a última depois deles; apresentar na capa alguma relação com os PCN; ser de uma editora brasileira; e ter ambas as edições impressas no Brasil. Somente um livro didático apresentou essas características: ‘*Take your Time*’, publicado pela Editora Moderna. Os resultados identificaram mudanças pontuais no livro do aluno e no manual do professor: o projeto gráfico, figuras atualizadas, sugestão de projetos e de testes, e a introdução de novos textos de diferentes gêneros textuais. Em seguida, duas lições foram selecionadas e submetidas às dezoito perguntas escolhidas do questionário do PNLD 2011. Em termos gerais, os resultados desta pesquisa indicam que o livro didático avaliado segue parcialmente os PCN, mas não poderia ser considerado aprovado pelo PNLD. Este fato sinaliza a importância de estabelecer um conjunto de critérios que possam vir a avaliar a natureza

das próprias atividades, bem como a importância de uma abordagem contextual para desvendar a relação entre a teoria, o livro didático e o professor em sua ação pedagógica no contexto de sala de aula.

Número de palavras: 23355

Número de páginas: 89

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1. INTRODUCTION

1.1 Preliminaries

From my experience as a teacher, I myself had to prepare and to elaborate my own teaching material in several situations (while teaching young children and while teaching in a public school, from 5th to 8th grade, for example). Moreover, working as a teaching material reviewer (for almost three years), an editor (for almost one year) and, nowadays, as a pedagogic analyst (for almost two year), I have had the opportunity to know the other side as well, checking and correcting language and theoretical issues and evaluating teaching material before its publication.

To improve my professional skills, I took a specialization course about textbooks¹ and it was when I first decided to take a closer look at Brazilian English Foreign Language (EFL) textbooks and the PCN's guidelines. During the course, we were challenged to develop a critical position and an analytical view of textbooks, questioning and evaluating them. In my final paper, I analyzed the PCN's document about Foreign Language and a textbook published by a Brazilian publishing house and written by one of PCN's authors, Moita Lopes. The aim of that small piece of study was to understand if it was possible to someone who helped writing the PCN to produce a textbook according to their guidelines. Although grammar and grammatical exercises were better developed than any other linguistic aspect, the textbook had two major characteristics: the characters were Brazilian and lived in Rio de Janeiro, and Brazilian cultural and social aspects were considered as part of the characters habits and activities.

After that, while I was working as a public school English teacher, I had to deal with the reality of teaching without any kind of teaching materials. I was a part-time teacher (20 hours), and I had to teach sixteen classes per week to over 200 students. There were not even enough dictionaries (the classes had an average of 25-30 students/each and, in the library, there were only 18 dictionaries, half of them in really bad conditions) and I was allowed to take only three copies of material per student every two months. Most of my teaching material had to be written on the blackboard or, if I had enough time, I could handle them some mimeographed copies with exercises and the focused vocabulary.

¹ Desenvolvimento Editorial com Ênfase em Materiais Didáticos, PUCPR, 2005.

At that moment, I entered the MA course at UFSC and had the opportunity to start a new investigation about EFL textbooks. I examined textbooks and browsed on line to find EFL textbooks that were following the PCN's guidelines. I could find a few EFL textbooks' collections for *Ensino Fundamental*, such as "New ACE", published by Longman, which brings in its front cover "Com Temas Transversais", and "Take your Time", published by Editora Moderna, that brings in its front cover "De acordo com os PCN". Although they declare they are following the PCN's guidelines, there was not an official evaluation at that time like the National Program of the Textbook (*Programa Nacional do Livro Didático*, PNLD – to bring support to their claims. It is important to mention that those textbooks are mostly used in private schools (they are quite expensive for public school teachers and students).

Then, I tried to find researchers that were dealing with the PCN and EFL textbooks in the public school setting, but there were little research dealing with EFL textbooks (most of them worked with literature and reading activities (including textual genre analysis) or cultural aspects present in the textbook). At that point, none of them compared the available Brazilian EFL teaching material to the Brazilian educational guidelines, the PCN. Therefore, bearing in mind this gap in the material design area, the present study aims at identifying the changes made in a Brazilian EFL textbook newer edition in comparison to its previous edition in order to be 'De acordo com os PCN' to better understand the modifications made in an EFL textbook in order to be more adequate to the PCN's guidelines.

1.2 Brazilian Educational Policies

As described by the 1996's Brazilian National Education Law (*Lei de Diretrizes e Bases da Educação Nacional*, LDB hereafter, Law nº 9.394/96), basic education in Brazil is divided in three distinct levels: Preschool (*Educação Infantil*), Primary and Elementary School (*Ensino Fundamental I e II*) and High School (*Ensino Médio*). *Ensino Fundamental* is divided in two segments: Level I provides the first part of a child's education, usually for children between six and ten years old, from 1st to 5th year; Level II is a school for pre-adolescents between the ages of about 9 and 14, from 6th to 9th year (the nine years are still in

the process of being engendered in the Brazilian education context according to Law nº 11.274/2006²).

LDB 26th article, 5th paragraph, establishes the teaching and learning of a Foreign Language from the 6th year of *Ensino Fundamental* in all schools (public and private) as follows: ‘At the diversified part of the curriculum must be included, from the fifth [now, sixth] year, the teaching and learning of at least one modern foreign language, which may be selected by the community according to the possibilities of the school’³.

In order to achieve LDB’s goals and to standardize a national curriculum, the PCN were written. They are a set of guidelines for all primary school (*Ensino Fundamental*) subjects, including the teaching/learning of Foreign Languages (6th to 9th years). For High Schools (*Ensino Médio*), a similar document was organized, called National Curriculum Parameters to High School (*Parâmetros Curriculares Nacionais do Ensino Médio*, PCNEM), as well as the National Curriculum Regencies to Nursery School Education (*Referenciais Curriculares Nacionais da Educação Infantil*, RCN-EI). These guidelines were written in 1998 by a pool of educational researchers and their main purpose is to improve the quality of education in Brazilian schools, to regulate *Educação Básica*, and to consummate the LDB, which emphasizes a common curriculum throughout the national territory.

Another development in Brazilian education is related to the free distribution of textbooks to public schools. The Brazilian Ministry of Education (MEC) has established public policies as the National Program of the Textbook (*Programa Nacional do Livro Didático*, PNLD) to select, buy and distribute textbooks to public Primary and High schools. Since 1996, Portuguese, Mathematics, Science, History and Geography textbooks, as well as dictionaries are pedagogically evaluated and a guide is sent to the public school teachers. There is a period of time while teachers may select the textbooks they will adopt in the following three or four years. To complete the process, the Brazilian

² It was officially established in 2007. The new law defines that *Ensino Fundamental* must have nine years (from 1st to 9th grade). From that year on, six-year-old children should be attending 1st grade classes instead of nursery rooms. It is expected that all schools follow this law by 2010. Since the nine years of *Ensino Fundamental* have not been fully applied, it will be considered grades from 5th to 8th as *Ensino Fundamental II*, based on LDB’s definition of grades.

³ Na parte diversificada do currículo será incluído, obrigatoriamente, a partir da quinta série, o ensino de pelo menos uma língua estrangeira moderna, cuja escolha ficará a cargo da comunidade escolar, dentro das possibilidades da instituição.

government buys the textbooks and sends them to the public schools enabling students to have textbooks to study.

In 2007, at MEC homepage, it was announced that no later than 2011, public schools would receive Foreign Language textbooks⁴. The edict was published at the end of 2008 and it would evaluate textbooks collections of foreign languages (English and Spanish) for *Ensino Fundamental Level II*⁵. Although many Brazilian EFL textbooks had in their front cover the sentence: “According to the PCN”, (“*De acordo com os PCN*”), for the first time, Foreign Languages textbooks were officially evaluated by MEC. After the results were published, only four collections were considered approved, two of them were English textbooks (the other two were Spanish textbooks).

Therefore, the aim of this research is an attempt to analyze a Brazilian EFL textbook in use in an *Ensino Fundamental's* public school in Brazil in order to identify modifications made in its last edition in comparison to a previous one in order to be ‘*De acordo com os PCN*’. The tool selected to guide me in this project was the questionnaire recently available at MEC's website: the evaluation record sheet from the 2011 PNLD Guide.

⁴ For more information, access: <http://www.abrelivros.org.br/abrelivros/texto.asp?id=2434>

⁵ Despite that, PNLD has been distributing Spanish textbooks to *Ensino Médio* schools that have Spanish as their Foreign Language, according to a law from the Congress that made it compulsory to offer Spanish in high schools.

2. REVIEW OF LITERATURE

This chapter presents a historical perspective of the evolution of Brazilian Educational Policies in the last 80 years and how they have developed in the last decades, mentioning the most important legislations and governmental actions and the textbook's reality in the Brazilian setting, including the PCN and the PNLD. There is also a brief description of PCN's guidelines, the first attempts to analyze Brazilian textbooks, from both governmental organization and private researcher's initiatives, that reveal the importance of following common guidelines. Finally, I will provide further definitions on the concept of textbook, I will present some studies which have focused on textbook analysis and I will describe some guidelines to evaluate and select an EFL textbook.

2.1 The origins of textbook publication in Brazil

According to Freitag (1989), the history of textbooks in Brazil was the result of the Brazilian policies of textbooks, and it is a sequence of laws, bills, and governmental actions, starting in 1930. As reported in her work, in 1938, with the creation of the National Committee of the Textbook (*Comissão Nacional do Livro Didático*, CNLD), for the first time, textbooks were evaluated by the Brazilian government. But at that point, CNLD concerns were related to a political and ideological control.

In 1938, the National Committee of the Textbook (*Comissão Nacional do Livro Didático*, CNLD) was formed and it set standards and conditions to publish, import and use textbooks. The Commission of the Technical Book and the Textbook (*Comissão do Livro Técnico e do Livro Didático*, Colted) was created in 1966 in order to manage the actions concerned with publishing, editing and distributing textbooks. According to Freitag (1989), there was an arrangement between MEC and the American government (USAID) and Colted was created to freely distribute over 50 millions of textbooks in the following three years, although, these textbooks were not analyzed by this Comission because their process of production was controlled by USAID.

Later, in 1970, MEC published a book called 'The textbook – its use in classroom', which was part of Colted's training course for primary

teachers⁶. Its proposal was to enable teachers to evaluate textbooks by themselves. In its unit 4, 'How to evaluate the textbook', it presents six characteristics of textbooks and some criteria which are considered not desirable. Its 'suggestions to analyze and evaluate textbooks' is divided into four main topics: authenticity, adequacy, presentation, material quality. There is also some supplementary information that evaluates the teachers' manual, auxiliary material, bibliography and evaluation tools.

In 1971, the National Institute of the Book (*Instituto Nacional do Livro*, INL) overtook on the administrating and managing procedures from Colted and developed the Program of the Ensino Fundamental's Textbook (*Programa do Livro Didático para o Ensino Fundamental*, Plidef). In 1976, the National Foundation of Schooling Material (*Fundação Nacional do Material Escolar*, Fename) became responsible for all governmental programs related to textbooks, i. e., it was also responsible to set the guidelines to new textbooks and to distribute them in the Brazilian territory.

Finally, in 1985, the National Program of the Textbook (*Programa Nacional do Livro Didático*, PNLD) was conceived and succeeded Plidef. Its first official document, which introduced some general criteria in order to evaluate textbooks, was published in 1994.

The first PNLD happened in 1996 and evaluated 466 *Ensino Fundamental* Level I (1st to 4th years) Portuguese, Mathematics, Science and Social Studies textbooks. The 1998 PNLD also focused on the *Ensino Fundamental* Level I textbooks. Over 450 Literacy, Portuguese, Mathematics, Science and Social Studies textbooks were evaluated.

The PCN were originally published in 1998, and the subsequent PNLD used them as a guideline in order to evaluate textbooks. The first PNLD of the *Ensino Fundamental* Level II (5th to 8th years) textbooks was organized in 1999 and more than 430 Portuguese, Mathematics, Science, History and Geography textbooks were evaluated. From that moment on, every two years an edict is published and it calls textbooks to be evaluated, alternating between Level I and Level II of *Ensino Fundamental*.

The following table presents the results of the evaluated textbooks for *Ensino Fundamental* Level II since 1999:

⁶ This book was part of the training course to primary schoolteachers and was used to improve techniques in the use of textbooks. This course was developed and implemented by the Federal government in the late 1960's and early 1970's in all Brazilian states. Colted did not evaluate textbooks, but it decided to train the teachers to do so.

Table 1. Total of books evaluated by the PNLD for *Ensino Fundamental* Level II since 1999.

Year	Disciplines	Universities enrolled in the process of pedagogical evaluation	Amount of textbooks analyzed (and bought by MEC)	Results
1999	Portuguese (P), Mathematics (M), Science (S), History (H) and Geography (G).	-	438 textbooks	06 RD 61 R 151 RR 220 EX*
2002**	The same	(P) Federal University of Minas Gerais (UFMG); (S) University of São Paulo (USP); (G and H) State University of São Paulo (UNESP); and (M) Federal University of Pernambuco (UFPE).	104 collections of four textbooks each (91.109.906 textbooks were bought ⁷)	04 RD 18 R 43 RR 39 EX
2005***	The same	The same	129 textbooks (93.275.636)	92 were approved and 37 were excluded.
2008	The same	Federal University of Rio Grande de Norte (UFRN) was responsible for Ht.	144 textbooks (110.209.229 ⁸)	91 were approved and 53 were excluded.

* RD = “recommended with distinction”, (R) = “recommended”, (RR) = “recommended with discred it”, EX = “excluded”.
(EX) textbooks were not presented at the guide.

** For the first time, textbooks collections were evaluated (usually publishing houses publish a collection of four textbooks, numbered from one to four or from five to eight, each one for a specific year of *Ensino Fundamental*).

⁷ Information available at

ftp://ftp.fnde.gov.br/web/livro_didatico/quadro_demonstrativo_aquisicao_pnld_2000.pdf

⁸ Information available at ftp://ftp.fnde.gov.br/web/livro_didatico/rff_pnld_2008.pdf

*** From this moment on, textbooks are approved or excluded only.

The results of 2011 PNLD just present the following information: English and Spanish textbooks were evaluated for the first time, 26 publishing houses participated, 69% of textbook collections were excluded and 31% of textbook collections were considered approved.

PNLD main characteristics (teachers from public schools have the opportunity to select their textbooks themselves, the free distribution of textbooks to *Ensino Fundamental* and *Ensino Medio* public schools, their acquisition with governmental resources and the adoption of reusable textbooks – except for the 1st and 2nd years) were established by *Fundo Nacional de Desenvolvimento da Educação* (FNDE, a branch of MEC) and, according to Rojo (2005), they also helped to solve two main problems: the quality of the acquired textbooks and the political and operational conditions in the process of selecting, acquiring and distributing textbooks.

When a textbook is evaluated by the PNLD, it undergoes two main processes: first, the physical characteristics of the textbook are evaluated to see if the instructions and guidelines from the edict were followed. If not, it is considered inadequate. The second analysis is an evaluation by a group of specialists, using a predefined questionnaire, which will be later published in the Guide.

2.1.1 Foreign Languages as school subject in Brazil

Oliveira e Paiva (1998) asserted that the promotion of English as the most widespread foreign language taught in Brazilian schools is a way of offering access to science, technology, business, international tourism, and to economic and military assistance. The PCN seem to corroborate this idea as they have asserted that ‘the importance of English in the contemporary world, due to political and economical issues, leads no further doubts about the need of learning it.’⁹ (1998b, p.50). Furthermore, Rajagopalan (2005) believes that the teaching of English must happen to shape citizens of the world and it is important to remember that students need to be familiar with a foreign language to become more skilled to face new challenges.

According to the PCN-LE, the teaching of a Foreign Language is important because it allows the students to be in touch with other

⁹ A importância do inglês no mundo contemporâneo, pelos motivos de natureza político-econômica, não deixa dúvida sobre a necessidade de aprendê-lo.

cultures, other points of view and different interpretations of reality. Foreign Languages are also presented as a free-making power because they can lead to individual and national development, both in cultural and professional terms, as well as to develop language awareness.

Besides that, the PCN-LE suggests general contents that should be present in textbooks. As a starting point, some themes are suggested as follows: the children's daily life, how they go to school, their families and their family's relations, leisure time activities, problems in their city, state or country, house chores based on gender, respect to differences (ethnic, physical appearance, for example), environmental issues of their hometown, the citizen's rights and duties, life in a different culture, school life in another country, women's rights in other countries, minorities organizations in the world, a multiple view of the foreign language culture¹⁰.

