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CENTRO DE COMUNICAÇÃO E EXPRESSÃO
DEPARTAMENTO DE LÍNGUA E LITERATURA ESTRANGEIRAS
CURSO DE GRADUAÇÃO EM LETRAS - INGLÊS

**PNLD English Textbooks into teachers' hands:
Interfaces and Issues**

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Trabalho de Conclusão de Curso
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Florianópolis, SC
Março, 2014.

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Trabalho de Conclusão de Curso (TCC) para a disciplina LLE7462 do Departamento de Língua e Literatura Estrangeira do Centro de Comunicação e Expressão da Universidade Federal de Santa Catarina – Curso de Letras – Língua Inglesa e Literaturas, como requisito parcial para obtenção do título de Bacharel em Letras – Língua Inglesa e Literaturas.
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Março, 2014.

ACKNOWLEDGMENTS

I would like to thank all those who contributed to the conduction of this research: Prof. Lêda M. B. Tomitch, who was responsible for the LLE7461 course and conducted me through the first steps of elaborating the TCC project; Cyntia Bailer, who, together with Prof. Lêda, gave devoted assistance in the writing of the project; Camila Pasqualetti, the English Teacher from *Colégio de Aplicação* at UFSC, who very kindly accepted to participate in my pilot study and was therefore a big help to me, so I could test and improve my instruments for data collection; the three English teachers from the state schools who promptly accepted to participate in this investigation and that were all very open and welcoming – their contribution was essential and I am very grateful to them; the Secretariat of Education, which authorized the conduction of this research in the state schools in Florianópolis; the schools' staff that received me with kindness; the students who I met during class observation, all of them respectful to my presence; my friends and family, with whom I shared my doubts and concerns; and, finally, my advisor, Prof. Hamilton de Godoy Wielewicki, for the guidance, the patience, the words of encouragement and especially for being always there. Thanks!

ABSTRACT**PNLD English Textbooks into teachers' hands:
Interfaces and Issues****Paula Eduarda Michels****Universidade Federal de Santa Catarina
2014****Advisor: Prof. Dr. Hamilton de Godoy Wielewicki**

Very recently, foreign language textbooks began to be distributed free of charge for public schools in Brazil (in 2011 for grades 6 through to 9; and in 2012, for secondary school) through the government program called *Programa Nacional do Livro Didático* (PNLD). This event suggests a potentially significant change in the public schools' English as a Foreign Language (EFL) classroom dynamics. Bearing this in mind, this paper investigates how public school teachers, with focus on secondary school teachers working for the state of Santa Catarina, in Florianópolis, incorporate the EFL textbooks selected by the PNLD into their classrooms. This qualitative study was conducted with the participation of three public school teachers, each from a different state school, and the instruments for data collection were semi-structured interviews and classroom observation. The investigation attempted to unveil aspects involved within the textbook selection process; the relation between the textbook's theoretical-methodological assumptions and the teacher's own practice and orientations; and in what manner issues related to the cross-curricular themes proposed by the National Curriculum Guidelines (PCN, 1998) were approached in class. In general terms, the availability of the PNLD textbooks was viewed as positive by the teachers at least in two of the cases investigated, but some common shortcomings going beyond the textbook were salient, such as the extensive workload, the lack of familiarity with official educational guidelines, the absence of specific teaching education for the teachers and the lack of opportunities to share experiences among colleagues, all of them having impact on the incorporation of the textbook and on the teacher's performance in class.

Key-words: Teaching, English Language, Textbook, PNLD.

RESUMO

PNLD English Textbooks into teachers' hands: Interfaces and Issues

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2014**

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Recentemente, livros didáticos de língua inglesa começaram a ser distribuídos gratuitamente para as escolas públicas brasileiras (em 2011 para as séries finais do ensino fundamental e em 2012 para o ensino médio) através do Programa Nacional do Livro Didático (PNLD). Este acontecimento sugere uma mudança potencial significativa na dinâmica de sala de aula da disciplina de Inglês como Língua Estrangeira (EFL). Deste modo, este trabalho investiga de que maneira professores de escola pública, com foco em professores do ensino médio da rede estadual de ensino em Florianópolis, incorporam o livro didático de inglês selecionado pelo PNLD em suas salas de aula. Este estudo qualitativo foi conduzido com a participação de três professores da rede pública estadual, cada um atuando em uma escola diferente, e como instrumentos para a coleta de dados foram utilizadas entrevistas semiestruturadas e observações de aulas. A investigação buscou revelar os aspectos envolvidos na seleção do livro didático; a relação entre os pressupostos teórico-metodológicos do livro e a prática do professor; e de que maneira assuntos ligados aos temas curriculares transversais propostos pelos Parâmetros Curriculares Nacionais (PCN, 1998) eram abordados em sala de aula. Em geral, a disponibilidade do livro didático do PNLD foi vista como positiva pelos professores ao menos em duas das situações investigadas, mas algumas limitações que vão além do livro didático foram notáveis: a carga de trabalho excessiva, a falta de familiaridade com as orientações educacionais oficiais, a ausência de uma formação continuada específica para os professores de inglês e a falta de oportunidades para compartilhar experiências entre colegas da área. Estes aspectos possuem impacto na incorporação do livro didático e no desempenho do professor em sala de aula.

Palavras-chave: Ensino, Língua Inglesa, Livro didático, PNLD.

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1. INTRODUCTION

Teaching and learning of English as a Foreign Language (EFL)¹ in the context of public schools in Brazil has for long been subject of thorough discussion. Students' and teachers' performance is often hampered by a number of aspects, such as low class workload, scarce resources, teacher's working conditions, motivation and expectations of students and, until very recently, the lack of teaching materials at the disposal of both students and teachers. Now, for the first time ever, foreign language textbooks began to be distributed for public schools in Brazil (in 2011 for grades 6 through to 9; and in 2012, for secondary school) through the government program called *Programa Nacional do Livro Didático* (PNLD), suggesting a significant change in the EFL classroom dynamics.

The PNLD aims at subsidizing the pedagogical work of teachers by selecting and offering textbook collections to both primary and secondary public schools students. Through a public announcement, the program selects, in alternated three-year cycles, among a variety of collections, those which are in accordance with established criteria ranging from its graphic design to its theoretical and methodological framework.

¹ English in this context is also known as English as a Second Language (ESL), English for speakers of other languages (ESOL) and English as an additional language (EAL). This latter is specially used in post-colonial theories, assuming a counter-hegemonic discourse in which the term gives emphasis to transnational communication, what means that it involves interaction among people from different socio-cultural realities and where it is no longer possible to identify clearly what is "native" and what is "foreign"; the language is thus seen as an "addition" to the learner's repertoire, a useful resource for contemporary citizenship (Rio Grande do Sul, 2009). In this work, however, we chose to adopt the term "English as a Foreign Language" (EFL) for it is the indexing term used in the Brazilian official documents, including the PNLD. The term "additional language" has now appeared in the guiding document of the Programa Ensino Médio Inovador from 2013, cited together with the term "foreign language".

The Ministry of Education elaborates a guide containing reviews of each of the collections approved, which are then made available to all participant schools. In the schools, the teachers and the pedagogical team are responsible for choosing, among the selected collections, which ones they wish to receive.

According to the official presentation of the PNLD, “the textbook must be in accordance with the school’s political-pedagogical project, the student, the teacher and the social-cultural reality of the institution”². Bearing this in mind, the objective of this research is to investigate how public school teachers, with focus on secondary school teachers working for the state of Santa Catarina, in Florianópolis, deal with the EFL textbooks selected by the PNLD in their classrooms.

This study attempts to answer the following questions:

- 1) Did the teachers involved in this study participate in the selection of the textbook being used?
- 2) What aspects were involved within the selective process?
- 3) Are the textbook’s theoretical-methodological assumptions in accordance with the teacher’s own practice and theoretical orientations?
- 4) How do the teachers approach specific issues or topics covered by the textbook, especially regarding the cross-curricular themes proposed by the *Parâmetros Curriculares Nacionais* (PCN, 1998) – the National Curricular Parameters – and the social-cultural setting they are inserted in?

² *My translation.* The original citation is in Portuguese and it is available at: http://portal.mec.gov.br/index.php?option=com_content&view=article&id=13658&Itemid=984.

This paper is structured in five main sections: (1) the introduction, presenting the context and the significance of the study; (2) the review of literature, which informs the basis of the study; (3) the method, with details on the instruments and procedures chosen; (4) the results, which presents the responses derived from the interviews and remarks on the class observations and (5) the final remarks, which raises some points for reflection based on the results and observations made, besides presenting the possible limitations of the study, its pedagogical implications and suggestions for further research.

1.1 Significance of the study

This study seeks to shed some light on the discussion already being conducted in Applied Linguistics and Education, regarding the use of textbooks in the English as a Foreign Language Classroom, mainly in the context of public education. It is especially relevant bearing in mind the recent distribution of foreign language collections in Brazilian public schools through the PNLD. It may be useful for in-service teachers and also for student-teachers as it attempts to instigate their evaluation on this new tool they have in hand and problematize their own role in dealing with it.

2 REVIEW OF LITERATURE

This review of literature is divided in four subsections: the first subsection brings a brief overview of the previous studies having the textbook as an object in the area of Applied Linguistics; the second one discusses aspects regarding the role of the textbook in class and its relation with the teacher; the third provides more details about the PNLD and a few comments on studies already conducted having the PNLD foreign language textbook as an object, and the fourth presents the official norms, legislation and guidelines for the secondary school to which the PNLD textbook must be in accordance.

2. 1. Textbooks in Applied Linguistics: overview of previous studies

Since its birth in the 1960s, the area of Applied Linguistics (AL) in Brazil has been concerned with aspects regarding the teaching and learning of foreign languages. Throughout the decades, its focus of research has changed somewhat, and although the area now addresses a much broader range of language issues that go beyond the classroom, language teaching and learning is still a matter of serious concern among applied linguists (Silva, 2010). Within this preoccupation, teaching materials and textbooks still seem to receive or deserve considerable attention.

Some issues have been object of study in the area for years: the analysis of materials' content, the authors' theoretical assumptions regarding language, teaching and learning, the evaluation and selection of textbooks, its elaboration, and the role it plays in the classroom. Silva (2010), when presenting an overview of the recent studies on foreign language textbooks in AL in Brazil, signals that in 1989, Fracalanza and

Santoro (1989, as cited in Silva, 2010) already built an analytical catalog of studies on the subject totalizing 20 works conducted in Brazil between 1935 and 1989. According to Silva (2010), most works had a focus on the content or method of the textbook, while others focused on the evaluation and selection of materials. Silva (2010) also draws on the topics and trends of investigation based on the productions within AL in Brazil along the past decade. His study indicates that the thesis and dissertations in the area, and the most recent works submitted and accepted to the events SILID and SIMAR³, show growing concern with genre, reading and writing skills, cultural aspects, issues of representation and multimodality, among other inter/multidisciplinary issues put together in the attempt to understand the foreign language textbook (Silva, 2010, p. 223). He indicates, however, the lack of studies covering aspects of circulation and consumption of the textbooks, related to its use and the relations established between the textbook and its users, that is, the teachers and students, inside and outside the classroom, which can be interpreted both as a relative lack of interest by mainstream research in AL and as a gap to be filled with further research.

Some of these relations and other issues regarding the role of the textbook in the classroom will be covered in the next section, with focus on how teachers deal with teaching materials.

³ SILID and SIMAR are two annual symposia sponsored by the Pontifical Catholic University of Rio de Janeiro (PUC-Rio) to discuss language textbooks and other teaching resources. SILID stands for “Simpósio sobre o Livro Didático de Língua Materna e Língua Estrangeira” and SIMAR for “Simpósio sobre Materiais e Recursos Didáticos”. The two events take place simultaneously.

2.2. Textbooks in the teacher's hand

For Almeida Filho (1994), teaching materials (a general category to which textbooks belong), are “encodings of potential experiences with a target language organized in work unities” (Almeida Filho, 1994, p. 44, *my translation*). According to Tílio (2008), several authors are unanimous in stating that the strength of the textbook in teaching is undeniable. It is present in almost all situations of teaching and learning a foreign language.

Among its roles in the classroom, we can cite the textbook as a source of language reference for both students and teachers; as a teaching program; as a resource for autonomous learning and as a support for the teachers (Cunningsworth, 1995, as cited in Vilaça, 2009). Due to this, the textbook may exert a great influence in the process of teaching and learning a foreign language. Almeida Filho (1994) associates this influence to the fact that it is often the only source of foreign language input available to the teacher and students, and also to the poor teacher education, which makes the teacher vulnerable to the obedience and dependency to the underlying assumptions of the teaching material (Almeida Filho, 1994). Although nowadays, 20 years later, with the advance and accessibility of the internet, multiple sources are now available for both teachers and learners, with all the due caution, this assertion can still be true in classrooms where the teacher does not have the resources to find and make use of different materials.