To improve socialization, the PCN-LE proposes that the tasks should be organized and performed in pairs, small groups or the whole class and the results should be presented in both verbal and non-verbal ways, for example, as a dialogue, a sequence of drawings, a questionnaire, solving a problem, to mention some activities.

Another suggestion is the students' self-evaluation, their personal answer, for example, to 'what have I learned today?', to make them aware of their learning process. This process leads them to reflect on the processes that they have embarked, thus, directly impacting on their learning process

The PCN-LE advises the use of assessment tests in the beginning of the school year, so that the teacher can have a better idea of the students, their proficiency, opinions and beliefs about the process of learning a foreign language. The evaluation process should be flexible, using tests and other activities, like homework or projects, although evaluation should not be interpreted as a synonym for tests.

The process of teaching and learning should, according to the PCN-LE, lead to the students' autonomy. Their discursive awareness should be developed by the observation of lexical selections in a text, in specific cultural, historical and institutional contexts. The PCN-LE also proposes the analysis of oral and written texts according to their 'influence to the ability to listen, discuss, speak, write, discover,

¹⁰ For more information, read the PCN-LE, p. 73.

interpret situations, think in a creative way, make suppositions, and to infer contents¹¹ (1998b, p.55).

Regarding the reading ability, the PCN-LE also suggests a three-phase-process: *pre-reading*, *reading*, and *post-reading*. Pre-reading is a warm-up moment, when the students' prior knowledge about the theme is activated by elaborating hypothesis while exploring the textual (layout, directions, etc) and extra textual elements (author, model reader, date and place of publication etc). After this warm-up, in the reading phase, the students work with the text (looking for similarities or differences between their mother tongue and the foreign language, for example). At this moment, students should 'learn to guess the meaning of unknown words by using contextual cues, as well as it is essential [they] learn that is unnecessary to know all the lexical items to read'¹² (1998b, p.92). At the post-reading phase, the students do activities which should help them 'to think about the text, talking about their reactions and critically evaluating the author's ideas'¹³ (1998b, p.92).

Finally, there are the *Temas Transversais* (Transversal Themes), topics related to important, urgent and ordinary situations of people's daily lives, as Environment, Sexual Education, Health, Cultural Plurality, among others. The Transversal Themes can be part of an interdisciplinary work while teaching foreign languages, according to the PCN-LE: "[...] the Foreign Language classes can improve the students' world knowledge. It is also worthy to note that foreign languages can offer access to understand the way certain social issues are treated in the world."¹⁴ (1998, p.44)

According to the PCN, new textbooks should be written to follow their guidelines and also to better attend the Brazilian society's true needs. These new textbooks should also present a variety of different textual genres. The PCN-LE even proposes some textual genres, as follows, 'short stories, rhymes, comics, game instructions, jokes, tongue-twisters, advertisements, short dialogues, container information,

¹¹ "estímulo à capacidade de ouvir, discutir, falar, escrever, descobrir, interpretar situações, pensar de forma criativa, fazer suposições, inferências em relação aos conteúdos".

¹² "o aluno aprenda a adivinhar o significado de palavras que não conhece, por meio de pistas contextuais, da mesma forma que é essencial que aprenda a desconsiderar a necessidade de conhecer todos os itens lexicais para ler".

¹³ "a pensar sobre o texto, emitir suas reações e avaliar, criticamente, as idéias do autor"

¹⁴ "[...] a aula de Língua Estrangeira pode aprimorar o conhecimento de mundo do aluno. Note-se também que as línguas estrangeiras dão acesso sobre o modo como certas questões sociais (as ambientais, por exemplo) são tratadas em nível planetário".

wall charts, songs¹⁵. They should be selected by its relevance to the students' life and should be developed an introductory work of analysis of how that genre was originated and developed by the society, its uses and social function.

At this point, it is possible to define that the PCN expectations to these new textbooks would be that they should present and develop a very encompassing teaching-learning, which extrapolates classroom procedures and enlarges a view towards educating learners of Foreign Languages, with the use of tasks¹⁶, themes, focus on reading – in a sociointeractionist view¹⁷. Overall, the PCN attribute a great responsibility both to the publication of new materials and to the teacher that has to deal with all the theory that lies behind these issues. It is also important to point that appropriate teaching orientation, a Teacher's Manual, for example, should complement those textbooks.

Considering the PCN's guidelines, which were shortly described in this section, being in accordance with it seems to be not an easy task either for material designers or teachers.

2.2 The object of analysis

The most common environment in which learning is expected to happen is the school, and it does not matter if it is a driving school, a dancing school or medical school. Schools and classrooms 'are considered fundamental sites of learning' (Hall, 2001, p.23). After reading, in the previous section, about the evolution of Brazilian Educational Politics and the PCN's main ideas, it is important to define what a textbook is, according to several researchers, and review the existing studies about it, including empirical ways to evaluate and to select a textbook.

¹⁵ 'pequenas histórias, quadrinhas, histórias em quadrinhos, instruções de jogos, anedotas, trava-línguas, anúncios, pequenos diálogos, rótulos de embalagens, cartazes, canções'. For more information, read the PCN-LE, p. 74.

¹⁶ According to the PCN, tasks could be, for instance, the act of transferring information, fulfilling lacks of information (one interlocutor might have the information and the other does not have it), the principle of puzzle, the solution of problems. Tasks correspond to communicative activities of the real world, but sometimes represent a simulation, in class, of extra class behavior, through games, for example (1998b, p.88).

¹⁷ As proposed by Vygotsky (1993).

2.2.1 Defining 'textbooks'

Textbooks are considered one of the most important tools in the process of teaching and learning, and as they are the object of analysis of the present study, it is essential to provide a definition of this construct. To the Cambridge Advanced Learner's Dictionary, a textbook is 'a book that contains detailed information about a subject for people who are studying that subject'. The American Heritage Dictionary (1994) defines a textbook as 'book used in schools or colleges for the formal study of a subject'. To the Microsoft Encarta Encyclopedia (1997), a textbook is a 'book containing the assigned text for a course of study'. According to the *Associação Brasileira de Normas Técnicas* (ABNT¹⁸), a textbook '[is a book] made to the learning of facts from official disciplines of *Ensino Fundamental* and *Médio*, in order to allow the students to incorporate the knowledge in a structured and progressive form, developing their critical sense and their ability to contribute to the evolution of the society'.

To Choppin (2004), nowadays, a textbook may be considered an ordinary object, a familiar object that does not need to be defined, which is actually a dilemma. He states that 'the conception of a textbook is inserted into a specific pedagogical environment and into a regulated context, which, along with the development of national and regional systems, is, most of times, characteristic of educational productions (state editions, approval procedures, freedom of production)',¹⁹(p.554). He also declares that textbooks can assume different functions that can change according to the sociocultural environment, the specific point in time, the subject and its level of difficulty, methods and ways of using them. These functions are primarily four: referential (as a faithful translation of the program of study), instrumental (as a method of learning to acquire knowledge), ideological and cultural (the oldest function, a vector of the language, culture and values of the dominant class), and documental (as a pedagogical aspect to develop the students' critical thinking).

A textbook's elaboration; material realization; commercialization, and distribution imply considerable, public or private, financing and the access to techniques and numerous highly specialized work teams. It is

¹⁸ NBR 14869:2002. It defines the specifications of Brazilian textbooks.

¹⁹ A concepção de um livro didático inscreve-se em um ambiente pedagógico específico e em um contexto regulador que, juntamente com o desenvolvimento dos sistemas nacionais ou regionais, é, na maioria das vezes, característico das produções escolares (edições est at ais, procedimentos de aprovação prévia, liberdade de produção, etc.).

also important to mention that when a textbook is adopted in classrooms, its reception and disposability may mobilize numerous partners (teachers, parents, parties, associations, specialists, librarians, etc.).

Carmagnani (1999) states that 'a textbook has been the most common source in school and, in many contexts; it is the only source and access the "institutionalized knowledge" to teachers and students' (p.127). According to the PCN-LE (1998b), and corroborated by Coracini (1999b) and Souza (1999a), textbooks are also considered as teaching/learning materials easily available for both teachers and students; textbooks also fulfill any lack of qualification²⁰ by orienting teachers about 'what to teach' and 'how to teach'.

Ferro and Bergmann (2008) complement this definition by saying that a textbook 'must have a shape and a visual presentation according to the most adequate pedagogical techniques and arise in the student his/her desire to manipulate it and to know its contents'²¹ (p. 132). According to Choppin (2004), textbook analysis may deal with multiple approaches which makes the scientific production so scarce – only isolated studies – and hard to be categorized. Although it can be divided in two vast categories: the first conceives textbooks as a historic document and, in this case, the focus is to search and identify unusual information or the strict contents of the subject; the second consider them as an object, a manufactured, commercialized and distributed product, that has a specific use in a given context²².

Defining a textbook is not an easy task, because it encompasses various issues, such as considering it as an object, a learning-teaching tool, and, also as vehicle of ideologies. In this study, the textbook fits into Choppin (2004)'s first category, that is, it is conceived as a historic document, a book adapted to the teaching and learning process with an educational objective, usually adopted in a schooling context. This "adaptation" refers to adequate preexistent materials on the subject modifying it in order to make it "teachable" and "learnable". A textbook can also be used to reinforce something learned and update knowledge about a specific topic by proposing readings and activities. As a written

²⁰ According to the PCN, there are no actions for the continuing development of teachers, which helps to make the teaching and learning of a foreign language a challenge (1998b, p.24).

²¹ 'Deve apresentar forma e tratamento visual de acordo com as mais adequadas técnicas pedagógicas e despertar no aluno o seu interesse para manusear e conhecer o conteúdo do livro.'

²² Choppin (2004, p. 554)

document (text or book), it takes into consideration some specific political, cultural and educational context, in this case, the Brazilian one.

2.2.2 Textbooks and the Brazilian pedagogical environment

According to the PCN-LE, the teaching and learning of a foreign language makes the use of textbooks indispensable in a sense that, in Brazil, in most contexts, they are the only resource of the foreign language to both students and teachers. Freitag (1989) states that most Brazilian publishing houses 'prefer to follow the instructions given by the State in relation to the minimum curriculum [...] expecting that the State requests, i.e., buys the larger number of textbooks from their collection.'²³ (p.22). It is possible to say that it has been happening nowadays, especially because the Federal government is the biggest buyer of almost all textbook production in Brazil: textbooks were responsible for 32.2% of Brazil's Publishing Market, according to *Câmara Brasileira do Livro* (CBL) in 2002. *Ensino Fundamental* and *Ensino Médio* textbooks were responsible for over 36.8% of all books sold in Brazil, in 2004 and for over 38.25%, in 2005²⁴.

Although the PCN-LE declare themselves against the traditional and structuralistic approach, in which only fragments of language are taught in order to make the students able to learn about the foreign language instead of learning how to use it and to understand it, the situation I have faced while learning EFL as a student and, after, teaching and using ELF textbooks is quite similar to most teachers and also mentioned by Grigoletto (1999a, 1999b) and Souza (1999a, 1999c): EFL textbooks are generally divided according to levels of difficulty – basic, intermediate and advanced, for instance – and the lessons of the textbook are organized from “the least complex” (usually identified as introducing yourself, counting, colors, verb be, simple tense) to “the most complex” (usually considered as the present perfect tense and both oral and writing skills), setting limits to the teacher's practice. In this way, the first lesson should not be worked after the fifth lesson because the contents of the first lesson are required to better understand the fifth lesson. And the same treatment is given to the reading activities (Grigoletto, 1999b, pp. 80-81): 'the reading activities are always

²³ 'preferem seguir as instruções dadas pelo Estado a respeito do currículo mínimo [...], deixando que o Estado *encomende*, isto é, compre o maior número de livros de sua coleção.'

²⁴ According to the *Pesquisa Produção e Vendas do Setor Editorial Brasileiro 2005* published by Câmara Brasileira do Livro in August/2006 and available at www.cbl.org.br/download.php?recid=591.

presented as dialogues or short texts produced according to a grammar point presented in a rigid sequence²⁵.

Although many EFL textbooks offer a variety of textual genres (mostly dialogues, songs, letters, film reviews, comics), the activities are usually traditional (translation exercises, 'fill in the blanks' using sentences from the text, 'follow the model' and give yes/no answers). This brings evidence to the fact raised by the PCN-LE (1998b, p.24), in which it is stated that "the proposed exercises usually explore grammar points and aspects without context"²⁶.

As indicated by the PCN-LE, there is a tendency to organize the contents in the textbook 'in an excessive simplistic way, using meaningless dialogues or out-of-context short texts, followed by translation exercises, copies, rewriting and repetitions'²⁷ (1998b:p.54). As said by Souza (1999b, p. 29), 'In the case of the English language, it seems to have an eternal quest for communicative competence and for the "natural" language, although presented through loose sentences and non-contextualized dialogues'²⁸.

Nevertheless, according to Dourado (2008), since the PCN have existed for over ten years, it is possible to believe that many publishing houses have already followed their orientations. She affirms that a program like PNLD makes it possible to see how both textbook authors and publishers work together to make new textbooks coherent to some of the proposals of the PCN. The set of criteria she established and how she justified it helped me to decide how to develop this study because her work gave ground to my decision to use a similar set of criteria to evaluate textbooks. By using the PNLD questionnaire, which is MEC's 'official tool' to evaluate all Brazilian textbooks, my findings might be very similar to what is expected to be PNLD results.

²⁵ '[é essa a razão por que] os textos de leitura apresentam-se frequentemente sob a forma de diálogos ou pequenos textos fabricados a partir de pontos gramaticais apresentados numa sequência rígida'

²⁶ "os exercícios propostos, em geral, exploram pontos ou estruturas gramaticais descontextualizados"

²⁷ 'de maneira excessivamente simplificada, em torno de diálogos pouco significativos para os alunos ou de pequenos textos, muitas vezes descontextualizados, seguidos de exploração das palavras e das estruturas gramaticais, trabalhados em forma de exercícios de tradução, cópia, transformação e repetição'.

²⁸ "No caso da língua inglesa, parece haver a eterna busca da competência comunicativa e da língua enquanto 'natural', mas realizada através de frases soltas ou diálogos estanques".

2.3 Studies focused on textbooks analysis

EFL teaching and learning is a well-developed area of knowledge, although EFL textbooks are not so well explored, most of time they are just cited as a teaching and learning tool. As said by D'Ely and Fortkamp (2002), "There are different visions in relation to the advantages of using (or not) textbooks; there are different criteria to guide the selection and evaluation of these books²⁹". Hereafter, I will present some empirical studies, the focus of which has been textbook analysis, the evaluation of some aspects of textbooks, and some characteristics of EFL textbooks.

A search at CAPES database shows a variety of thesis about EFL textbooks, but most of them may be classified in seven different areas (the use of genres, the cultural aspect, phonological aspects, linguistic aspects, literature and reading comprehension, teaching development, PCN/PCNEM). Only one of CAPES results signals an attempt to unveil the relationship between the PCN criteria and a specific Brazilian EFL textbook, although focused on its cultural aspects (Pereira, 2006). Some articles and studies about EFL teaching, learning and textbooks have been published in Brazil (Sarmiento, 2004; De Deo and Duarte, 2004; Block, 2006; Azevedo, 2006; Dourado, 2008; Ferro and Bergman, 2008; Tilio, 2008, among others), but very few are concerned with EFL textbooks as its main object of analysis (Gottschalk, 2003; Ticks, 2005; Rodrigues, 2006; Oga, 2006; Pereira, 2006; Dourado, 2008; Arantes, 2008; Costa and Costa, 2010).

Gottschalk (2003) is concerned to analyze *Ensino Médio's* English textbooks. According to her work, the use of literature in the EFL classroom may help to improve learning. She made a bibliographical research on Brazilian EFL textbooks for high school, interviewed EFL high school teachers and developed a case study. Her research on the textbooks investigated whether and how literature was presented, what kind of literary texts were preferred and what activities were connected to the texts.