Indeed, some applied linguists in Brazil believe that the textbook holds a position of authority for both teachers and students, because of its guiding paradigms and the hierarchy of knowledge it proposes through the selection and organization of the

contents (Silva, 2010). Teachers should be careful not to be totally dependent on this material, since it presents limitations, such as bringing information that is not relevant to the students or showing only one perspective of an issue. Bohn (1988) agrees that textbooks can help establishing objectives and contribute to enhance the amount of language in class, but they should not be the only determinants in class. In fact, the author states that teaching materials should be seen as an inspirational source only, acknowledging the responsibility of the teacher in the management of the class, and also of the students as co-responsible in the learning process (Bohn, 1988). Almeida Filho (1994, p. 45) also agrees that input in the target language should not come only and exclusively from the textbook: “The multiplicity of input sources is not only desirable but should be guaranteed in the textbook itself and outside of it” (*my translation*).

Another concern regarding textbooks is that of the ideology underlying them. Pessoa (2009) refers to Faria (2000) to convey that the textbook is a vehicle of information that does not make a full reading of reality, but rather a fragmented one. It is the teacher's task to develop the contents presented in the textbook adequately to the linguistic and cognitive abilities of the students, besides encouraging their reflective and critical thinking (Faria, 2000, as cited in Pessoa, 2009). In relation to that, Almeida Filho (1994) agrees that teaching materials are never neutral, but can be transformed to some extent by the teacher, according to his/her own teaching assumptions.

A study conducted by Xavier & Urio (2006), whose aim was to analyze the role of the textbook in teaching and what elements the teachers take into consideration when evaluating and selecting such resource, signals that the teachers adjust, supplement and discard activities from the textbook based on what he/she believes to be important and relevant for the students. Bohn (1988) also claims that the evaluation and selection of

materials should be preceded by a survey or a broad discussion of the language needs from a particular community. In the sense of what is being discussed here so far, a basic assumption of the study being proposed here is that it is the teacher's role to (re)interpret the textbook during his/her teaching practice, making adaptations when necessary, and thus creating new learning possibilities for the students according to their real needs (Xavier & Urió, 2006).

2.3. Textbooks from the PNLD and related studies.

The *Programa Nacional do Livro Didático* (PNLD) is the first national program of distribution of teaching materials in Brazil, which began in 1929. Throughout the decades, the program has been improved under different names and through different forms of implementation. According to the official website of the Ministry of Education (BRASIL, n. d.), its aim is to support the pedagogical work of teachers through the selection and distribution of textbook collections to students of public schools. Nowadays, the PNLD reaches the primary (1st to 9th year) and the secondary (1st to 3rd year) schools. Although most school subjects have for long been covered by the program, it was only in 2011 that foreign language textbooks began to be distributed: in 2011 for the final years of primary school, and in 2012, for the secondary school, covering English and Spanish languages.

As already explained in the introduction, the program runs in a three-year alternate cycle: each year, the Ministry acquires and distributes the textbooks to one out of three segments (early years of primary school; final years of primary school; or secondary school). A public announcement specifies all the criteria for the submission

of collections by the editors. The collections are then evaluated by the Ministry of Education, according to the criteria. When they are selected, the Ministry elaborates a guide containing reviews of each of the collections approved, which becomes available to the participant schools. In the schools, the teachers and the pedagogical team are responsible for choosing, among the selected collections, those which are most suitable to their political-pedagogical project and needs. The program also offers additional materials and dictionaries.

According to the textbook guide of 2011, the first to account for foreign language textbooks, covering the final years of primary school, the inclusion of foreign language in the program “reflects the recognition that the school is the place to learn foreign languages effectively and with significance, and that their learning is an important factor of social inclusion and of a greater integration into contemporary reality” (BRASIL, 2010, p. 12, my translation). In the same manner, the textbook guide of 2012, the first to offer foreign language textbooks for secondary schools, recognizes the role of the foreign language subject in the students’ education at this stage, in the attempt to prepare them for work, citizenship, and the improvement of the intellectual autonomy and critical thinking, in accordance with the Brazilian National Education Law, *Lei de Diretrizes e Bases* - LDB 9394/96 (BRASIL, 2011). According to the guide, the criteria observed by the PNLD for the foreign language textbooks are oriented by the understanding of language as a social and political activity, under permanent construction, that involves conceptions, values and ideologies that are inherent to the social groups.

In addition, the PNLD recognizes that the process of teaching and learning is plural and dynamic and that the textbook must be understood as a production that is

connected in different ways to ideological positions, values, and a specific point of view on language and the roles of the student, the teacher and the teaching of foreign languages in school (BRASIL, 2011).

Among the specific criteria for the foreign language collections there is the need of: presenting a selection of verbal and non-verbal texts that takes into account the diversity of text genres and the representation of the cultural, social and ethnical diversity in Brazil and in the English-speaking (or Spanish-speaking) communities; the systematization of linguistic knowledge, departing from various situations of use; the importance to the formation of an autonomous reader; the preoccupation with oral and written production; and the valorization of the study of intertextuality and of the aesthetic use of language (BRASIL, 2011). All these criteria are reflected in the evaluation form provided in the guide.

In the PNLD 2012, twenty collections for the English language were submitted and only seven were approved, following the criteria mentioned. The rate of collections rejected was of 65%. According to the textbook guide of 2012, it is believed that the approval rate tends to increase in the next evaluation processes, since it was the first time that authors and publishers of foreign language textbooks for secondary school were submitted to the criteria defined by this program's announcement⁴. The high rate of rejection might be related to the non-compliance, on the part of the collections, to the education laws and parameters that are reference for the PNLD. This might indicate that

⁴ For the final years of primary school, in the PNLD 2011, there were two collections selected out of twenty-six submitted for the English language. Following the three-years alternate cycle, a new evaluation process for 2014 was conducted, resulting in three collections approved, out of twenty-one submitted (Sources: PNLD textbook guides of 2011 and 2014).

the publishing houses still lack a number of collections that are able to translate the desires of the Brazilian educational legislation.

Although the arrival of PNLD textbooks of foreign language is very recent, a few studies have already been conducted on the subject (Tenuta & Oliveira, 2011; Storck, 2011; Sarmiento & Silva, 2011; Oliveira, 2012; Silva, 2012; Tílio, 2012; Favaro, 2013, among others). The ongoing study of Sarmiento & Silva (2011), for instance, proposes a descriptive observation of the use of the new PNLD English Textbook in the public school context and investigates how the process of adoption and implementation of the textbook takes place in the schools of Rio Grande do Sul. In the article, the authors share the perception that the vast majority of studies being conducted in relation to foreign language textbooks are focusing on the assessment of the textbooks, often regardless of its context of use. “There seems to be a lack of investigations into the schoolyards in order to describe the actual practices involving this artifact” (Sarmiento & Silva, 2011, p. 14, *my translation*). In this track, exploring the perspective of the learner, the study of Favaro (2013) proposes to investigate the way students from a particular class of English as an additional language, in a public school in Florianópolis, recognize themselves in the social practices proposed by a textbook distributed by the PNLD and how they construct meaning departing from these practices. Favaro carried out this investigation through class observations and interviews, in an ethnographic basis. In a smaller scale, it is this type of investigation in context that this study intends to endeavor, seeking for the teachers’ perspective on the textbook in use.

2.4. Official norms, legislation and guidelines.

Besides following specific criteria, the textbooks from the PNLD should also be in accordance with the national norms, legislation and guidelines, such as the LDB 9394/96 and its amendments introduced by the laws 10.639/2003, 11.274/2006, 11.525/2007 e 11.645/2008; the *Diretrizes Curriculares Nacionais* - DCN (Resolution CNE/CEB nº 2, of April 7th 1998, Resolution CEB Nº 3, of July 26th 1998, and Resolution CNE/CEB nº 7, of December 14th 2010)⁵; and the *Parâmetros Curriculares Nacionais* – PCN (1998; 2002), which proposes the notion of cross-curricular themes.

The LDB 9394/96 establishes the finalities of secondary school in Brazil, in the article reproduced below:

“Art. 35. O ensino médio, etapa final da educação básica, com duração mínima de três anos, terá como finalidades:
I - a consolidação e o aprofundamento dos conhecimentos adquiridos no ensino fundamental, possibilitando o prosseguimento de estudos;
II - a preparação básica para o trabalho e a cidadania do educando, para continuar aprendendo, de modo a ser capaz de se adaptar com flexibilidade a novas condições de ocupação ou aperfeiçoamento posteriores;
III - o aprimoramento do educando como pessoa humana, incluindo a formação ética e o desenvolvimento da autonomia intelectual e do pensamento crítico;
IV - a compreensão dos fundamentos científico-tecnológicos dos processos produtivos, relacionando a teoria com a prática, no ensino de cada disciplina.”

The *Diretrizes Curriculares Nacionais* (DCN) are standards that give orientation for the schools’ curriculum planning in terms of principles and procedures. They are

⁵ In 2013, new curriculum guidelines for all segments of basic education were published by the Ministry of Education, reunited in one single document. These were not considered in this paper because the PNLD announcements and textbook guides were released prior to this publication.

fixed by the National Council of Education (CNE). They aim to ensure that basic contents are taught to all students in Brazil, while taking into account the different contexts in which they are inserted and preserving the autonomy of the school and its pedagogical project – which, in its turn, must account for the students' profile and for the local aspects that are relevant to the school. For the secondary level, the Guidelines of 1998 are centered in the notion of education as preparation for the exercise of citizenship and for the workplace. Among the educational aspects they consider, are the motivation for creativity, sensibility and living with diversity; the development of intellectual autonomy and critical thinking; and the fight against all forms of discrimination. Identity, diversity, autonomy, interdisciplinarity and contextualization are central issues for the secondary school's curriculum. The DCN understand foreign languages as instruments of communication and constitution of knowledge and citizenship. They are also seen as an instrument of access to information and to other cultures.

The *Parâmetros Curriculares Nacionais* - PCN (BRASIL, 1998; BRASIL, 2000), in their turn, give orientation to teachers and other agents involved in the educational process, attempting to present a national (and flexible) curriculum reference for each of the schools' subject, while also acknowledging the cultural, social and political diversities of each region. They also serve as basis for the production of textbooks and other didactic material. The PCN for secondary school (BRASIL, 2000) see language as non-static, aiming at real communication. This way, the learning of foreign languages should come in a significant and articulated way, not restricted to the learning of linguistic abilities, but considering other competences that enable the access to various sorts of information and contribute to the students' formation as citizens. The

learning of foreign language is also seen as a source for broadening the students' cultural horizons. The PCN observe that for choosing a foreign language the schools must take into account the needs of the local community, but they recognize the relevance of the English and Spanish languages in people's professional lives, having in mind the engagement of the secondary school with the education for work.

Another proposition of the PCN is the notion of cross-curricular themes. It is claimed that the following themes should cross all the areas of the curriculum, in favor of a better understanding of reality: ethics, environment, cultural plurality, health, sexual orientation, and work and consumerism (BRASIL, 1998). The foreign language class is seen as a privileged space for dealing with these themes, as it has the advantage of being always interdisciplinary. For Moita-Lopes (1999, p. 3, my translation),

“the notion of transversality involves the incorporation of immediate issues of social life, foregrounding in the classroom the discursive practices in which students are engaged outside of school and bringing to light the importance of interdisciplinarity in the construction of knowledge”.

Informing the practice of treating cross-curricular themes in a foreign language, it is implicit, in Moita-Lopes' perspective, the notion of critical awareness in relation to language (Fairclough, 1992, as cited in Moita-Lopes, 1999). The PCN also emphasizes the importance of bringing relevant content to the foreign language classroom in order to expand the students' world knowledge and their possibilities of acting discursively in society (BRASIL, 1998).

The *Orientações Curriculares para o Ensino Médio* (OCEM), curricular guidelines for high-school level, released in 2006, is another relevant document for the secondary school in Brazil. They are one more instrument of support to teachers and

they reinforce, in the area of foreign language, the educational and cultural goals that permeate learning. Among the aspects that are highlighted in the document one can mention the development of a social consciousness; the understanding of heterogeneity in the use of a language (contextual, social, cultural and historical); the notions of multimodality, multiliteracy and the new uses of language through technology; and the importance of developing oral communication in class. They also suggest that the course plan has as its starting point themes such as diversity, equality, citizenship, social justice, conflicts, and others.

Besides the national guidelines, in Santa Catarina, the state-level curricular guidelines, so called *Proposta Curricular de Santa Catarina (PC-SC)*, from 1998, claims for an understanding of language in its social origin, in dialogue with Vygotsky and Bahktin who see the subject as being constituted through the interaction with others. It reinforces the importance of learning a foreign language for the expansion of the students' cultural universe, for the acquisition of knowledge and thinking development, and as a tool to question their own identity. For the PC-SC, the social practice of language needs to be exercised in a meaningful way through the use of various materials and texts. In learning, it prioritizes the written part of language and argues that the contents in the curriculum must depart from elements such as topics, themes, social functions and roles, instead of grammar items. The grammar analysis is recognized as one aspect of the study of language, but language does not start or end in it⁶.