Ticks (2005) investigated the basic concept of language in four EFL textbooks used for adults' beginner students. She questions the structured dialogues, because they present only fragments of the communicative event, so it may not be possible to know what happens before and after it. One example she gave was a common

²⁹ 'Há visões diferentes em relação às vantagens de usar (ou não) livros didáticos; há critérios diferentes para guiar a seleção e avaliação destes livros.'

customer/assistant dialogue: it is not possible to know how the customer got to the store, how they met nor if the customer actually bought the items he/she asked for. Her main finding became her suggestion to improve the communicative events so students may identify the nature of the activity, taking into account the students' previous experience, their view of the world and their expectancies.

Rodrigues (2006) proposes a review of English textbooks in order to contemplate linguistic variation according to regional, social, or contextual differences in the ways that the language is used. He believes English teachers teach only the Standard English, although it seems that textbooks start to present some scarce samples.

Oga (2006) develops an analysis of the PCN's guidelines and compares them to a Brazilian EFL textbook, written by Moita Lopes (1998)³⁰. Although this textbook presents some new approaches and considers the student previous knowledge and his/her (possible) personal story through the development of the story of the characters³¹, her findings were consistent with most researchers' and the PCN-LE themselves: grammar and grammatical exercises were more important in the textbook than any other linguistic aspect.

Pereira (2006) focuses in the cultural aspects presented in an EFL textbook for *Ensino Médio* in comparison to the PCN-EM's guidelines. She searched for cultural models underneath the texts, especially from the American culture (from The United States), which were somehow explicit due to the linguistic choices. Her findings classified the texts of the textbook as adequate to the PCN's guidelines.

Dourado (2008) compares two different EFL textbooks' approaches to a text in order to identify their underlying conceptions of language, language learning, texts and textual genres in contrast to the PCN's guidelines. She submitted them to some of the criteria from the 2008 PNLD Portuguese textbooks questionnaire and concluded that those EFL textbooks were not coherent to the PCN's guidelines because they were not working with genres and their social function or characteristics; the activities did not encompass the student's reading comprehension; and, based on the results, she believes that textbooks are still not following the PCN-LE guidelines.

³⁰ Moita-Lopes, L. P. (1998). *Read, read, read*. 4 v. São Paulo: Ática.

³¹ The main characters are two siblings, a boy and a girl. They go to school, on vacation, to a trip, they play sports, they have a family etc., but all these movements happen near Rio de Janeiro city, making it hard for a student from outside that state to understand its geographical references. Besides that, they act very similar to what you expect a child of their age to do.

Arantes (2008) evaluates a collection of textbooks and how it develops its reading comprehension activities. Her focus was to verify whether the activities fulfill what they defined as their objectives or not. She classified the activities according to pre-defined reading skills and identified that they emphasize the localization of explicit information rather than inference or the analysis of the characteristics of the textual genre.

Costa and Costa (2010) consider the use of images along with texts to improve the students' understanding of the foreign language. They state that by reading an image, students might predict cultural, social, historical aspects which can have an effect on their way of acting and thinking. According to their work, although the texts presented in the textbook analyzed by them took into consideration topics related to the students' daily life and were in accordance to their ages, it presented a majority of activities of localization of information to fulfill blanks. Their findings propose a development of complementary activities by the teachers to improve students' analytical view and cognitive skills, as expected by the PCN's guidelines, in order to motivate inferences, discussions and reflective thinking.

The results from these studies may suggest that despite the fact that there are PCN's guidelines, and textbooks claim to follow them, it seems that there is a gap between what the PCN proposes and the textbooks present.

2.3.1 Empirical ways to evaluate and select an EFL textbook

Evaluation of textbooks is already a reality in the practice of many teachers, every time they replace or complement activities and texts to their classes. Coracini (1999a) declares that the textbook is a necessary scaffold, but many foreign language teachers prefer to develop their own teaching material, usually following the structure of a preferred (and previously selected) textbook. The selection of teaching materials should be an opportunity for teachers to choose the one that is, at least, satisfactory, according to their teaching beliefs and proposals.

According to Leffa (2005), the teaching and learning of a foreign language may have seen as both a methodological and political dilemma. He states that the political issues are related to the outside effects of what happens inside of the classroom, and the focus on the methodological aspect depends on the teacher's methodology, issues related to selecting an appropriate textbook, and the students' learning strategies. Leffa (2005) believes that "the teacher that can be replaced

by a book or a computer deserves to be³²” (p. 214) although “the book or the computer does not replace the teacher, but compels him to evolve³³”, since the teacher can change his/her way of teaching and should not only repeat what is written in the textbook.

Many researchers have been concerned about how teachers should evaluate textbooks (Holden and Rogers, 2001, Allison, 1999, Nicholls, 2001, Sworth, 1995, Tomlinson and Masuhara, 2005) and their proposals are going to be described and analyzed in this section. At the end of this section, some common criteria will be defined from these researchers for teachers to empirically evaluate textbooks.

According to Holden and Rogers (2001), teachers should select a textbook that is more adequate to his/her specific classroom situation. Besides that, they suggest other complementary materials like grammar books, dictionaries, *readers*, self-study materials, and teacher’s training materials. Information, according to them, is the most important tool in order to select a textbook – information about the publishing house, about different books, other teachers’ opinions, catalogs, teacher’s conferences, the local British Council’s representatives, and websites. Moreover, in order to classify all this information, they propose a checklist according to the teacher’s and students’ needs, as the number of students, the equipment that is available, the amount of hours per week, the objective of the class, the objective of the material analyzed, among others. For them, it is also important to take into consideration the collection as a whole – student’s book, teacher’s manual, workbook, audio CDs etc.

Another researcher, Allison (1999) believes that teachers should keep in their mind their goals and, then, confront them to the ones presented by the textbook. He also suggests analyzing the national curriculum and its syllabus, and ‘whether it resembles or differs from what is in a course textbook or in teacher-made materials’ (p.104).

Nicholls (2001) defines that, in order to select a textbook, the EFL teacher should identify clearly his/her students’ necessities (age, schooling, level of proficiency, interests, personal needs, number of students per class, time of each class), the classroom and, mainly, the objective of the course. She suggests three steps in order to select a textbook: first, an analysis of a textbook by reading its introduction and the teacher’s manual, looking through the content list, the bibliography, year of publishing, edition, authorship in order to identify its purpose,

³² 'O professor que pode ser substituído pelo livro ou pelo computador deve ser substituído'.

³³ 'O livro ou o computador não substitui o professor, mas, ambos, podem obrigá-lo a evoluir'

organization, method and authenticity. The second step consists in analyzing the contents (grammar, vocabulary, exercises, and illustrations), and the physical aspects (the cover, the number of pages, the quality of printing, the layout). The third step is related to a personal judgment itself, and she offers a set of criteria to be analyzed. Nichols reminds that there is no perfect textbook. Nevertheless, by making a critical examination, teachers will select an appropriate teaching material, and they can compensate the negative points by suppressing, replacing or complementing them.

In line with the ideas previously developed, Sworth (1995) affirms that an in-depth evaluation with an outlined criteria checklist is needed in order to identify a textbook's particularities and how it deals with student's learning needs, syllabus requirements and different aspects of language. He provides an extensive and detailed framework to evaluate a foreign language textbook. Nevertheless, it has to be born in mind that this might be a time consuming and unpractical task, considering the teaching reality faced by Brazilian EFL teachers.

Tomlinson and Masuhara (2005) explain the process of evaluating and developing teaching materials (textbooks) in a concise and clear way. They start defining what evaluating a teaching material is and they state that it is important to have a set of principles (about teaching and learning theories) before analyzing a textbook (or a collection). At the same time, they present some "evaluation activities" so the reader/researcher/teacher can test himself/herself to what he/she has learned while reading their book. They also explain that it is possible to evaluate a teaching material in three different moments: before, while and after using the textbook.

Although those suggestions seem to be too numerous and too diverse, it is possible, at this point, to make a brief reflection about what those researchers would consider important to look at when selecting a textbook, and they can be summarized in two criteria, as follows:

1. Textbooks contents must correspond to the students' level of knowledge, their methodology must be explicit, and they must take into account the classroom and the students needs and difficulties.
2. The collection should offer complementary materials to the students' textbook, like the teacher's manual, audio / video aid (a CD and / or a DVD, for example), progress checks and suggestion of tests, among others, and should have good quality of images, paper and printing.

The next three researchers, Brandão (2001), Batista (2005) and Ferro and Bergmann (2008), are Brazilians. Brandão (2001) in her handout from the workshop '*Criteria for choosing a teen basic course book series*' defines some aspects that teachers should keep in mind when selecting a textbook. According to her, a critical analysis is the best choice, especially when the teacher investigates how the textbook deals with cooperative learning/humanistic features, cultural awareness, pronunciation, vocabulary, listening, grammar, reading, speaking, writing, how the four skills are integrated, the teacher's guide and the workbook.

Batista (2005), an expert researcher in the area, mentions as criteria for analyzing a textbook: a pedagogical and didactic adequacy to the school' didactic-pedagogic project, editorial and graphic quality, and the teacher' manual should present how to use the textbook and also help to improve the teacher's teaching skills. Different from the previous authors, he also defines what should not be present in a textbook: expression of prejudice of any kind (origin, race, sex, color, age, linguistic, among others), induce to error or the presence of critical mistakes related to the subject (conceptual mistakes).

Ferro and Bergmann (2008) cite some general criteria, defined by Savoir-Livre, a French association founded by textbook publishers:

- adequate form: it must be easy to manipulate.
- aesthetic and functional organization: it must be harmonic and coherent to raise curiosity; the information must be easily found by teachers and students.
- easy referenced: tables, summary, lexicon, index, glossary, typography, colors, logos etc. in order to systematize and organize the contents and to attend different learning styles.
- quality of illustrations: diversity, aesthetic function, informative function, they must be readable by students.
- variety of information supports: documents, texts, photographs, schemas, drawings, to attend different learning styles.
- readability: adequate vocabulary and syntax in accordance to the students' age and educational level.
- diversity of information and points of views.

Ferro and Bergmann (2008, pp. 37-38)

Also, I would like to comment about a document published by the State Secretary of Education of Santa Catarina State that presents 'some criteria to be considered by schools before the adoption of a textbook', as it follows:

- Verify if the textbook incorporates the advances of science, techniques and new pedagogical and educational conceptions;
- Verify if there is a new edition or a reviewed edition, if the contents and its approach are updated;
- Do not adopt textbooks that have, basically, exercises like **identify, mark, underline, follow the model, copy, solve, calculate** etc.;
- Do not adopt textbooks that presents prejudicial conceptions of world in relation to social class, race, ethnics, gender, religion, age, sexual option, among others;
- Observe if the contents in the textbook are presented with clearness, coherence and consistent argumentative level;
- Observe that the textbook, especially the Portuguese textbook, presents various textual genres [...] ³⁴.

Since textbooks play an important role in the schooling context, when teachers prepare their own teaching material or select a textbook from the variety of possibilities offered in the editorial market it is essential to follow some criteria, as the ones aforementioned. It is possible, at this moment, to develop the previous summarized criteria, adding two more:

3. Textbooks should help to raise the students' awareness (linguistic, cultural, social etc.) and present good selection of

³⁴ To read this document, please access http://www.sed.sc.gov.br/secretaria/component/docman/doc_download/234-consideracoes-sobre-livro-diatico

texts and good quality of images, and the exercises' directions must be clear.

4. Textbooks should not have any kind of prejudice or conceptual mistakes.

In this chapter, some physical characteristics and some cultural and social definitions of textbooks were identified, according to several researchers, including the PCN themselves. To analyze an EFL textbook may be challenging to any teacher, but what was presented in this chapter may help him/her to achieve that.

These four summarized criteria will be used in the fourth chapter to make a previous analysis of a Brazilian EFL textbook and, after that, the same textbook will be submitted to eighteen questions from the 2011 PNLD questionnaire. It will be possible, then, to compare the findings.

3. METHOD

The main objectives of the present study is, first, investigating the changes made in a Brazilian EFL textbook that declares itself as '*De acordo com os PCN*' by comparing it to its previous edition and, second, evaluating two of its lessons according to some of the questions from the 2011 PNLD questionnaire.

Bearing this general objective in mind, this chapter describes the process of narrowing down the corpus to select one Brazilian EFL textbooks and how the textbooks were gathered. The two research questions and the eighteen questions selected from the 2011 PNLD are also presented.

3.1 Defining the corpus

The present study began as a survey about textbooks edited and published in Brazil that were used by public schools for *Ensino Fundamental* and followed by an investigation about whether they were in line with the PCN's guidelines or not. After the survey was completed, and the data gathered, it was possible to identify some important information: there are several EFL textbooks available in Brazil, from national and international publishing houses; all of them present two versions (student book and teacher's manual); most of them have some complementary materials (usually a workbook and a CD, the older ones have a cassette, few offer a video tape or a DVD); some were published more than once (had more than one edition); very few declare that they follow the PCN's guidelines.

As this study was being developed, it was necessary to identify the Brazilian EFL textbooks that were available in the market and which ones had in their front cover the sentence '*De acordo com os PCN*'. A systematic search was made at the most important Brazilian publishing houses' web sites in order to identify any collection of Brazilian EFL textbooks, and as a complementary scrutiny, an important online store was also considered (www.submarino.com.br). Some well-known Brazilian publishing houses, like Editora do Brasil and Positivo (at that time, at least), did not publish EFL textbooks for *Ensino Fundamental II* (6th to 9th years), although they print textbooks and teaching materials.

At Scipione's web site, it was possible to find two collections: *English Clips*³⁵ and *Projeto Radix – Inglês*³⁶. The former brings on its front cover 'De acordo com os Parâmetros Curriculares Nacionais' and will be better described on the next pages, and the latter has no information about following or not the PCN. At Saraiva's web site, there were *Go on!*³⁷, in its second edition; *New English Point*³⁸, and *Magic Reading*³⁹, in its fifth edition. Only *Magic Reading* shows in its front cover 'De acordo com os PCN'.

At Atica's online catalog, there were four collections, 'Hello!'⁴⁰, in a new edition (according to the website, it is proper to the new *Ensino Fundamental* with the 9th year, but there is nothing about the PCN), *New Password: Read and learn*⁴¹, *Start up*⁴², and *Uplink*⁴³ (none of them have information concerning the PCN). It has also published *Read, read, read* in 1998, an EFL textbook written by Moita Lopes, one of the writers of the PCN⁴⁴. From FTD's website, it was possible to identify five more textbooks (*Insights into English, Master Key, Spot Line, Expedition, and In Action*), but none of them presented any information concerning the PCN on their front cover.

At Moderna's web site, there were three collections: *Must*⁴⁵, *Our way*⁴⁶, and *Take your time*⁴⁷. There was no picture from *Must*'s front cover, but its synopsis says 'Respeito às diretrizes sugeridas pelos PCN'. *Our way* is pretty renowned; in its fifth edition it is possible to read "approved by teacher and students" on its front cover, but it does not bring anything about the PCN, although in its synopsis it says 'Totalmente de acordo com os Parâmetros Curriculares Nacionais'. Finally, *Take your time*, in its third edition, brings on its front cover 'De acordo com os PCN'. This sentence is written in white (the front cover is red) and it might play a role as a marketing strategy.

³⁵ Ferrari, M.; Rubin, S. G. (2002). *English Clips*. 4v. São Paulo, Scipione.

³⁶ Ferrari, M.; Rubin, S. G. (2007). *Projeto Radix – Inglês*. 4v. São Paulo, Scipione.

³⁷ Siqueira, V. L.; Pellizzon, E. L. (2002). *Go on*. São Paulo: Scipione.

³⁸ Aun, E.; Moraes, M. C. P.; Sansanovicz, N. B. (2000). *New English Point*. 4. v. São Paulo: Scipione.

³⁹ Siqueira, R. (2006). *Magic Reading*. São Paulo: Scipione.

⁴⁰ Morino, E. C.; Faria, R. B. (2005) *Hello!* São Paulo: Atica.

⁴¹ Marques, A. (2000). *New password: Read and learn*. São Paulo: Atica.

⁴² Morino, E. C.; Faria, R. B. (2007). *Start up*. São Paulo: Atica.

⁴³ Klassen, S. (2005). *Uplink*. São Paulo: Atica.

⁴⁴ This textbook was the object of research by Oga (2006), as brief reviewed on page 12.

⁴⁵ Corrêa, A. R.; AGA, G. (2007). *Must*. 4v. São Paulo: Modema.

⁴⁶ Amos, E.; Prescher, E.; Pasqualin, E. (2000). *Our Way*. São Paulo: Modema.

⁴⁷ Rocha, A. M., Ferrari, Z. A. (2004). *Take your Time*. 4 v. Sao Paulo: Modema.