⁶ In 2013, it was in process a reformulation of the PC-SC, coordinated by the Secretary of Education.

3. METHOD

This section provides details on the participants, the instruments and the procedures used for data collection, in order to achieve the main objective of this qualitative study, which was, again, to investigate how public school teachers, with focus on secondary school teachers working for the state of Santa Catarina, in Florianópolis, deal with the EFL textbooks selected by the PNLD in their classrooms.

3.1. Participants

The study was conducted with the participation of three public school teachers from three different state schools in Florianópolis. The three selected schools differed in terms of size and number of students (large, medium and small). They also differed in terms of location in town. In order to get admitted school facilities, permission from the State Department of Education (Secretaria de Educação) was obtained. In-depth information about the participants is provided in the results section.

3.2 Instruments and procedures for data collection

Following a qualitative research design with ethnographic basis, the instruments chosen for data collection were **classroom observation** and **interviews**. Lüdke and André (1986) encourage the use of these instruments in qualitative studies, since the participative observation connects the researcher to the reality being studied, and the interview allows for the deepening of the information being obtained.

The **interviews** took place in the schools where each teacher worked, following a semi-structured nature. Teachers were asked to participate voluntarily in this research and a term of consent was required. The questions which guided the first encounter with the teacher can be seen in the table below. They were open for adaptation and flexibilization during the interviews, which were all taken in Portuguese and recorded in audio.

Table 1 – Script of the first encounter with the teacher (interview)

Background	<ul style="list-style-type: none"> - Personal information: age; place of birth. - What is your degree? - How long have you been working as a teacher? - In which teaching contexts do you have experience?
General information about work	<ul style="list-style-type: none"> - How long have you been working at this school? - Are there other English teachers at the school? - Do teachers meet often? (for planning and sharing experiences) - Are other foreign languages offered in the school? - How many groups do you teach? (specify grade) - Do you teach in other schools too? - Do you attend courses of continuing education? - Can you describe your typical work routine?
The textbook selection	<ul style="list-style-type: none"> - Since when does the school select English textbooks from the PNLD? (assuming it has selected) - What are the textbooks selected in the current year?

	<ul style="list-style-type: none"> - Do you/Did you participate in the selection? (check if he/she had access to the collections or to the PNLDD reviews before choosing them) - How were they selected? (give as much details of the process as possible). - Do you make use of the textbook(s)? - What is your personal opinion about the book? - Do you make use of the teacher's book? - How does it meet your needs?
<p>The textbook in use</p>	<ul style="list-style-type: none"> - Do you think the textbook meets the needs of your students? Do you feel the need of making adaptations into it? - Does it account for the students' own context and reality? - What is their general reception regarding the textbook? Would you say students accept them well? - Do you use the textbook in the same way in all your groups? If not, why do you think this happens? - To what extent do you approach the cross-curricular themes proposed by the National Curriculum Guidelines (PCN, 1998) in class? How? Is the textbook helpful in this manner? <p>Ask the teacher to illustrate how she/he makes use of the textbook in class by showing a unit or part of a unit and</p>

	telling how it was done.
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Regarding the **classroom observations**, they were registered through written reports. Through the observations it was possible to make inferences about the teacher's practice and assumptions, in dialogue with the textbook in use.

During the classroom observations, the following aspects were observed, having in mind some of the observation tasks procedure and foci proposed by Wajnryb (1992).

Table 2 – Aspects considered during classroom observations.

<p>Theme of the class – whether it is related to the textbook or not</p> <p>Activities proposed (what, how and why)</p> <p>Connection of the theme to the students' context</p> <p>The way students answer to the activities proposed</p> <p>Use of the textbook</p> <p>Cross-curricular theme – present or absent</p>
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3.3 Pilot Study

A pilot study was conducted in order to verify the sufficiency of the instruments described above. It took place at Colégio de Aplicação-UFSC, on August, 2013, with the participation of one English teacher who gently accepted to take part of this research. The study consisted of an interview with this teacher, which was recorded and transcribed, and that contained the questions described in table 1, plus the observation of two of her classes in the 7th grade group. It proved the instruments to be suitable and prepared the ground for the actual research.

RESULTS

In this section, the results from the interviews conducted and the class observations are presented, divided into three distinct subsections for each situation that was investigated. The discussion follows in section 5.

4.1. The textbook in Clara's hand

4.1.1. The school

School 1 is situated in a mixed class neighborhood in the central area of Florianópolis. It has 696 students from both primary school and secondary school. According to its political pedagogical project, the aim of the school is to enable a humane perspective for the school, providing the conditions for the development of critical thinking and addressing the community's experience as human citizens who are able to make conscious decisions upon their lives, their work and their political definitions, conquering thus their sociocultural space.

Classes take place in three different shifts: morning, afternoon, and evening. Besides the regular curriculum subjects, the school has different projects in which students can be involved with, such as the school choir or the dance group. In terms of structure, the school has some thematic laboratories, a computer lab, a video room, a library, sports courts and a small courtyard. It receives students with special needs and offers access to handicapped people, with a large ramp that connects the ground floor to the first floor.

Regarding the foreign language subject, in *School 1* students start learning foreign languages in the 5th grade (6th year). From the 6th year to the 9th year, they learn English exclusively. In secondary school, during the 1st, 2nd and 3rd years, students can choose between English and Spanish at the moment of their enrollment in school. After a foreign language is chosen, students are not allowed to change their choice. According to the teacher interviewed, students who face difficulties in English during primary school usually opt for Spanish when they move to secondary school. In secondary school, which is the focus of this study, students have a foreign language study load of two class of 45 minutes each – a total of one hour and a half per week.

During the period when this study was conducted, there was only one English teacher in school. She has been the only one for three years. Before, there was another teacher, and each teacher was responsible for a different school segment: either primary or secondary school. Now, the teacher is in charge of every group.

4.1.2. The teacher

The teacher interviewed, Clara (fictitious name), is 42 years old and was born in Criciúma, Santa Catarina, Brazil. She is graduated in Letras – English/Portuguese, with a teaching degree, and holds a master in manufacturing engineering and educational technology, from the Federal University of Santa Catarina (UFSC). She has also taken a specialization on Media and Technology at UFSC.