To narrow down the corpus, it was necessary to determine if there were any public schools for *Ensino Fundamental* in Brazil adopting a Brazilian EFL textbook as its regular English textbook. I sent e-mails to the publishing houses asking about the adoption of any of these textbooks in Brazilian public schools, but unfortunately the ones that answered me back did not have that specific information. The next attempt was to write a post in an Orkut's English Teachers Community as follows:

What are the EFL textbooks used in the Ensino Fundamental's public schools? I am doing a research and I need that information. Please, answer naming the textbook and its publishing house, its edition (year), the public school that adopted it, the grade and its city/state. The information must be true and undoubtedly corroborated.⁴⁸

Unfortunately, after six months there was no reply to it. A second attempt was using Yahoo!Answer as a research tool and posting the same previous question. It was posted in two different fields of knowledge: 'Books and authors' and 'Education'. After eight weeks, five answers were posted. Two of them just confirmed my expectations: most public schools do not use a textbook because they do not receive it from the government.

The other answers illustrate that some actions have been taken at state's and city's level. One Brazilian state, Goiás, organized a State Program of the Textbook (*Programa Estadual do Livro Didático*, PELD) in 2000 when EFL teaching material was bought and distributed to public schools and a proposal of training courses was made to the foreign language teachers. The chosen textbook was '*English Clips*', from the Brazilian publishing house Scipione. Unfortunately there are no new updates about it in the last years; so, it seems to be an isolated action. In addition to that, although '*English Clips*' brings on its front cover '*De acordo com os Parâmetros Curriculares Nacionais*', it has only one edition making any comparison between editions impossible.

⁴⁸ Quais são os livros didáticos de língua inglesa utilizados nas escolas públicas de ensino fundamental? Estou fazendo uma pesquisa e preciso dessa informação. Por favor, responda dizendo o nome do livro, a editora e a edição (ano), a escola que o utiliza, a série, a cidade/estado. Essa informação precisa ser verdadeira e passível de confirmação.

Along with Goiás, some public schools in Rio de Janeiro State adopted a textbook called '*It's a new way*',⁴⁹ published by the Brazilian publishing house New Way. In this specific situation, the school and the students buy the textbooks from the publishing house as a group by a lower price. At the publishing house website, it is possible to see that this collection is formed of four textbooks (1, 2, 3 and 4 stands for 6th, 7th, 8th, and 9th grades). It also states that this collection was written following to the PCN's guidelines.

In Maceió, Alagoas State, the city committee implemented an exclusive coursebook written by a researcher of the local Alagoas Federal University called '*Functional English*'⁵⁰, which was published in a local publishing house. Unfortunately this book is out of print and it had only one edition published.

In Parana State, for example, the State Secretary of Education (SEED) took an initiative and, with some EFL researchers and EFL teachers, published a collection of e-books called "*livro público*"⁵¹ to all subjects, including EFL teaching material for foreign languages (both Spanish and English are contemplated in the same textbook) for high school (*Ensino Médio*).

Finally, while teaching in a public school in Florianópolis in 2006, a new student came transferred from Maringá, a city in Paraná State. She was a fifth grader at the time and told me they used a textbook in her old school. It was the third edition of '*Take your time*', from the Brazilian publishing house Moderna, written by Analuísa Machado Rocha and Zuleica Águeda Ferrari. Like in Rio de Janeiro State, students buy their own EFL textbook in order to follow the English classes.

At this moment, twenty-one collections were identified. It was necessary to select only one Brazilian EFL textbook to be analyzed. A list of characteristics was set in order to restrain the list of eligible textbooks:

- The textbook has to be part of a collection of books for *Ensino Fundamental* (6th to 9th years).
- The textbook has to be used in a public school as its regular teaching material.

⁴⁹ Silva, M. A.; Goulart, A. J. A. (2005). *It's a new way*. 4v. Rio de Janeiro: New Way.

⁵⁰ Silveira, M. I. M. (2002). *Functional English: a basic course for Brazilian Teenagers* - Book 1, 2. ed. Maceió-AL: Poligrag.

⁵¹ It is a public domain book and it is free to download at www.seedpr.gov.br. Since it was published by a state, there is not a person as author, but a group of people responsible for it.

- The textbook has to have an edition before the publication of the PCN and a newer one, after the PCN were published.
- The textbook has to show on its front cover something printed related to PCN, as ‘*De acordo com os PCN*’.
- The publishing house has to be a Brazilian one.
- The textbook has to be printed in Brazil, both before the PCN and after them.

Textbooks edited abroad were avoided due to this study concern with textbooks accordance with the PCN in the Brazilian context. The choice of examining only the textbooks mentioned at the internet search and only the textbook for the 6th grade was a result of three factors:

1. no information is available at the State’s or City’s Secretary of Education about EFL textbooks being used in public school;
2. a matter of length, time and feasibility; and
3. textbooks edited after the PCN publication would be the most updated ones.

The first step was to analyze the textbooks mentioned in the research on the internet sites cited above. From the twenty-one textbooks only one had all the required characteristics: the third edition of ‘*Take your time*’. It is part of a collection of books for *Ensino Fundamental* (6th to 9th years), it has been used in a public school as its regular teaching material, it has two editions, one published before the PCN and a newer one published after the PCN, it brings in its front cover ‘*De acordo com os PCN*’, its publishing house is a Brazilian one (Moderna) and all the three editions were printed in Brazil. By calling the public school *Colégio Estadual Branca da Mota Fernandes* (Maringá, Paraná State⁵²) it was possible to validate the information (it was used as their EFL textbook in 2006). It was also possible to discover that its second edition was used in 2001 in another public school, *Colégio Estadual Ivo Leão*, in Curitiba (the capital of Paraná State).

‘*Take your time*’ third edition is a joint publication between *Editora Moderna* and *Richmond Publishing*. I have decided it was not a disqualifying aspect because: first, the third edition was really published

⁵²Colégio Estadual Branca Mota Fernandes, Maringá-PR.

in Brazil (probably the cooperative publication has a marketing factor), and, the most important, at the *Ficha de Catalogação* it says Moderna (the audio CD presents, at its first track, the collection as from Moderna with Richmond collaboration).

3.1.1 Gathering the selected corpus

Once the textbook was selected, the next step was to search for the textbooks themselves. The second edition of ‘*Take your time*’ was found at the Language Department and borrowed from *Colégio de Aplicação*, at the Federal University of Santa Catarina. The publishing house sent, as a free copy for teacher’s evaluation, the four books of the third edition collection (6th to 9th years).

3.2 Research questions

The research questions that guide this study are the following:

1. What were the adjustments made in a Brazilian EFL textbook newer edition in comparison to a previous edition in order to be ‘*De acordo com os PCN*’?
2. Would the collection be approved using some of the criteria used by 2011 PNLD?

3.3 Selecting the questions from the 2011 PNLD questionnaire

Eighteen questions were selected from the ninety-two that comprise the questionnaire. These were selected due to two reasons: they evaluate both the students' and the teacher's book and are exclusively related to FL textbooks. They are listed on the tables below.

Table 2. 2011 PNLD selected questions to evaluate the student’s book (ST).

Observance of ethic principles required to the development of	Is the transmission of stereotypes and prejudices of social status, regional, ethnic and racial, gender, sexual orientation, age or
--	---

citizenship and to the republican social life ⁵³	language, as well as any other form of discrimination or violation of rights avoided?
Adequacy of the editorial structure and graphic design to educational and pedagogical goals of the collection ⁵⁴	Is there a clearly, coherent and functional organization which follows the point of view
	Is the graphical readability appropriate for the educational level and concerned, in terms of design and size of letters, spacing between letters, words and lines, the shape, size and
	Does the work present glossaries, high quality references, which guide the teachers for further reading on both the topics to be addressed in their classes, as on questions
	Does the summary identify the main organization and clearly reflect the content
	Are the images appropriate to the purposes for which they were used?
Structure and Organization ⁵⁵	The directions of the exercises which deal with the texts are clear and precise?
	Is there a suggestion of development of learning strategies, self-learning and self-evaluation?
Oral and written texts ⁵⁶	Is the majority of the texts authentic (i.e. exist in real written and oral situations) and, if they were written by the authors, do they indicate their source?
Writing comprehension ⁵⁷	Does the work with writing comprehension provide pre-reading and post-reading activities?
Oral comprehension ⁵⁸	Does the audio CD present good quality of sound and there are, in the students' book and in the Teacher's Manual, accurate information in order to help the designation of the tracks?
Linguistic and	Is the linguistic input contextualized and

⁵³ 2011 PNLD question number 2.

⁵⁴ 2011 PNLD questions number 22, 23, 25, 27 and 29.

⁵⁵ 2011 PNLD questions number 40 and 41.

⁵⁶ 2011 PNLD question number 51.

⁵⁷ 2011 PNLD question number 55.

⁵⁸ 2011 PNLD question number 72.

discursive knowledge: grammar and vocabulary ⁵⁹	embedded in varied and authentic discursive practices, always observing the appropriateness and adequacy of the linguistic discourse?
---	---

Table 3. 2011 PNLD selected questions to evaluate the teacher's manual (TM).

Compliance with the specific characteristics and purposes of the teacher's manual and adequacy of the collection to the pedagogical issues it presents ⁶⁰	Does the teacher's manual explain explicitly the objectives of the proposed didactic and pedagogic aspects accomplished by the collection and the
	Does the teacher's manual describe the general organization of the collection as the internal
	Does the teacher's manual indicate the possibilities of interdisciplinary work in school, from the
	Does the teacher's manual discuss different forms, opportunities, resources and assessment tools that teachers can use throughout the process of teaching
	Does the teacher's manual present linguistic and cultural information to improve the teachers' knowledge about culture related to the foreign languages and to develop their own linguistic,
	Does the teacher's manual offer suggested answers to the proposed activities in the book of the student, without, however, restricting them to unique possibilities and direct the teachers to consider different solutions, especially given the linguistic and cultural diversity? (PS.: specific criterion of Foreign Languages.)

In this chapter, the criteria to select one Brazilian EFL textbook were defined and both the research questions and the eighteen questions from the 2011 PNLD were described. In the next chapter, the third edition of the selected textbook will be analyzed and evaluated.

⁵⁹ 2011 PNLD question number 80.

⁶⁰ 2011 PNLD questions number 12, 13, 14, 16, 17, 20 and 21.

4. DATA ANALYSIS AND DISCUSSION

In this chapter, the process of analyzing the selected textbooks is described and both research questions are answered. To answer the first research question, which demands a descriptive answer, the third edition of *'Take your Time'* was compared to its second edition. In the sequence, it was evaluated using the four criteria defined at the end of chapter 2. To answer the second research question, two lessons were submitted, the one in which few changes were identified and the one with several changes, to the questions chosen from the 2011 PNLD questionnaire. The findings will confirm if the textbook would be considered approved or not.

4.1 Answering the first research question

1. What were the adjustments made in a Brazilian EFL textbook in order to be *'De acordo com os PCN'*?

In order to answer the first question, it was necessary to analyze the selected textbook, *'Take your time'*. Only the second and the third editions were explored in detail. The first edition, however, gives the guidelines to the whole collection by defining the number of lessons; the contents; vocabulary and grammar focus of each lesson.

Only the sixth year textbooks were analyzed due to two reasons: first, it is commonly the first year in which students have English as a specific school discipline, so it is their starting point in a foreign language. Second, PNLD evaluation committee is compound of groups of researchers, specialists and university professors, authorities in the textbooks' specific subject, who follow its guidelines in order to evaluate one textbook collection – but since there is no group of specialists working together, and due to time restrains, only one sample of the collection *'Take your Time'* was analyzed.

First, a checklist was made in order to make a careful comparison of the two editions of *'Take your time'* to identify the changes that were made in order to produce a textbook *'De acordo com os PCN'*. The whole physical characteristics of the textbooks were considered⁶¹. At this moment the number of pages, printing and paper quality, colors, typography, the graphic and editorial specific characteristics (the use of

⁶¹ As it is done when a textbook is analyzed by PNLD.

special icons for each section (listening, writing, working in pairs, etc.), any significant characters (common characters, like a group of friends or a family linking the lesson’s contents) and the information about all the people involved in making them (authors, editors, illustrators, etc.) were compared.

The data collected from these textbooks show that the second and the third editions are very similar – the third edition seems to be an updated version of the second edition. By looking through the pages, it was possible to make a page-by-page comparison. Steps were set to better organize the analysis of the textbooks.

4.1.1 Comparing the second and the third edition

Observing the physical characteristics of both textbooks is fundamental to better understand and to compare the two editions. This analysis is a first-step in order to identify the differences between the second and the third editions.

4.1.1.1 Contents

Both the second and the third edition present the same contents. The names of the lessons are almost the same, as follows:

Table 4. Number and name of the lessons of the textbook ‘Take your Time’

Number and Name of the Units	Second Edition	Third Edition
1	Hello!	Hello!
2	What’s this in English?	Nice to meet you
3	Where are you from?	Where are you from?
4	What’s your job?	What’s your job?
5	My family	This is my family
6	Do you like tigers?	Do you like tigers?
7	A bag of popcorn, please	A bag of popcorn, please
8	Do you have a bike?	Do you have a bike?*

* There is a review mistake in the textbook: on page 103 it is “Do you have a bike?”, on page 5, at the contents table, it is “What color is your bike?”.

As it is possible to see, there are few changes in the names of the lessons and, at the Table of Contents⁶², most of contents remain unchanged. Both vocabulary and grammar are equivalent in both editions.

4.1.1.2 Bookbinding and cover

The first major change is related to bookbinding and cover: the second edition is in paperback and the third edition is in spiral (at least the teacher's edition). The cover is also different: in the second edition there are many colors, a mainly purple background with the name of the textbook written several times in yellow and red, there is also a red rectangle with the title in white and yellow written in it and a big number 5. The authors' names are written in black. At the back cover, there is a long text in a light purple rectangle. The second edition collection is numbered from 5 to 8 (6th to 9th years).

The third edition has a red background and five circles (a green one, a blue one, a red one and two orange ones), the title is written in black and white and twice (one in the front cover and the other one in the back, with three little circles – a blue one, an orange one and a green one). One smaller orange circle has the number 1 in white in it. And there is 'De acordo com os PCN', written in white, under an orange line. The third edition collection is numbered from 1 to 4 (6th to 9th year). There is also the *Richmond Publishing* house sign.



Take your time, second and third edition front covers.

⁶² There is a reproduction of the Table of Contents from the third edition in the Appendix 1.

4.1.1.3 Paper and printing quality

The quality of paper and printing is also different. The second edition paper is of a lower quality (it is possible to see the next page text and images through the paper). The third edition has not only a better paper and printing quality; all the pictures are also brighter, almost like a picture. The quality of colors is also affected by the quality of the paper and printing. The second edition colors are darker when compared to the third edition, but also more paled.



Examples of an image of a tiger from *Take your time*, second and third edition. It is possible to see that there is a difference in colors and contrast; the second image has a higher definition.



Examples of image substitution from *Take your time*, second and third edition.

As it is possible to see in the second set of images, for example, dark and gray backgrounds in the second edition became light pink, making the third edition more jovial. The pale colors also became brighter; the images are more appealing in the third edition.

4.1.1.4 Typography

According to The Free Dictionary, typography is an element of all printed material and typographical elements are used in order to “achieve an attractive, distinctive appearance, to aid readers in navigating the publication”. Some characteristics are the use of type sizes, italic, boldface, large and small capital letters and colors.

The types of typeface and fonts are also different in the two editions. In this case, I believe the second edition was better – the fonts used were clearer to read in some situations (at the open lesson dialogues and when presenting the new vocabulary, for example). The second edition also uses larger letter in the subtitles; in the third edition it is sometimes too small to read.

An average of six different types of lettering is used in the second edition against an average of four different types in the third edition, which can make the third edition “cleaner”. In the second edition the text can sometimes present colored letters, in the third edition it is always in black, except the letters that indicate the activities and exercises (as markers).

Let's practice

A. Match the names of the jobs to their corresponding pictures.

- 2 hairdresser
- 3 truck driver
- 4 secretary

Let's practice

A. Match the names of the jobs to their corresponding pictures.

- 2 hairdresser
- 3 truck driver
- 4 secretary











Examples of typefaces, fonts and lettering from *Take your time*, second and third edition.