Clara has been working as a teacher for approximately nineteen years. Out of these, she has spent thirteen in this same school where the study was conducted. She has teaching experience in the context of private and public schools (municipal and state

schools), and also in a non-profit organization, for which she has worked as a volunteer. She once taught young kids, but since her final undergraduate years, she has been working with final years of primary school and secondary school.

Clara is currently working full time in *School 1* (40 hours per week). Being the only English teacher in school, she is in charge of sixteen groups. When there was another teacher, some years ago, Clara used to work in other schools too, in order to complete her workload. When asked if she missed having colleagues in school, she answered frankly that she does not, and pointed out the positive aspect of being the only English teacher at school:

“O fato de tu seguir o teu planeamento, ter um pouco de livre arbítrio nesta história, né. (...) No meu caso, 6ª, 7ª, e 8ª era com ela, depois da 8ª, no 1º ano era comigo e eu sentia uma grande diferença, porque a metodologia era outra, né, o plano era outro, e etc. Então tem isso. Agora não, eles são todos meus. Então quem é meu aluno começou lá na sexta e vai seguindo o meu método até o terceiro ano. E por isso é bom. Eu acho que sim” (Teacher Clara, from School 1).

She showed confidence in her own way of teaching, but confessed that at the beginning of her career, she felt a little lost. When speaking about the differences between the other teacher and herself, and considering that three years ago there were no English textbooks from the PNLD in school, and that the teachers were responsible to elaborate their own supporting material, Clara acknowledges the negative influence of the other teacher’s practice on her:

“Olha, foi uma grande dificuldade, porque a professora, além de ser mais velha na escola, mais velha de idade também, ela quase não tinha material, né, e o que era conveniente ela ia – muito repetitivo também. E eu acabava caindo nisso” (Teacher Clara, from School 1).

When asked if she attended courses of continuing education, Clara told that the state offers some courses during the winter holidays, in July, and in the beginning of the school year, in February, but these are general courses and the area of foreign language is not contemplated. She mentioned an online course made available by the Secretary of Education in the previous year, called EnglishTown, and that she enjoyed doing, due to the lack of time to attend a presencial course. She also mentioned that when she got tenure as a teacher, there was a course offered through a partnership with UFSC, which consisted of a whole-day monthly meeting with English teachers, in which, according to Clara, teachers would talk, bring new ideas and discuss teaching materials⁷. She claims that she misses these meetings: *“por eu ser única aqui e não ter muito contato com outros professores de inglês, então às vezes me falta... criatividade se esgota, né?”* So, although she claims that it is good to be the only teacher in school in terms of freedom to develop her own class plan, she also points out the negative side of it; that being the impossibility to share ideas and experiences with colleagues in order to improve her practice.

This continuing education course was guided by professors from UFSC. Clara acknowledges their role in motivating the teachers during the meetings:

“Eram pessoas interessantíssimas que estavam assim tentando nos animar, porque confesso pra ti, dar língua estrangeira num público pra escola pública é complicado, né, eles, alunos próprios, se perguntam por que que nós estamos estudando, né, o inglês; eles não tem perspectiva de futuro, mas elas faziam com que a gente desse um jeito de ver com outros olhos, e era muito bom esses encontros”.
(Teacher Clara, from School 1).

⁷ The program Clara is referring to is the *Programa de Formação Continuada de Professores de Inglês do Estado de Santa Catarina* (PECPISC), created in 2000 through the initiative of the public school teacher Maria Aparecida Rita Moreira and the collaboration of several professors from the English Language Program at UFSC. The program lasts for years and attempted to offer a continuing education that met the needs of the English teachers from that region. The coordinators were the teacher Maria Aparecida Moreira and professor Gloria Gil (Gil, 2007).

According to Clara, these meetings may have ceased due to the lack of incentive or because the people involved were no longer available. Also, the public teachers suffered the pressure from schools, as the meeting days were being considered as absence. “*Eu sinto bastante falta de um curso de formação continuada só pra professor de língua estrangeira*”, she says, finally. The courses annually offered by the state, in which Clara participates, are about general pedagogical issues, such as ethics, teaching methodology, planning, and other subjects that she does not consider irrelevant, but that are not very interesting for her at the moment.

When asked about her routine, first Clara showed the two folders that she brings to school every day: one containing the material for the primary school years and another containing the material of the secondary school groups, both containing the textbooks, class diaries and alternative material. Clara explained that this “alternative material” consists of a CD with a song and lyrics, a cross-words activity or a visual text with pictures, to name a few. She explained that she always carries these type of material with her because “*além dos alunos desenvolverem as atividades do livro didático, nunca uma aula planejada se esgota (...), então eu complemento com uma outra atividade*”. Then, she told that she usually has 5 classes per period (morning and afternoon, or afternoon and evening). Two days in the week, she has to teach in the three periods, so she finds it a tough workload. The number of students varies from class to class, in a 7th grade she has thirteen students, while in a 2nd year, there are thirty-seven students. Also, in some groups, there are students with special needs. All this requires different ways of leading the class. “*Cada sala que tu entra é um universo diferente*”, she argues.

In class, the teacher makes use of exercises on the board, texts to be translated, computer games, films, music, theatre, manual activities and drawings (particularly for the special needs students), besides the textbook and the audio CD that comes with it. “*Tem várias coisas que tu pode fazer, só tem que ter criatividade*”, she says. As she has classes during the mornings, afternoons and evenings, she generally proposes the same activities for the three groups of each school year. Her planning is structured this way, but she recognizes that it is not always applicable, as the progress of each group is different.

4.1.3. The selection of the textbook

The school has been selecting English textbooks from the PNLD since 2010, starting to receive them in 2011. So this is the third year that Clara has the PNLD textbook in her hands. This year, the collections in use in the school are *Keep in Mind*, for primary school, and *On Stage*, for secondary school, which will be the focus here. Clara told that she did not participate in the selection of the textbook; it was the other teacher who was teaching in the school longer who did it. Clara does not recollect well how the process was conducted. She remembers that the other teacher showed the textbooks to her and asked how she liked them, but they were already chosen, so there was nothing she could do. Clara agrees that she should have been consulted to participate in the selection and believes that what might have happened was that the pedagogical coordination showed the options to the other teacher, maybe in a short notice, with the deadline on the next day, so the teacher had to make up the decision by herself. When the books arrived, the other teacher was no longer at school.