4.1.1.5 Icons

Another very important aspect is the use of icons. An icon according to the type of activity to be developed precedes some exercises. There are five different icons in the second edition and five different icons as well in the third edition to identify the focus of the exercises⁶³:






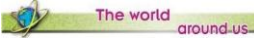




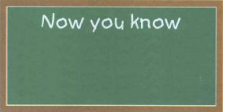



⁶³ To see how icons identify the main purpose of exercises, go to Appendix 2.

Table 5. The icons used in the second and in the third edition of ‘Take your Time’:

Second Edition		Third Edition	
Icon and description	Meaning	Icon and description	Meaning
 (a yellow pencil)	for writing exercises	 (a yellow pencil)	for writing exercises
 (a red cassette)	for listening exercises	 (a headphone)	for listening exercises
 (an open book)	for reading exercises	 (a closed red book)	for reading exercises
 (a pencil case with four pencils, a scissor and a paintbrush)	for games and drawings	 (two dialogue balloons, one with a question mark and the other with an exclamation mark)	for games and speaking in pairs
 (two happy heads, a boy and a girl)	for games and activities in pairs or small groups, speaking and singing	 (a pencil case with four pencils, a scissor, a paintbrush and a blue note)	for projects




There are also seven dividers that divide each lesson in sections. In the second edition, they are colored rectangles; in the third edition, most of them have icons:

Table 6. The dividers used in the second and in the third edition of ‘Take your Time’:

Second Edition	Third Edition	Meaning
		<p>introduces the lesson, presents the number of the lesson, is located in the upper left side of the page; by its side, there is the title of the lesson and, below, an image and the first text – a dialogue</p>
		<p>it leads to the exercises and activities, based on the vocabulary and the grammar contents of the lesson</p>
		<p>brings an extra activity, improving students' vocabulary and raising their knowledge about the theme of the lesson</p>
		<p>presents a game, a song, a rhyme</p>
		<p>this one brings a review of the lesson's grammar contents</p>
		<p>it shows the main objectives of the lesson</p>
		<p>introduces a set of exercises selected to students to check their progress</p>

It is important to mention that, in the third edition, the “Now you know” section has also a self-evaluation chart, at the end of every lesson, so the students can evaluate themselves, as follows:

How well can you do these?

Apresentar-se a alguém.			
Perguntar e informar o nome das pessoas.			
Solettrar e pedir que alguém solettre nomes.			

4.1.1.6 Number of pages and media resources

Both editions for the sixth year have 120 numbered pages. They are both divided in eight lessons plus four ‘Check your Progress’ (the first one is after lesson 2, the second one is after lesson 4, the third is after lesson 6 and the last one is after lesson 8) and there is a seven-page glossary at the end (with two sections – an almost four-page English-Portuguese and a three-and-a-third-page Portuguese-English).

The second edition probably has a cassette tape, but I could not find it. At the teacher’s manual it says that it was not possible to include the suggested songs in cassette due to the new law of authorship rights, so the teacher should look for them in CDs. The third edition has a CD that is included at the teacher’s edition, but the two suggested songs are not available.

4.1.1.7 A missing element

There is no main character linking the lessons and being the main responsible for the dialogues and any other situations. It is quite a common practice in Brazilian textbooks for *Ensino Fundamental*, according to Oga (2005), to have a character, most of times a family or a group of friends that “grow old” with the students. For example, I cite the didactic material edited by Dom Bosco publishing house in Curitiba⁶⁴ and UNINTER new English teaching material for *Ensino Fundamental I*⁶⁵.

4.1.1.8 Page-by-page findings

A page-by-page comparison was made to explore both textbooks and each change observed between the editions was identified, marked

⁶⁴ For more information about it, access www.dombosco.com.br/editora/ana.php

⁶⁵ Written by Marta R. H. M. Costa (1st year), Patricia S. Oga (2nd and 3rd years) and Angela M. Schlichta (4th and 5th years).

and labeled. There were over 250 changes between the two editions⁶⁶; most of them were related to grammar correctness, changes in the exercises' directions for the task and in the teacher's orientations.

Summing up, thirty-eight pages were identified as having no changes (six were the first page of a lesson and seven were from the glossary). There were seven pages identified as completely new (pages 57, 68, 71, 84, 101, 109, 110). In eleven pages the only difference was the change of an image (using a new one, showing an updated computer, for example, to replace the old one) and it was possible to count a total of seventy-seven new images. Some of the other changes identified were related to the elimination or substitution of exercises (about twenty-four), new exercises (about eleven) and the inclusion of projects (eight, one per lesson). In some pages, the difference was minimal: one exercise was organized in two columns, few changes in vocabulary (notebook x address book, ballpoint pen x pen, England x The United Kingdom, The United States x The United States of America, turtle x tortoise, for example) and in the orientations for the teacher (nine times).

When looking at the Fact Sheet, it was possible to see that some of the people that participated at the second edition are the same who worked in the third edition. The authors (Analisa Machado Rocha and Zuleica Águeda Ferrari), the illustrators (Ana Luiza de Paula, Orlando and Vilachã) are the same. The third edition has only one editor (Véra Regina A. Maselli) and there are new reviewers (Eliana Bighetti Pinheiro and Iraci Miyuki Kishi, in the second edition, and Ana Maria C. Tavares, Denise Ceron and Eliana A. R. S. Medina in the third edition). Different people made the editorial-graphic project, the *layout* and the front covers.

In relation to textual genres, the amount of them increased in variety (a movie sign, a magazine article and a comic strip were inserted), but they are not fully explored. At this moment, it was very difficult to understand what would made the third edition “*De acordo com os PCN*”, because it was apparently only a reviewed version from the second edition. It was necessary to continue the analysis to evaluate how the identified changes would determine its adequateness.

4.1.1.9 *The teacher's manual*

The second edition teacher's manual is presented at the end of the textbook and it is seven pages long. It starts explaining the aim of the manual itself as “to give assistance to understand the collection ‘*Take*

⁶⁶ To see some of them in details, please look at the Appendixes 3 to 8.

your Time' that has been reformulated, and to present general didactic orientations about the textbook activities" (p. 2). The theoretical background of the collection is defined as following the communicative approach, focused in the social and interactional use of language. The collection's characteristics are defined and explained. The textbooks are identified to their respective grades and the general characteristics of the collection present in each volume are described. Each section is explained and its focus is presented.

As didactic orientations, there are suggestions and directions to make the teacher able to develop the textbook different activities (listening, oral comprehension, grammar and new vocabulary, songs, reading). At the end, there are some notes to the teacher about the collection, explaining its title and how to organize his/her class; it also describes the icons, gives some general advices and presents the bibliographic reference.

The third edition starts with the teacher's manual and it is 23 pages long. In general, it is very similar to the second edition, but there are some differences: the teacher's manual brings eight proposals of tests (pages 15-28), one for each lesson, and its answers (pages 13-14). There are guidelines to use the CD and a list of all tracks and contents (page 11) and a short description to identify the track, like 'My family (p. 61)', 'Exercise P (p. 82)'. All the texts presented in English in the textbook are also available in the CD, 'Check your Progress' numbers three and four also have listening exercises.

The great difference between both teacher's manuals is the section called "Notes for lesson" in the third edition, which defines the *Tema Transversal* and explains the projects of each of the eight lessons. It also presents a possible translation of the texts written in English in the students' book.

4.1.2 Using empirical criteria to evaluate the textbook

In chapter 2, several studies about how to evaluate and select a textbook were described. On pages 31, 33 and 34, they were summarized in only four items. The third edition of '*Take our Time*' was submitted to those criteria and these were the findings:

- When looking through the student's book, it is possible to identify the grammar contents at the contents table and at the teacher's manual there is an explanation about the pedagogical approach and the

methodology and theoretical background. The teacher's manual presents some information about each section of the lessons and how to work with them; there are some complementary suggestions to develop the projects and some step by step about how to start each class. Unfortunately there is no concern about the classroom specific needs.

- The collection has complementary materials: the teacher's manual, a audio CD, there are four progress checks in the student's book and suggestions of tests in the teacher's manual. The quality of images, paper and printing has improved from the previous edition, as commented earlier.
- The texts are mainly dialogues, used to present the topic of the lesson or the vocabulary. Although they seem to represent possible conversations, they represent idealized situations. Just to cite two examples: introducing a foreign exchange student to the class, presenting a pen pal who lives in another country. Only four texts have references: two comic strips, a song and a text from the internet. The texts were selected (or written) according to its specific purpose and three of them are related to raise the students' cultural and social awareness (they are related to habits when greeting – page 28, part-time jobs – page 57, and differences between families – page 69). The images are very easy to identify and tend to represent a specific vocabulary: the image of a nurse (there is a reproduction of this image on page 46) represents a nurse, there is no discussion

- about gender, age, physical characteristics or job description.
- The unit about families present different family formations, although, when developing the vocabulary related to 'jobs', there was a tendency to present some gender bias when selecting images: a male truck driver, male soccer and volleyball players, lawyer; a female nurse, a female secretary, a female ballet dancer. It is important to cite that they present male and female dentists, architects and models.

After taking these aspects in consideration, it is possible to say that the collection '*Take your Time*' would be approved if this set of four criteria was used to empirically evaluate it, although it may require some on-action complementary adjustments in relation to the teacher's and the students' needs.

4.2 Answering the second research question

2. Would the collection be approved using some of the criteria used by 2011 PNLD?

In a second moment, a comparative analysis was made between the second and the third edition to identify the two lessons from the third edition that would be submitted to the eighteen questions selected from the 2011 PNLD. The criterion was the amount of changes made in each lesson from the third edition of the textbook in relation to its previous edition (some of the changes identified were presented in item 4.1.2 on pages 52 to 54). It was decided that neither changes in colors (due to higher printing quality) nor changes in layout (due to the new graphic project) would be considered. After counting all the validated changes, it was possible to determine which lesson presented the highest amount of changes and which lesson had only a few changes. The two lessons were numbers two and five.

4.2.1 The students' book

The title of the second lesson of the textbook '*Take your Time*' is "*Nice to meet you*". It is the lesson that presents the highest amount of changes (almost forty). It starts on page 17 and ends in page 30. The theme is introducing and greeting people; the vocabulary presented deals with classroom objects and greetings; the grammar focus is the use of *a* and *an*, how to ask "*What's this in English?*" and short answers (*Yes, it is. / No, it isn't.*).

These are some of the changes identified in lesson two:

- nine new images were inserted;
- three exercises were eliminated;
- two exercises now present examples;
- one multiple choice exercise is presented with less alternatives;
- one exercise is presented with a new direction;
- three exercises have new orientations to the teacher;
- one exercise that was previously written in English, is now "translated" to Portuguese;
- the song "*Where is Thumbkin?*" was replaced by "*Hello, Goodbye*", by The Beatles, and, now, there are some missing words so the students should complete the lyrics when listening to the song.

The fifth lesson of the textbook starts on page 61 and ends on page 72; its title is "*My family*". It is the lesson that presents the lowest amount of changes, about thirteen. The main theme is talking about one's family; the vocabulary deals with family relations, cardinal numbers (from zero to one hundred) and nationalities; the grammar focus is the use of *this* and *these*, the question words (*what*, *where*, *who*), and how to ask and say one's age.

Some of the differences identified in lesson five:

- one exercise was reorganized to become clearer (family tree);
- there are two new images;
- one multiple choice exercise is presented with less alternatives;
- one exercise from page 68 was moved to page 67;
- 'Language Study' from page 71 was moved to page 72;
- some rhymes were replaced by proverbs;
- there are three new pages.

4.2.1.1 Analysis

Both units were analyzed using the selected twelve questions from the 2011 PNLD that evaluate the students' book. Now, I will present the questions, the possible answers they would receive (yes or

no) and the possible comments to justify each answer. The questions were numbered from 1 to 12 just to make it easier to recapitulate them. Their numbers in the 2011 PNLD questionnaire were presented on pages 40 and 41.

4.2.1.1.1 Is the transmission of stereotypes and prejudices of social status, regional, ethnic and racial, gender, sexual orientation, age or language, as well as any other form of discrimination or violation of rights avoided?

In general terms, the answer to this question would be “yes”, because there is no explicit situation of any kind of prejudice or any form of discrimination or violation of rights. The illustrations and photos selected to illustrate these two units represent people from diverse backgrounds and show people of different ages: there are small children, teenagers, adults and elderly people. Most of them would be classified as middle class (in accordance to the clothing they are using). It is important to remember that the other six units of the textbook were not analyzed. On the other hand, most textbooks – even the ones written in Portuguese – avoid presenting too rich or too poor classes and prefer to portray middle classes: people who can study, eat every day and travel on vacation; as to represent an ideal way of living. As defined by Choppin (2004), textbooks have an ideological and cultural function, as a vector of the language, culture and values of the dominant class.

Lesson 5 presents images of different families, including single parent (on page 63), interracial marriages on pages 62 (a white man and a black woman), 63 (an Asian woman and a black man), 66 (a South African grandfather and a Spanish grandmother). On page 69, there is an interracial couple (a black man and a white woman), an adopted child, a stepmother, and a family made of grandparents, grandson and uncle. On page 68, the Addams Family is also presented (page 68) and the names of all characters are identified.

In Lesson 2, it is possible to identify different ways to greet people, in accordance to social situations, their age and possible behavior, including the use of titles (miss Taylor). The greetings are part of short interactions among several people who says utter sentences.

On pages 28 and 29, in “The world around us” section, there is a short text (three sentences organized in three paragraphs) about how people behave in different cultures. It says that knowing the foreign culture is as important as knowing the foreign language. In other countries, people usually maintain more distance than Brazilian while greeting. The Teacher's Manual presents a specific orientation about

page 29, proposing a connection between two Transversal Themes: Ethics and Cultural Plurality. The teacher is invited to discuss with his/her students about the importance of respecting cultural divergence.

However, on page 17, there is an image of a classroom, the teacher is at the front, it is possible to see three students, a girl at the door (see this page from the textbook in Appendix 3), and a short text in Portuguese called “*Contexto*” in which it reads “The teacher is teaching English to foreign students when Katherine, a new student, arrives. The teacher presents the girl to the class.” It may be seen as a stereotyped situation if the textbook is dealing with the Brazilian reality. The class could be in Brazil, with Brazilian students having English class instead. That piece of information seems to be displaced and unnecessary, especially when there are no main characters to “tell the story”: the (English) teacher, the (foreign) students and the new girl (Katherine) appear only on that page.

4.2.1.1.2 Is there a clearly, coherent and functional organization which follows the point of view of the proposed didactic and pedagogic aspects?

To answer this question, it is important to remember that the textbook uses colorful icons and dividers to identify the activities and sections of the lesson and to show how they are organized. There is little variety on the sequence of the lessons: opening page, with the number and the title of the lesson and the opening dialogue; an illustrated vocabulary (in Lesson 2, it is four-page long, whereas in Lesson 5, it is only one-page long); *Let's practice* divider⁶⁷ with exercises (in Lesson 2, there are fourteen exercises, in Lesson 5, there are fifteen); *The world around us* divider, with a short text and comprehension exercises (in Lesson 2, there are two exercises, in Lesson 3, there are three); *Take a break* divider (in Lesson 2, there is a “find the differences” puzzle, a song and a rhyme, in Lesson 5, there is a list of proverbs and a board game); *Language study* divider (in Lesson 2, the use of “*What is this?*” and *This is/That is*, in Lesson 5, *This is/These are*, uses of the pronouns plus a table with the verb be – affirmative, negative and interrogative form in the present tense); and, the last section, *Now you know* divider. In Lesson 2, the *Project* icon is before *The word around us* divider; in Lesson 5, it is after it.

The organization and arrangement of contents of the lessons seem to fit into the way in which textbooks are usually organized – from “the

⁶⁷ The icons and the dividers were presented on pages 48 and 49.

least complex” to “the most complex” –, although, there are few examples of recalling previous vocabulary, especially in Lesson 5.

4.2.1.1.3 Is the graphical readability appropriate for the educational level and concerned, in terms of design and size of letters, spacing between letters, words and lines, the shape, size and arrangement of text on the page and print the main text in black?

To answer this question, an analysis of the general appearance of the pages of the textbook was made. Most of the characteristics were explored and explained in item 4.1.1.4 about Typography⁶⁸. The main text for the students is always in black, except the letters that indicate the activities and exercises (as markers), the title of each lesson and the name of the dividers.

It is important to recapitulate that in most school, this is the first time students are learning a foreign language, and all the new words written in a different language (not their mother tongue), most times, represent a reading and a writing challenge – as well as a listening and a speaking quest. Moreover, the letters must be clear and easy to recognize and understand.

4.2.1.1.4 Does the work present glossaries, high quality references, which guide the teachers for further reading on both the topics to be addressed in their classes, as on questions concerning the process of learning and teaching methodologies?

The topics are briefly presented, there are neither suggestions of complementary references to the teacher for further reading nor any discussion about the process of learning and teaching methodologies, the textbook presents a bilingual glossary at the end, as mentioned in item 4.1.1.6 about the number of pages and media resources⁶⁹. It is a seven-page glossary divided in two sections – English-Portuguese and Portuguese-English. Unfortunately it would not be enough to give this question an affirmative answer.

4.2.1.1.5 Does the summary identify the main organization and clearly reflect the content organization and activities?

This question, about the summary, on the other hand, had an affirmative answer. The summary identifies the main organization and presents the main contents, as it is possible to see in Appendix 2. Not only the name of the lessons are listed, but also the main theme,

⁶⁸ This item was presented on page 47.

⁶⁹ This item was presented on page 50.

objectives (called “*Functions*”), the grammar and vocabulary contents are described and the page each lesson starts and finishes is signaled.

4.2.1.1.6 Are the images appropriate to the purposes for which they were used?

To answer this question, about the images, it is important to signal that they are used to illustrate words from the specific vocabulary of the lesson, a situation of interaction among people or the games. They are all easy to read and to understand, which is desirable, because students may find it easier to read the image than the words in English. They may also help students to learn the vocabulary and to remember it later, using their visual memory.

The only images that have subtitles in both units are the one that opens the units (there is a very short description – contextualization – of the scene) and the ones that illustrate the vocabulary words. Although there are some images that illustrates short excerpts of text (in Lesson 2 about cultural issues when greeting someone from another cultural background, in Lesson 5 about the four kinds of family described).

4.2.1.1.7 The directions of the exercises which deal with the texts are clear and precise?

At this moment, it was necessary to read all the directions of the exercises from the selected lessons. The directions usually present short sentences, the verbs are in the infinitive (commands), they indicate simple actions (listen, mark, read, practice), and are repeatedly used – whenever there is a listening, reading, practicing in pairs. The language used is very direct, plain, without metaphoric meanings. The only difference in direction is related to a listening exercise in Lesson 2 that says “*listen to your teacher*” instead of the most used “*listen to the teacher*”.

The language used in the exercises is usually repetitive. In Lesson 2, there is a total of eighteen exercises, four “*listen and number*”, three “*complete the sentences*”, two “*match*”; two “*ask a classmate*”, two games, one “*listen and fill in the gaps*”, one “*spell*”, one “*practice the dialogues with a classmate*”, one rhyme, one “*tick the correct alternative*”. In Lesson 5, there are twenty exercises, six “*complete (the sentences, the columns, the text, the dialogs, the table)*”, four “*match*”; two “*listen (and circle, and underline)*”, two “*ask/work with a classmate*”, one crossword, one “*write true or false*”, one “*answer the questions*” (reading comprehension – copying sentences and words from

the text), one game (with a board), one “*practice the dialogues with a classmate*”.

There were different ways of organizing the students: from the eighteen exercises proposed in Lesson 2, it was possible to identify eight directions that ask to work “*with a classmate*” (in pairs), one asks to have groups; in Lesson 5, five directions ask to work with a classmate and the board game might be played in pairs or in groups. All the other exercises would be done individually, without any interaction or contextualization.

4.2.1.1.8 Is there a suggestion of development of learning strategies, self-learning and self-evaluation?

This question had a negative answer because although there are, in the Teacher's Manual, eight suggestions of tests, one for each lesson, they do not evaluate text production nor understanding of oral texts. In the test about Lesson 2, for example, only grammar features were taken into consideration; the test about Lesson 5 presents a short text about a family and its members (the students must complete a family tree with the information provided by the text).

There are self-evaluation activities presented at the end of each lesson, but it is only a self-evaluation chart that describes some of the linguistic topics presented and the students have to “check” their answer (as a happy face, a face with some doubt, a face which shows “I have no idea”) to the question “*How well can you do these?*”. One example of this chart was reproduced on page 50. Even this self-evaluation does not consider reading, text production or understanding of oral texts; only oral communication aspects were taken into consideration. In Lesson 2, the self-evaluation encompassed the following aspects: - *to ask and to answer the name of objects*; - *to greet and to answer a greeting (formal and informal)*; - *to farewell*; - *to introduce someone and to answer an introduction*⁷⁰; in Lesson 5, it emphasized: - *to ask and to answer questions about people's age*; - *to talk about your family*⁷¹.

4.2.1.1.9 Is the majority of the texts authentic (i.e. exist in real written and oral situations) and, if they were written by the authors, do they indicate their source?

⁷⁰ - Perguntar e responder o nome de objetos. - Cumprimentar e responder ao cumprimento (formal e informalmente). - Despedir-se. - Apresentar alguém e responder a uma apresentação.

⁷¹ - Perguntar e responder a perguntas sobre a idade das pessoas. - Falar sobre a família.

To answer this question, I selected the four major texts presented in these two units, two from Lesson 2 (a text about greetings, a song lyrics), and two from Lesson 5 (a movie poster, a text about different kinds of family). The text about greetings is three paragraph long; each paragraph is formed by a sentence. This text was already presented in the answer to the first question (4.2.1.1.1). The second text, the lyrics from The Beatles' song '*Hello, Goodbye*', is the only authentic text in Lesson 2, but there is no complete reference, only the composers' names (Lennon & McCartney). It is part of an activity of "*listen and fill in the gaps*". The teacher must only play the music and the students must listen and complete the lyrics writing the five missing words.

In Lesson 5, there is a poster of a movie: *Addams Family Values*, but there is no credit, no complementary information (director, producer, actors and actresses, year). The students must answer if they know the characters of the film and they have to complete a chart about family relations. The last text is four paragraphs long. Each paragraph describes a different family (father, mother, son, daughter; father, mother, adopted child; father, stepmother, son, stepsister; grandparents, uncle and child). There are three activities after this text: two are matching columns (names and professions; names and ages), the last one asks the students to make an oral description to a classmate about his/her own family.

As it was said before, the only two original texts might be the lyrics of '*Hello, Goodbye*' and the '*Addams Family*' movie poster. Apparently they both kept their structure. The lyrics were divided in verses and there were larger spaces between stanzas. It is a very important feature of this type of text and one of its main characteristics. The poster might be one of the promotional posters of the movie and apparently it had no modification.

4.2.1.1.10 Does the work with reading comprehension provide pre-reading and post-reading activities?

As presented on page 21, the PCN-LE suggests a three-phase-process to develop reading skills. Pre-reading activities should raise the students' prior knowledge about the theme and they should be invited to elaborate reading hypothesis. Post-reading activities should help students to develop a reflection about what they read.

This question had a negative answer because there are no pre-reading activities and the post-reading activities (written in Portuguese at the Students' Book) were mostly about word recognition (matching names and professions, names and ages, for example).

4.2.1.1.11 Does the audio CD present good quality of sound and are there, in the students' book and in the Teacher's Manual, accurate information in order to help the designation of the tracks?

The original audio CD is red and has the tree circles (a blue one, an orange one and a green one), very similar to the cover of the textbook. It also presents the name of the collection, a number 1, indicating the level (related to the 6th year), some common information about the company that produced it (including its website), a numbered code, the sentences “*Parte do livro*”, “*Não pode ser vendido separadamente*” and “*Todos os direitos reservados*”. There is a stamp of Richmond publishing house (and its website) and some information about Moderna publishing house (its address and telephone numbers).

To answer this question, I had to listen to the audio CD. The students' book always indicates when the audio can be played by using the icon “a headphone”. The audio CD has 56 tracks and the first track presents the textbook. There is an average of seven listening exercises per lesson (minimum of six) and, at the teacher's manual, there is a list of all tracks, the lesson they are related to and which text or exercise, including the number of the page in the students' book. Unfortunately, as aforementioned, the music of the two suggested songs in the textbook is not available at the audio CD.

4.2.1.1.12 Is the linguistic input contextualized and embedded in varied and authentic discursive practices, always observing the appropriateness and adequacy of the linguistic discourse?

It is important to mention that there were very few examples of written language and most of them were not original. It means that most texts were created by the authors in order to present a specific topic (related to vocabulary or grammar). Although they were selected to demonstrate to the student some excerpts of possible communication events, they were not properly contextualized.

It was possible to identify, in Lesson 2: how to present yourself, ask someone's name, introduce someone, name an object, ask for a word you do not remember (or do not know), greet people in different situations (formal x informal, day x night); in Lesson 5: how to ask about and how to present family members, the use of what, where and who to ask personal information, to talk about someone (telling name, age, family members' names, age, profession and nationality), among other similar social roles of language.

In relation to the proposal of discursive practices, the amount of textual genres increased in the third edition. In Lesson 2, it was possible to identify a few dialogues, a Pictionary, different kinds of activities (two filling the blanks, two matching, two spelling words, four listening and numbering, two completing sentences according to pictures, one writing exercise about a fictional dialog, two multiple choice reading comprehension), there is a short descriptive text about cultural behavior, a game (find the seven differences), a song lyrics, and the self-evaluation chart. The last three were new insertions. Lesson 5 presented a few dialogues, an illustrated family tree, a list of cardinal numbers (from zero to one hundred), different kinds of exercises (two descriptive texts with missing words, a list of family relations missing some words, filling the blanks with question words, two listen and circle, one match the columns). There were also a math puzzle, two oriented oral interviews, three short descriptive texts, a movie poster, a matching game to complete proverbs, a board game with twenty-one questions, a table which presents the verb be and the self-evaluation board.

It is worth mentioning as well that there is no room for students either to make generalizations or reflect about the topic presented in the units. Although there are attempts to review, recall or reassess contents previously studied. Lesson 5 presents, in several moments, the vocabulary studied in the previous units (jobs, nationalities, introducing you and other people, for example).

4.221 The teacher`s manual

Finally, the teacher's manual from the third edition was evaluated by the six remaining selected questions from the 2011 PNLD.

4.2.2.1 Analysis

Here I will present the questions, the possible answers they would receive (yes or no) and what sort of comments would be made to justify each answer. The questions were numbered from 1 to 6 just to make it easier to recapitulate them. Their numbers in the 2011 PNLD questionnaire were presented on page 42.

4.2.2.1.1 Does the teacher's manual explain explicitly the objectives of the proposed didactic and pedagogic aspects accomplished by the collection and the theoretical and methodological assumptions it develops?

This question had a negative answer. It was important to consider that it is expected that the teacher's manual provides explanations about the methodology adopted and the theoretical background. Unfortunately, in the case of the analyzed textbook, that is not true.

The Manual presents the general objectives of foreign language teaching in *Ensino Fundamental* (which has no theoretical background mentioned or any rationale, although it seems to be derived from the PCN) and cites some characteristics of the textbook. The text is mainly topical, without further explanations, the main ideas are only fragments. In this sense, the very short texts did not present misconceptions or mistakes. This strategy also offers a clear presentation of ideas and requests a more comprehensible language.

The only reference to the PCN is when it presents the following terms: concepts of learning, citizenship, interdisciplinary, transversal themes. Although, at the references, the only PCN document listed is the one related to the Transversal Themes.

4.2.2.1.2 Does the teacher's manual describe the general organization of the collection as the internal structure of each volume?

Before answering this question, it was important to have some information about the evolution of “*Take your Time*” collection. Although the third edition presents the icons and how the lessons are organized, there is little information about the collection – at “*Lembretes adicionais*” –, but any related to the other three textbooks of the collection. On the first edition, the Teacher's Manual (“*Suplemento*”) listed and identified the contents of all the four textbooks of the collection; the third edition does not present it.

4.2.2.1.3 Does the teacher's manual indicate the possibilities of interdisciplinary work in school, from the process of teaching foreign languages?

To justify an affirmative answer to this question, it is necessary to remind the divider called “The world around us” and about the existence of suggestion of projects inserted at the end of each lesson. The Teacher's Manual provides some specific orientation about how to introduce and develop the transversal theme of each lesson.

In Lesson 5, for example, it is Ethics and Cultural Plurality, and it suggests a discussion about the variety of families, taking into account the respect among family members, how home chores are distributed at their homes to mention some issues. Another example is Lesson 3: in

the summary, it has 'place of origin and nationalities' as the main content; in the Teacher's Manual, the transversal theme is identified as Ethics and there is an indication of interdisciplinary work with History and Geography. It also proposes a discussion about the cultural importance of the historical monuments from the students' home town or state and about the importance of maintaining them as historical milestones of citizenship. The transversal themes proposed by the Teacher's Manual were Ethics (Lessons 1, 2, 3, 5, 8), Cultural Plurality (Lessons 2 and 3), Work (Lesson 4), Environment (Lessons 6 and 7). There are a total of three suggestions of interdisciplinary work: with History (Lesson 1), History and Geography (Lesson 3) aforementioned, and Science and Technology (Lesson 8).

4.2.2.1.4 Does the teacher's manual discuss different forms, opportunities, resources and assessment tools that teachers can use throughout the process of teaching and learning?

This question was not easy to answer. It was important to re-read the text from the Manual that describes the importance of developing the four skills.

Although the student's book presents some activities that request logical-mathematical knowledge (board games and encrypted message), manual ability (origami) and world knowledge (countries and nationalities) and there are listening, reading, speaking (in pairs) activities, there is neither reference nor any "discussion" about the different kinds of knowledge to improve the teachers' practice. The orientations to the teacher are commonly descriptions of 'how to do it', how to develop the activity in class.

4.2.2.1.5 Does the teacher's manual present linguistic and cultural information to improve the teachers' knowledge about culture related to the foreign languages and to develop their own linguistic, communicative and cultural competence? (P.S.: specific criterion of Foreign Languages.)

This question had a negative answer. The Teacher's Manual does not offer, at any moment, any kind of complementary reading, information or training. It seems that this material believes that the teacher, independent of previous knowledge or experience, the teacher will be able to use it in class with reasonable success. A complementary material to improve the teachers' ability is highly recommended by the PCN themselves at several moments. Moreover, there are some books cited at the references that might be interesting to a curious teacher.

4.2.2.1.6 Does the teacher's manual offer suggested answers to the proposed activities in the book of the student, without, however, restricting them to unique possibilities and direct the teachers to consider different solutions, especially given the linguistic and cultural diversity? (P.S.: specific criterion of Foreign Languages.)

This question complements the explanation given to question 4.2.2.1.4: the orientations are rather clear because they present a step by step 'how to do it'. It is important to mention that most activities from the student's book do not have any kind of orientation to the teacher.

Furthermore, at the Teacher's Manual it is possible to find the description of the eight projects and how to develop each one in class. The texts written in English in the student's book are also translated to Portuguese and followed by a short paragraph about a transversal theme that can be developed. All the icons and how to work with them are described likewise. There are also eight photocopiable tests and its answer sheets. The textbook presents only one expected "right" answer to each question.

4.3 Analyzing the findings

4.3.1. Grading the textbook

As already stated, in Brazil, there are governmental actions which regulate and define the production of textbooks, one of them is the PNLD. In order to be one of MEC suppliers, Brazilian publishing houses must elaborate textbooks that follow the PCN's guidelines. In public schools in Brazil, the minimum grade students must have in order to pass is 5.00. I decided to use the same set of criteria: the textbook would be considered "approved" with any grade higher than 5.00.

At this moment, it was possible to partially 'grade' the textbook '*Take your Time*'. Eighteen from the ninety-two questions were selected, which represents about 20% (19.56%), of the questionnaire. Each affirmative answer could be worth approximately 0.55. The comments would not be graded, because they just explain and justify the binary system to give an answer (yes or no). The textbook had eight affirmative answers, adding up to 4.40. If the number of affirmative answers were multiplied by four (in order to estimate a possible number of affirmative answers to all the ninety-two questions of the 2011 PNLD

questionnaire, although it is important to mention that it is just an approximate number), its “final grade” would be 34.78 (out of 100).

By using the 2011 PNLD criteria, the collection would be potentially “excluded” and would not be included in the guide, which was actually what happened. School teachers would not know why it did not achieve the minimum standards and it would just be considered a “need-to-improve” textbook. Any weaknesses or strengths would not be either explained or described, unless the teachers themselves would embark in the process of evaluating it.