This year, Clara has participated in the selection of the textbooks for 2014, meant for the primary school years. This time, according to Clara, the pedagogical coordinator told all the teachers from every area that the selection period was approaching. The editors brought their samples to school, in order to be analyzed. Clara received one sample from each volume of all the English language collections. She had enough time to take them home, read the methodology of each, listen to the CDs, check more information about them in the internet (for some collections, there is a virtual environment that shows how the textbooks are) and have a look at the textbooks themselves, with focus on the 6th year: *“Até o quinto ano eles não têm inglês, eles nunca viram língua estrangeira, né, então a 6ª série é impactante, assim, de inglês, pra eles. Então já fiz a escolha assim, alguma coisa mais colorida”*.

When asked if it was easy to make the choice, Clara answered positively. She mentioned the low quality of some: *“Teve um assim que eu não sei nem como é que consegui passar na escolha, sinceramente”*. Then, she showed the chosen one, pleased with her choice. *“Olha aí, sabe?”*, pointing to the layout of the book. *“Imagina, eles nunca – né? Pegar um livro desse na mão, nunca manusearam, que fala coisas de atualidade, como videogame, essas coisas assim”*. Clara said she has consulted the PNLD textbook guide: *“Veio um site que a gente tinha que visitar e olhar. O guia, é, exatamente. Daí tem os resumos, né, de cada um. Bem interessante”*, but what was most determinant for her seemed to be the analysis of the textbooks themselves and their publicity materials.

4.1.4. A brief overview of the collection “On Stage”

The textbook collection in use in School 1, for the secondary school years is named “On Stage”. It was one of the seven collections approved in the PNLD 2012, out of twenty inscribed. Its evaluation by the Ministry of Education can be seen in the chart below, identified by the code 25134COL33. The more intense the color code, the better the collection meets the evaluation criteria specified in the announcement.

Each volume of the collection “On Stage” is organized in 12 different thematic units and each unit is subdivided into the following sections: *General Comprehension*, *Detailed Comprehension*, *In a Few Words* (written comprehension), *Writing* (written production), *Listening* (oral comprehension), *Speaking* (oral production), *Minigrammar* (consolidation exercises), *Think about it* (reflection over interdisciplinary issues, involving citizenship and critical consciousness) and *Structure* (linguistic elements). At the end of each unit, there are indications for complementary readings, suggestions of websites for research and proposals for interdisciplinary projects. In the end of the book there is a section called *Vocabulary*. There is also a revision section - *Check your English* - in the end of every three units. This revision section includes exercises on linguistic elements and activities of text interpretation.

LINGUAS ESTRANGEIRAS		CRITÉRIOS ORGANIZADORES AVALIADOS										
		CÓDIGOS DAS COLEÇÕES	PROJETO GRÁFICO-EDITORIAL	SELEÇÃO DE TEXTOS	COMPREENSÃO ESCRITA	PRODUÇÃO ESCRITA	COMPREENSÃO ORAL	PRODUÇÃO ORAL	ELEMENTOS LINGÜÍSTICOS	ATIVIDADES	QUESTÕES TEÓRICO-METODOLÓGICAS	MANUAL DO PROFESSOR
ESPAÑHOL	25044COL25											
	25057COL25											
	25175COL25											
	25056COL33											
	25074COL33											
INGLÊS	25091COL33											
	25134COL33											
	25149COL33											
	25179COL33											
	25185COL33											

Chart 1: Comparative chart taken from the PNLD textbook guide for 2012 (BRASIL, 2011).

According to the PNLD textbook guide (BRASIL, 2011), the collection selected by the school presents a selection of themes that is adequate for the students' age group and that reflects the life of contemporary society. The guide affirms that the textbook prioritizes the study of linguistic elements and the development of written comprehension, but still proposes activities for the reflection over diversity, citizenship and critical consciousness. Texts come from different spheres, such as journalistic, literary and advertising, and are accompanied by pre-reading and post-reading activities, with focus on reading strategies.

As for the other abilities, regarding the written production, activities are varied and involve different genres, but they are not much emphasized and are generally controlled: the book offers specific words to be used or questions to be answered by the students. For the oral comprehension, capacities are explored especially in interviews and dialogues and, in some units, there are examples of linguistic varieties. In terms of oral production, the collection favors activities of dialogue between the classmates on a specific theme, with the clear purpose of exercising the linguistic elements presented in the unit. In the third volume, however, the student can give opinion, express agreement or disagreement and evaluate some issue.

According to the guide (BRASIL, 2011), the possibility of interdisciplinarity is contemplated in the collection. Each unit indicates the curricular links of the theme: biology, sociology, philosophy, etc. Regarding the cross-curricular themes, in the 3rd year volume, for instance (volume which will be used during the class observations), some themes that underlie the texts are ethics, health, work and environment, but they are not explicitly indicated.

As for the teacher's book, according to the PNLD guide (BRASIL, 2011), it offers support for the teacher's work and additional information to complement the information that is given. It describes the general organization of the collection, clarifying its objectives and its theoretical-methodological orientation, and guiding teachers for the adequate use of the volumes. It also provides a pedagogical working script for each unit and suggestions for the complementation and professional updating by indicating academic references and websites that can help teachers in a possible reflection about their practice.

The PNLD guide also presents some limitations of the collection. For the oral comprehension and production, it is argued that activities should be carefully accompanied by the teacher, as the controlled activities can lead to a homogeneous production, inhibiting the creative and autonomous participation of the student. In terms of written production, they find that teachers should give opportunities for the rewriting of texts, a process that is not contemplated in the book. Another suggestion is that teachers explore the variety of illustrations (visual texts) that support the units, to expand the students' cultural and aesthetic knowledge. The guide recognizes, thus, that teachers can help improving the material in use.

4.1.5 The teacher's view on the book

Before the PNLD, the school had a single volume textbook for the three years of the secondary school. There were not enough samples for every student, so Clara would prefer not to use it: "*dava trabalho, tinha que tar xerocando, tinha que tar subindo, era uns livros muito pesados*". Now, with the PNLD textbooks, it has become easier:

“agora eu adorei, que vem um pra cada ano, que daí eles podem levar pra casa e fazer as atividades individualmente”.

Regarding the collection “On Stage”, Clara found it a bit difficult in the beginning, because some of its contents were too complex for her students. But with time, she learned how to filter it and affirms that the texts provided are very good: *“são bem atualizados, assim, falam de problemáticas bem pertinentes”*. Her opinion is that the language could be a bit more accessible. She finds that the language does not correspond to the students’ level, as if the authors of the textbook expected students to have a higher level of English. She makes more use of the collection “Keep in Mind” for the primary school, than of the “On Stage” for the secondary school. With the collection “On Stage”, she focuses on textual interpretation and some preparatory exercises for the Vestibular. In terms of grammar, she believes that the explications are overall too summarized and the students are not prepared to work with some of the topics yet. Having all this in mind, Clara describes her posture in class:

“Então, eu faço uma peneira, assim, sabe, dou muita coisa, faço adaptações, levo material complementar, isso eu faço bastante”.