5. CONCLUSIONS

After presenting a historical background of textbooks in Brazil, from the first governmental action, in the 1930's, to the last PNLD, the PCN's guidelines and the PCN-LE's point of view, it was possible to understand the challenge of textbook analysis in Brazil.

After taking into consideration previous studies, whose focus was textbook evaluation, it was possible to report how researchers (and teachers) can empirically evaluate textbooks. As said on page 26, PNLD questionnaire is MEC's 'official tool' to evaluate textbooks, therefore using some questions from the 2011 PNLD questionnaire would lead to similar findings between this study and the PNLD evaluation.

This study aimed at identifying the changes made in an EFL Brazilian textbook newer edition in comparison to its previous edition and at evaluating two of its lessons. After defining the corpus of this study, the textbook '*Take your Time*', from Moderna publishing house, the second and the third editions were compared and described and the adjustments were identified.

The comparative description between the second and the third edition identified changes in the graphic project, some new and updated pictures, the insertion of suggestions of projects and eight evaluation tests, new samples of different textual genres. Nevertheless, the activities proposed by the textbook had few (or no) modifications.

The next step was to submit the third edition of '*Take your Time*' to an empirical evaluation by using the four criteria defined on pages 31, 33 and 34. The findings identified a possible positive empirical evaluation, using the four aforementioned criteria, especially because the textbook partially followed PCN and there was the advice to take into account students' needs, skills and difficulties, which allow teachers to adapt the textbooks to their own reality.

When two lessons were selected from the textbook (the one that presented several changes and the one that presented few changes) and were submitted to the eighteen selected questions from the 2011 PNLD questionnaire, the textbook was partially graded as 4.40, a grade under 5.00 that correspond to a negative evaluation; furthermore, it would not be approved by the 2011 PNLD. It is important to mention that the results might be diverse if other questions and/or other lessons were used in the process. In any case, the findings signals the need to make adjustments or even rewrite the textbook to follow the PCN's guidelines.

It is important to consider this study as a first attempt to identify specific information which would guide both textbook authors and

publishers work to make new textbooks coherent to the proposals of the PCN and approved by PNL D. These new textbooks also have to focus on the Brazilian schools' reality, considering the students' previous experiences and provide development to the teacher as well.

As said by Leffa (2005), textbooks may stimulate teachers to develop his/her teaching skills, improve their knowledge and help them to reflect about and to modify their practice. It would be, for instance, valuable to know how teachers deal with textbooks weaknesses while using them, which may lead to further studies in this field.

It is important to mention that this research has its limitations, because the analysis of one Brazilian EFL textbook cannot delineate all Brazilian publishing houses efforts to follow the PCN guidelines. Although, having access to the textbook's authors or to how its publishing house defined that '*Take your Time*' was '*De acordo com os PCN*' would present several new information to better understand that decision.

The selection of different questions from the 2011 PNL D – or the use of all the ninety-two questions – would bring forth other results, for instance. Nevertheless, as aforementioned, it offers many possibilities for further studies in both textbook design and in the analysis field.

Finally, I would like to comment about this experience. When this study was initiated, Brazilian EFL textbooks were not evaluated by the PNL D and there was no edict signaling its occurrence. At that time, some questions from the 2007 PNL D evaluation questionnaire of Portuguese textbooks were, then, selected and used to pre-evaluate '*Take your Time*'. At that time, the findings were positive, and the textbook would be considered '*approved*'. It was necessary to consider a higher possibility of inaccuracy because the questionnaire was not meant to features. At the same time, by knowing that a majority of the textbooks that were evaluated was considered "*excluded*", I was surprised. Later, after finishing my own analysis, and finding that '*Take your Time*' would be one of the excluded EFL textbooks' collections; I could have a better understanding of the process of evaluating textbooks.

The 2011 PNL D questionnaire to evaluate Foreign Language textbooks presents some peculiar characteristics when compared to the questionnaire to evaluate other disciplines. It develops the PCN-LE's guidelines and is concerned about evaluating specific features related to Foreign Languages teaching and learning, as the offer of a diversity of linguistic input which contemplate plural culturality even in foreign language countries and the varieties of English as well and the presence

of an assortment of texts which represent different textual genres and how they were explored.

I hope PNLD criteria to evaluate EFL textbooks help Brazilian publishing houses to improve their publications, as it was observed in the other disciplines, after a set of four PNLD evaluations. evaluate Foreign Language textbooks.

In 2010, for the first time, Foreign Languages textbooks were evaluated by the PNLD. When I got to know that the 2001 PNLD Guide was published, I was longing to read it and, afterward, I was gladly satisfied because the questionnaire and my study contemplated similar features. At the same time, by knowing that a majority of the textbooks that were evaluated was considered “*excluded*”, I was surprised. Later, after finishing my own analysis, and finding that ‘*Take your Time*’ would be one of the excluded EFL textbooks’ collection; I could have a better understanding of the process of evaluating textbook.

The 2011 PNLD questionnaire to evaluate Foreign Language textbooks presents some peculiar characteristics when compared to the questionnaire to evaluate other disciplines. It develops the PCN-LE's guidelines and is concerned about evaluating specific features related to Foreign Languages teaching and learning, as the offer of a diversity of linguistic input which contemplate plural culturality even in foreign language countries and the varieties of English as well and the presence of an assortment of texts which represent different textual genres and how they were explored.

I hope PNLD criteria to evaluate EFL textbooks help Brazilian publishing houses to improve their publications, as it was observed in the other disciplines, after a set of four PNLD evaluations.

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APPENDIXES













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2. Examples of different uses of icons in both 2nd and 3rd edition textbooks
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1. The third edition's Table of contents (the same as the 2nd edition)

LIÇÕES	TÓPICOS	FUNÇÕES	GRAMÁTICA E VOCABULÁRIO	PÁGINAS
5. This is my family	Família	<ul style="list-style-type: none"> Perguntar sobre a idade das pessoas e responder Dar informações sobre a família 	<ul style="list-style-type: none"> Verbo to be – Presente simples (formas afirmativa, negativa e interrogativa) Uso de these Vocabulário referente a família e a numerais cardinais (de 0 a 100) 	61 a 72
6. Do you like tigers?	Animais	<ul style="list-style-type: none"> Perguntar sobre preferências com relação a animais e responder Dar informações sobre características de animais 	<ul style="list-style-type: none"> Verbo to like – Presente simples (formas afirmativa, negativa e interrogativa) Vocabulário referente a animais 	73 a 88
Check your Progress 3				
7. A bag of popcorn, please	Guloseimas e cores	<ul style="list-style-type: none"> Pedir determinado objeto em uma situação de compra Perguntar e dizer o preço de um item Perguntar sobre a cor de alguma coisa e responder 	<ul style="list-style-type: none"> Uso de how much Vocabulário referente a guloseimas e cores 	91 a 102
8. What color is your bike?	Meios de transporte	<ul style="list-style-type: none"> Perguntar sobre os nomes de veículos e responder 	<ul style="list-style-type: none"> Verbo to have (forma afirmativa) Uso de adjetivos Vocabulário referente a meios de transporte 	103 a 111
Check your Progress 4				
Glossary English-Portuguese Portuguese-English				
				112 e 113
				114 a 120

LIÇÕES	TÓPICOS	FUNÇÕES	GRAMÁTICA E VOCABULÁRIO	PÁGINAS
1. Hello!	Apreensões	<ul style="list-style-type: none"> Apresentar-se a alguém Perguntar e informar o nome das pessoas Sobrar e pedir que alguém solte o nome 	<ul style="list-style-type: none"> Uso do verbo to be na 1ª e na 3ª pessoas do singular (forma afirmativa do Presente simples) Uso dos pronomes pessoais I e you (singular) Uso das possessivos my, your, his, her Uso de what, who Vocabulário referente a apresentações 	7 a 16
2. Nice to meet you	Cumprimentos, apresentações e despedidas	<ul style="list-style-type: none"> Cumprimentar formal e informalmente Apresentar alguém e responder a uma apresentação Despedir-se Perguntar e responder o nome de objetos 	<ul style="list-style-type: none"> Uso do verbo to be na 2ª e na 3ª pessoas do singular (forma interrogativa do Presente simples) Uso de this e that Pronomes de tratamento Miss, Mr Vocabulário referente a cumprimentos, apresentações e despedidas Vocabulário referente a objetos escolares e encontrados em sala de aula 	17 a 30
Check your Progress 1				
3. Where are you from?	Procedência e nacionalidade	<ul style="list-style-type: none"> Perguntar sobre a nacionalidade e a procedência e responder 	<ul style="list-style-type: none"> Uso do verbo to be na 1ª, 2ª e 3ª pessoas do singular (formas afirmativa, interrogativa e negativa do Present simple) Pronomes pessoais I, you, he, she Uso de where Vocabulário referente a países, cidades e nacionalidades 	31 e 32
4. What's your job?	Profissões	<ul style="list-style-type: none"> Perguntar sobre a profissão de alguém e responder 	<ul style="list-style-type: none"> Verbo to be na 3ª pessoa do plural (formas afirmativa, interrogativa e negativa do Presente simples) Vocabulário referente a profissões 	33 a 46
				47 a 58
Check your Progress 2				59 e 60

2. Examples of different uses of icons in both 2nd and 3rd edition textbooks

<p> Read the text and do the activities.</p> <p> M. Write five sentences.</p> <p> A. Match the names of the jobs to their corresponding pictures.</p> <p> N. Practice the second dialog with a classmate.</p> <p> P. Play the game "What's the animal?".</p> <p> O. Tick the correct answer.</p>	<p> Read the text and do the activities.</p> <p> L. Write five sentences.</p> <p> A. Match the names of the jobs to their corresponding pictures.</p> <p> M. Practice the second dialog on page 73 with a classmate.</p> <p> O. Play the game "What's the animal?".</p> <p> N. Tick the correct answer.</p>
<p>2nd Edition</p>	<p>3rd Edition</p>





3. Examples of the first page of a lesson (pages 17)

<div data-bbox="154 970 229 1114" data-label="Section-Header"> <h2>Lesson two</h2> </div> <div data-bbox="252 874 285 1209" data-label="Section-Header"> <h3>What's this in English?</h3> </div> <div data-bbox="296 853 330 1236" data-label="Text"> <p>Contexto: A professora está dando aula quando chega Katherine, uma aluna nova. A professora apresenta a menina para a classe.</p> </div>  <div data-bbox="364 997 397 1093" data-label="Text"> <p>How do you say 'Hello' in English? How do you say 'Nice to meet you'?</p> </div> <div data-bbox="756 1093 845 1284" data-label="Text"> <p>Miss Green: Hello, class. How are you? Class: Fine, thanks, Miss Green. And you? Miss Green: Just fine. Miss Green: Jonathan, what's this in English? Jonathan: I don't know, Miss Green. Miss Green: It's a pencil. Miss Green: Nice to meet you, Katherine. Katherine: Nice to meet you, too.</p> </div>	<div data-bbox="162 638 263 726" data-label="Section-Header"> <h2>LESSON 2</h2> </div> <div data-bbox="173 375 274 598" data-label="Section-Header"> <h3>Nice to meet you</h3> </div> <div data-bbox="285 231 330 566" data-label="Text"> <p>Contexto: A professora está dando aula de inglês para alunos estrangeiros quando chega Katherine, uma aluna nova. A professora apresenta a menina para a classe.</p> </div>  <div data-bbox="364 438 397 534" data-label="Text"> <p>How do you say 'Hello' in English? How do you say 'Nice to meet you'?</p> </div> <div data-bbox="744 518 834 742" data-label="Text"> <p>Miss Green: Hello, class. How are you? Class: Fine, thanks, Miss Green. And you? Miss Green: Just fine. Miss Green: Jonathan, what's this in English? Jonathan: I don't know, Miss Green. Miss Green: It's a pencil. Miss Green: Nice to meet you, Katherine. Katherine: Nice to meet you, too.</p> </div>	<div data-bbox="879 965 912 1117" data-label="Text"> <p>2nd Edition</p> </div>	<div data-bbox="879 399 912 550" data-label="Text"> <p>3rd Edition</p> </div>
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4. Example pages of a vocabulary activity and images samples (pages 50)

<p>Let's practice</p> <p>A. Match the names of the jobs to their corresponding pictures.</p> <ol style="list-style-type: none"> 1 mechanic 2 hairdresser 3 truck driver 4 secretary 5 dentist 6 waiter 7 nurse 8 fireman 9 model 10 computer programmer <p style="text-align: right;">50</p>	<p>Let's practice</p> <p>A. Match the names of the jobs to their corresponding pictures.</p> <ol style="list-style-type: none"> 1 mechanic 2 hairdresser 3 truck driver 4 secretary 5 dentist 6 waiter 7 nurse 8 fireman 9 model 10 computer programmer <p style="text-align: right;">50</p>
<p>2nd Edition</p>	<p>3rd Edition</p>

6. Example pages of written activities and changes (pages 56)

<p> Read the text and do the activities.</p> <div style="border: 1px dashed yellow; padding: 5px; text-align: center;"> <p><i>My name is Jacqueline Girard. I'm French but my parents are Italian. They are from Rome. My mother is an architect and my father is a computer programmer. We live in Paris. It has a beautiful city.</i></p> </div>  <p>N. Answer the questions. <i>N. Explique con palabras de tu propia "tu mamá". Noto hai información de explicar a Catherine come venir momentos. Este momento está dividido en tres 6.</i></p> <ol style="list-style-type: none"> 1. What's the girl's name? <i>(R) Jacqueline Girard.</i> 2. Where's she from? <i>She's from France.</i> 3. Are her parents French? <i>No, they aren't.</i> <p>O. Complete the sentences according to the text.</p> <ol style="list-style-type: none"> 1. Jacqueline's mother is an <u>architect</u> and her father is a <u>computer programmer</u>. 2. They live in <u>Paris</u>. 3. Paris is a <u>wonderful</u> city. 	<p>Project</p> <p>What's your job? Follow your teacher's instructions.</p>  <p>The world around us</p> <p> Read the text on page 57 and do the activities.</p> <p>A. The text is about:</p> <p>(<input type="checkbox"/>) Ray's job. (<input checked="" type="checkbox"/>) Part-time jobs for teenagers. (<input type="checkbox"/>) Jobs in the US and Europe.</p> <p style="text-align: right;">56</p>
<p>Improving your knowledge</p> <p>Unusual work</p> <p>Some foreign students in the United States need to work in order to pay for their studies. These students do several kinds of work. They use their free time to work. Some students work as waiters in snack bars or restaurants on the weekends or in the evenings; others deliver pizza; do the washing up or clean up the floors in the school.</p> <p>During the summer holidays the students have other ways to make their living. At this time they work in the crop of strawberries or as gardeners, cut wood or help lay in trucks.</p> <p style="text-align: right;">57</p>	<p style="text-align: right;">56</p>
<p style="text-align: right;">56</p>	<p style="text-align: right;">56</p>

3rd Edition

2nd Edition

7. Example pages of activities and changes (pages 57)

Read the text and do the activities.

A. Match the columns.

A. Preenhe nos espaços que constatarem o significado correto e traduza para o português.

(1) need	(3) pagar
(2) work	(7) correr
(3) pay	(8) empilhar
(4) do	(6) limpar
(5) deliver	(4) fazer
(6) clean up	(2) trabalhar
(7) cut	(1) precisar
(8) heap	(5) enterrar

B. Translate the words into Portuguese.

1. foreign	estrangeiro
2. kinds of work	tipos de trabalho
3. free time	tempo livre
4. snack bar	lanchonete
5. weekend	fim de semana
6. do the washing up	fazer louças
7. make a living	ganhar a vida
8. crop	colheita
9. wood	madeira

C. Complete the sentences.

1. Some foreign students in the United States need to work to make _____ and pay for _____.

2. Some students work _____ in snack bars or _____.

3. Others _____ pizza, do _____ or clean up the _____ in restaurants.

4. During the summer _____ the students work in the _____ or as _____.

cut _____ or _____ hay in trucks.

Part-time jobs

In the US and Europe some teenagers use their free time — evenings, weekends and summer holidays — to work. They work as waiters in snack bars, shop assistants, gardeners, dog walkers, baby sitters or delivery boys-girls.

These students think this is a good way of getting some pocket money and their parents think this is a good experience.

See what a 14-year-old has to say:

"I have a paper-route in the morning, before school. I go by bike — it's fun and I get money for the movies".

Jill, from Illinois.

baby-sitter: bebê
paper route: entrega de jornais

B. Write T (True) or F (False).

(+) Parents are not happy when kids have part-time jobs.
(-) Jill works in the morning.

C. Name 3 part-time jobs for teenagers.

waiter, dog-walker, gardener, baby-sitter, taxi driver, delivery boy/girl

D. Talk to a classmate.

Você foi que alguns estudantes nos EUA e na Europa trabalham em tempo parcial. O que você acha disso? Você gostaria de fazer o mesmo? Por quê?

2nd Edition

3rd Edition

8. Example pages of the last page of a lesson (pages 16)

<p>Grammar</p> <p>A: Hello, I am Carol. B: Hello, I am Meg. (Hello, I'm Meg.)</p> <p>A: Who is that boy? B: That is my brother. (That's my brother.)</p> <p>A: Who is that girl? B: That is my sister. (That's my sister.)</p> <p>A: What is your name? B: My name is Helen. (My name's Helen.)</p> <p>A: What is his name? B: His name is Harry. (His name's Harry.)</p> <p>A: What is her name? B: Her name is Stella. (Her name's Stella.)</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Now you know</p> <ul style="list-style-type: none"> • Apresentar-se a alguém. • Perguntar e informar o nome das pessoas. • Soltejar e pedir que alguém solteje nomes. </div>	<p>Project</p> <p>Hello! Follow your teacher's instructions.</p> <p><i>Realiza as interações sempre com o colega próximo, escolhendo o seu (seus) nome(s).</i></p> <p>Language Study</p> <p>A: Hello, I am Carol. (Hello, I'm Carol.) B: Hello, I am Meg. (Hello, I'm Meg.)</p> <p>A: Who is that boy? (Who's that boy?) B: That is my brother. (That's my brother.)</p> <p>A: Who is that girl? (Who's that girl?) B: That is my sister. (That's my sister.)</p> <p>A: What is your name? (What's your name?) B: My name is Helen. (My name's Helen.)</p> <p>A: What is his name? (What's his name?) B: His name is Harry. (His name's Harry.)</p> <p>A: What is her name? (What's her name?) B: Her name is Stella. (Her name's Stella.)</p> <p>Now you know</p> <p><i>Reconhece os alunos e pergunta o nome de alguém. Procura saber se há alguém do mesmo sexo.</i></p> <p>How well can you do these?</p> <p>Aprezentar-se a alguém. Perguntar e informar o nome das pessoas. Soltejar e pedir que alguém solteje nomes.</p>
<p>16</p>	<p>16</p>
<p>2nd Edition</p>	<p>3rd Edition</p>

9. The 2011 PNLD Guide questionnaire

- IV. Correção e atualização de conceitos, informações e procedimentos
10. A obra apresenta, de modo correto, preciso e atualizado, conceitos, informações e procedimentos propostos como objetos de ensino-aprendizagem?
11. A obra utiliza, de modo correto, preciso e atualizado, essências, conceitos e informações, em exercícios, atividades, ilustrações ou imagens?
- V. Observância das características e finalidades específicas do manual do professor e adequação da coleção à linha pedagógica nele apresentada
12. O manual explicita os objetivos da proposta didático-pedagógica enviada pela coleção, e os meios de organização geral da coleção tanto no conjunto dos volumes, quanto na estruturação interna de cada um deles?
13. O manual defende a proposta didático-pedagógica da coleção e principais documentos públicos nacionais que orientam o Ensino Fundamental no que diz respeito ao ensino das línguas estrangeiras?
14. O manual discute o uso adequado dos livros, inclusive no que se refere às estratégias e recursos de ensino a serem empregados, evitando detalhamentos que possam impedir a criatividade e a autonomia do professor?
15. O manual indica as possibilidades de trabalho interdisciplinar na escola, a partir do ensino de línguas estrangeiras?
16. O manual discute diferentes formas, possibilidades, recursos e instrumentos de avaliação que o professor poderá utilizar ao longo do processo de ensino-aprendizagem?
17. O manual propicia a reflexão sobre a prática docente, estimulando o professor a continuar investindo em sua própria aprendizagem e a interagir com os demais profissionais da escola?
18. O manual propõe atividades extras e variadas, e materiais autênticos, de diferentes suportes midiáticos, que contemplem o desenvolvimento das quatro habilidades e das demais questões importantes vinculadas ao ensino de língua estrangeira (léxico, cultura, produção literária, etc.), além das indicadas no livro do aluno?
19. O manual apresenta insumo linguístico e informações culturais que propiciem a expansão do conhecimento do professor acerca das culturas vinculadas à língua estrangeira e do desenvolvimento de sua própria competência linguística, comunicativa e cultural? (Obs.: critério específico de LE)
20. O manual oferece sugestões de respostas para as atividades propostas no livro do aluno, sem, no entanto, restringi-las a possibilidades únicas e orienta o professor no sentido de considerar diferentes soluções, sobretudo tendo em conta a diversidade linguística e cultural? (Obs.: critério específico de LE)



Todos critérios, gerais e específicos, foram refletidos na ficha de avaliação, constituída das seguintes perguntas:

- I. Respeito à legislação, às diretrizes e às normas oficiais relativas ao ensino fundamental
1. A coleção respeita a legislação, as diretrizes e as normas oficiais relativas ao Ensino Fundamental?
- II. Observância de princípios éticos necessários à construção de cidadania e ao convívio social republicano
2. A veiculação de estereótipos e preconceitos de condição social, regional, étnico-racial, de gênero, de orientação sexual, de idade ou de linguagem, assim como qualquer outra forma de discriminação ou de violação de direitos é evitada?
3. A doutrinação religiosa ou política é evitada, respeitando o caráter laico e autônomo do ensino público?
4. O uso do material escolar como veículo de publicidade ou de difusão de marcas, produtos ou serviços comerciais é evitado?
- III. Coerência e adequação entre a abordagem teórico-metodológica assumida pela coleção e a proposta didático-pedagógica e objetivos explicitados
5. São explicitados, no manual do professor, os pressupostos teórico-metodológicos que fundamentam a proposta didático-pedagógica da obra?
6. A obra apresenta coerência entre sua fundamentação teórico-metodológica e o conjunto de textos, atividades, exercícios, etc., que constituem o livro do aluno e, no caso de uma coleção recorrer a mais de um modelo teórico-metodológico, a articulação entre eles é claramente indicada?
7. A obra organiza-se – tanto do ponto de vista dos volumes que a compõem, quanto das unidades estruturadoras de cada um de seus volumes – de forma a garantir a progressão do processo de ensino-aprendizagem, especialmente em relação a tópicos linguísticos, temas e atividades?
8. A obra favorece o desenvolvimento de capacidades básicas do pensamento autônomo e crítico, no que diz respeito aos objetos de ensino-aprendizagem propostos?
9. A obra contribui para a apreensão das relações que se estabelecem entre os objetos de ensino-aprendizagem propostos e suas funções socioculturais?

VI. Adequação da estrutura editorial e do projeto gráfico aos objetivos didático-pedagógicos da coleção.

22. Existe uma organização clara, coerente e funcional, do ponto de vista da proposta didático-pedagógica?
23. Existe legibilidade gráfica adequada para o nível de escolaridade visado, do ponto de vista do desenho e do tamanho das letras, do espaçamento entre letras, palavras e linhas; do formato, dimensão e disposição dos textos na página e impressão do texto principal em preto?
24. São utilizados recursos gráficos que hierarquizam títulos e subtítulos e identificam o tipo de atividade proposta?
25. A obra é isenta de erros de revisão e/ou impressão? (Obs.: considerar também as transcrições dos textos dos CDs de áudio.)
26. A obra apresenta glossários, referências bibliográficas de qualidade, que orientem o professor em relação a leituras complementares, tanto sobre os temas que deve abordar em suas aulas, quanto sobre questões relativas ao processo de aprendizagem e às metodologias de ensino?
27. O sumário permite identificar o(s) princípio(s), organizador(ies) e reflete claramente a organização de conteúdos e atividades?
28. A impressão foi feita de modo a não prejudicar a legibilidade no verso da página?
29. As imagens são adequadas às finalidades para as quais foram utilizadas?
30. As imagens são informativas e coerentes com as atividades?
31. A diversidade étnica da população brasileira e a pluralidade social e cultural do Brasil e dos diferentes países em que as línguas estrangeiras são utilizadas são reproduzidas adequadamente?
32. As imagens estão acompanhadas dos respectivos créditos e da clara identificação dos locais de custódia (locais onde estão os acervos cujas imagens estão sendo utilizadas na publicação)?
33. Os gráficos e tabelas trazem títulos, fontes e datas?

VII. Estrutura e organização

34. O(s) princípio(s) organizador(ies) (são) facilmente identificável(s) na estrutura da obra?
35. A escola do(s) princípio(s) organizador(ies) é coerente com a proposta pedagógica?
36. Os tópicos linguísticos, temas e atividades são coerentes com a proposta pedagógica?
37. Os tópicos linguísticos, temas e atividades são adequados às rotinas de sala de aula (tempo escolar, espaço escolar, tipos de recursos didáticos)?
38. Os conhecimentos linguísticos e as habilidades de compreensão e produção oral e escrita são trabalhadas de forma integrada?

39. A proposta pedagógica inclui a reflexão sobre a língua e suas variedades?
40. As instruções para o trabalho com os textos são claras e precisas?
41. Há uma proposta de desenvolvimento de estratégias de aprendizagem, de acordo com o nível de escolaridade dos alunos?
42. A proposta contempla a diversidade dos textos de ensino e aprendizagem (verbais e não-verbais) nos quais a obra será usada, prevendo a diversidade do público-alvo ao qual ela se destina?
43. Há utilização de diferentes tipos de imagens?

VIII. Coletânea de textos orais e escritos

44. São apresentados textos representativos de diferentes esferas de atividade social?
45. São apresentados textos de tipos e gêneros diferentes?
46. São apresentados textos não verbais e textos que integram as modalidades verbal e não-verbal?
47. Os textos apresentam diversidade de suportes originais (revistas, almanques, jornais, sites da internet, periódicos científicos etc.)?
48. Os textos contemplam a produção cultural específica para jovens e adolescentes?
49. Os textos são representativos da heterogeneidade cultural e linguística, variedades (regional, urbana, rural, etc.) e registros (formal e informal)?
50. Os temas dos textos contribuem para a ampliação dos horizontes culturais do aluno?
51. Os textos são, em sua maioria, autênticos (isto é, circulam socialmente na cultura oral e escrita) e, se autorais, trazem a indicação da fonte de origem?
52. Os fragmentos e adaptações mantêm unidade de sentido, trazendo indicação dos contextos realizados?

IX. Compreensão escrita

53. As convenções e os modos de ler constituintes de diferentes gêneros e tipos textuais são trabalhados nas atividades de leitura?
54. O caráter polifônico dos textos e, portanto, a multiplicidade de vozes nele presentes, é ressaltado através das atividades de leitura?
55. O trabalho com a compreensão escita envolve atividades de pré-leitura e pós-leitura?
56. O trabalho com a compreensão escrita promove o desenvolvimento de estratégias, tais como localização de informação, produção de inferência, compreensão geral e detalhada do texto, dentre outras?
57. O trabalho com a compreensão escrita explora a intertextualidade e estimula alunos e professores a buscarem textos e informações fora do livro didático?

58. O trabalho com a compreensão escrita prevê a pluralidade de interpretações?
59. O trabalho com a compreensão escrita contribui para a formação de um leitor reflexivo e crítico?
60. O trabalho com o texto literário estimula a leitura interpretativa e considera a experiência estética e a dimensão de prazer envolvidas na leitura literária, não ficando restrito a um aspecto linguístico-gramatical específico?
61. As atividades com o texto literário estimulam o leitor a conhecer a obra da qual o texto faz parte e seu contexto histórico?

X. Produção escrita

62. A produção escrita é trabalhada como processo iterativo e em constante reformulação?
63. O trabalho com a produção escrita envolve diferentes gêneros e tipos textuais?
64. O trabalho com a produção escrita envolve características sócio-discursivas dos gêneros abordados, explicitando as condições de produção da escrita: quem, para quem, com que objetivo e em que suporte se escreve?
65. O trabalho com a produção escrita envolve as regras e convenções que regem o funcionamento linguístico no âmbito dos recursos ortográficos, morfológicos, semânticos, sintáticos, estilísticos, retóricos e discursivos?
66. Existem oportunidades para o aluno utilizar adequadamente, nos textos escritos, os mecanismos de coerência e coesão inteligíveis e adequados ao contexto?
67. Existe oportunidade para o aluno contemplar e refletir sobre as diferentes etapas do processo de produção?

XI. Compreensão oral

68. Os textos orais são autênticos e de diferentes gêneros e tipos textuais, com propósitos variados? (Obs.: Considerar conteúdo do CD de áudio.)
69. Os textos orais apresentam amostra de diversas variedades linguísticas (sociais e regionais)? (Obs.: Considerar conteúdo do CD de áudio.)
70. O trabalho com a compreensão oral envolve compreensão intensiva (entendimento de sons, palavras e sentenças), extensiva (compreensão global) e seletiva (identificação de informação específica)?
71. O trabalho com a compreensão oral promove a interpretação do texto em relação a seus objetivos, condições de produção e as prováveis reações dos interlocutores?
72. CD de áudio apresenta boa qualidade de som e existem, no livro do aluno e no manual do professor, indicações precisas que facilitem a localização das falas?

XII. Produção oral

73. Existem oportunidades para o aluno usar diferentes estratégias de comunicação (verbais e não verbais)?
74. Existem possibilidades para o aluno se comunicar em situações diversas (conversa, entrevistas, debates, apresentação de trabalhos, dramatizações, leitura, inclusive de textos poéticos e outros gêneros orais)?
75. As atividades de produção oral permitem o uso de diversas funções comunicativas?
76. Existem oportunidades para o aluno discutir e escolher os registros, as variedades de linguagem e os itens lexicais adequados a cada situação comunicativa?

XIII. Conhecimentos linguístico-discursivos: gramática e vocabulário

77. Existem correção e precisão dos conteúdos gramaticais trabalhados e adequação desses aos conteúdos temáticos?
78. Existem oportunidades para o aluno utilizar, em práticas orais e escritas, com propriedade e adequação, as estruturas linguísticas aprendidas, ou seja, há integração entre as formas linguísticas enfocadas e as atividades que visam ao desenvolvimento das quatro habilidades?
79. Existem oportunidades para que o aluno aprenda a utilizar a língua adequadamente em relação às novas formas de comunicação, incluindo hipertextos, imagens e sons?
80. O insumo linguístico está contextualizado e inserido em práticas discursivas variadas e autênticas, observando-se sempre a adequação linguística e a adequação discursiva?
81. Existem atividades com vocabulário que considerem o nível fonético-fonológico, morfológico (e composição), sintático, semântico e pragmático-discursivo das palavras?
82. As atividades com vocabulário estimulam a compreensão e a utilização de expressões, locuções e idiomatismos?
83. Existem atividades que desenvolvam no aluno estratégias de organização e expansão de seu conhecimento lexical?
84. O aluno é estimulado a selecionar e utilizar vocabulário em contextos apropriados de uso?
85. Existe correção e precisão do vocabulário trabalhado e adequação desse vocabulário aos conteúdos temáticos?

XIV. Diversidade, cidadania e consciência crítica

86. A diversidade global e local é reconhecida e tratada com respeito?
87. Existem oportunidades para o aluno perceber e valorizar a sua realidade em relação a outras realidades (sociais, culturais, linguísticas etc.)?

88. Existem oportunidades para o aluno perceber que as diferenças sociais, raciais, de gênero, dentre outras, são socialmente construídas e podem causar desigualdades?
89. Existem oportunidades para o aluno compreender a heterogeneidade dos usuários da língua estrangeira estudada, em relação à nacionalidade, ao gênero, à classe social, ao pertencimento étnico-racial etc.?
90. São propostas atividades que tenham relevância para a realidade social, política e cultural brasileira?
91. A imagem da mulher, do afro-descendente e das etnias indígenas é promovida positivamente, considerando sua participação em diferentes profissões, trabalhos e espaços de poder?
92. A educação e a cultura de direitos humanos são promovidas, afirmando os direitos de crianças e adolescentes, e combatendo a homofobia, a discriminação racial e a violência contra a mulher?

Boa escolha e bom trabalho!