“O livro didático não é seguido à regra, assim, à risca, ele é um suporte, mais um suporte” (Teacher Clara, from School 1).

Still, Clara argues that the textbook is helpful mainly in terms of the texts provided. She talked about the difficulty of finding appropriate texts in English for particular students, considering the profile of her public school students: *“os nossos são muito fracos, né, em língua estrangeira”*. For her, it was difficult, before, to find accessible texts with language made easier, so she acknowledges the role of the textbook in this sense, thinking of teachers in general: *“o livro didático já proporciona isso, então começou a facilitar um pouco a nossa vida como prof”*.

During class, she passes activities, uses the board, corrects the exercises from the previous class, does the role-call, move to the textbook unit in use, sometimes they listen to the textbooks' audio CD, sometimes they practice orality, by repeating dialogues after her – all this using the textbook. However, she does not stick to the textbook. Clara complements the class with activities such as additional exercises on the board, for the students to exercise their writing in their notebooks, or an extra reading – even though she claims to be hard to work with readings. If she perceives that the students did not learn well a specific topic or content, like *pronouns*, for instance, she brings another exercise or a supporting material, like short books in English for them to locate the pronouns. “*Então tem que ter vários caminhos*”, she says.

This alternative material also gives support to students with special needs who have some sort of difficulty in learning. In one classroom, she has eight students with special needs. The school has only two assistant teachers, and they do not assist everyone. So she must also be prepared for this. With special needs students, Clara uses manual activities, memory games, colored pencils and drawings. “*Eu não tenho formação pra isso, tá, mas a gente vai fazendo o que pode por eles*”, she argues.

Clara also highlights the advantage of having consumable books and its effect on students:

“*Os exercícios que vem no livro a gente faz no livro, que o nosso livro agora é consumível, pode fazer, e eles adoram fazer, né, o exercício no livro. Cada um tem o seu*” (Teacher Clara, from School 1).

She was glad that this year the number of textbooks was adequate to the number of students. There was one year when students who arrived later did not have textbooks available and had to make a Xerox copy to follow the classes.

In Clara's classes, the textbook also has an important role in evaluation. During the English tests, students can consult their books. This is a way to stimulate their classroom production:

“Querendo ou não, é uma forma de fazer com que eles se obriguem a deixar o livro em dia, as atividades têm que estar tudo ok, porque eles sabem que eles vão ter que consultar na prova” (Teacher Clara, from School 1).

Besides the tests, Clara also gives a grade, in the end of every bimester, for all the activities done in the book and in the notebook. She acknowledges that some students will not do anything if it is not worth a grade. Even so, she affirms that some students recognize her real intention:

“Eu digo pra eles ‘olha, se em cada capítulo que a prof passar pra vocês, vocês aprenderem uma, duas, três palavras novas em inglês, eu já tô feliz porque quando vocês chegarem lá no terceiro ano vocês já tão “bala”, vocês já tão oh - tinindo, e realmente é: esses alunos que estão no terceiro ano agora comigo speak English!” (Teacher Clara, from School 1).

She says this with sparkling eyes, recognizing her role in their learning: *“Foram meus há anos, né, então (...) eu sei que eu fiz algum efeito ali, naquele momento”*.

When asked about the frequency in which she makes use of the book, Clara affirmed she makes use of it every day and draws on the students' expectation regarding this routine:

“Se eu não usá-los, os próprios alunos me cobram. Eles me cobram. (...) Vou passar um exercício no quadro de um conteúdo que talvez até esteja no livro, ou não, (...) ‘nós não vamos usar o livro hoje?’, ‘Não, hoje não pessoal’. Então eles mesmos já estão habituados” (Teacher Clara, from School 1).

She says she believes in the importance of an established routine and the book is helpful in this manner, as she seeks to follow its plan. For her, the routine has a positive effect

on the students' learning and it is also helpful in the class organization. With the book, students can keep track of the class plan: “*Eles até folheam pra saber o que vem depois, então é legal pro aluno ter isso*”. According to Clara, students take their books home and take good care of it. She stimulates them to put their identification in it and to encase the book, in the same way as she does.

Regarding the teacher's book, Clara affirms she makes uses of it frequently. She told there are various suggestions there, in the back of the book, and that she reads them often, sometimes underlining some key information and coming back to it, even during classes, to consult it again, because it offers various tips for the teacher. When asked if she agreed with the author's assumptions, she said that not entirely, but about half as much. She does not agree with every suggestion given in the teacher's book and is aware of her role in appropriating what is given to the way it suits better to her and her students, affirming that she makes adaptations from it.

Overall, Clara believes the textbook meets her needs as a teacher. When asked if there was any negative aspect regarding this specific textbook, she made a reflection on the amount of use and on the role of the textbook in class:

“Tu tem razão quando tu pergunta de quanto em quanto tempo eu uso o livro e usá-lo todo dia acaba criando um vício mesmo. Essa é a parte ruim, porque a gente fica bitolado ao livro. É, no meu caso não, porque tem que ter esse material suporte que eu digo, que é um monte de outros exercícios, outras ideias, outros tipos de avaliação, outros tipos de exercícios, porque se a gente ficar só aqui, fica cansativo também. Então eu uso bastante o livro, mas o conteúdo, principalmente gramatical, eu também trago de fora (...). Então ele é bastante útil, mas eu não fico só nele, não dá, eu acho que não dá pra ficar só nele” (Teacher Clara, from School 1).

She also highlighted, as a negative aspect, the excessive number of units and contents in the textbook, unsuitable for the amount of classes they have in the school curriculum, which are, in the case of the secondary school, two classes per week of 45

minutes each. “*É impossível*”, she argues, “*É por isso que eu faço algumas prioridades de alguns conteúdos pra ver o que realmente dá pra passar ou não*”. This is especially felt in the 1st year of the secondary school, when students are coming from the primary school and must adapt to the new environment as well as to the new textbook. Clara finds the collection *On Stage* too serious. If it had more ludic elements, it would be easier to reach the first year students. She affirms, thus, that there is some rejection from the students towards the book, but not from the majority.

In terms of meeting students’ own reality and needs, then, Clara believes that the textbook somehow gets closer to their reality, but does not meet it entirely. She finds that the book is beyond students’ reality in a linguistic sense, as it generally assumes that students know more than they actually do. That is why she does not follow it strictly: “*a gente dá uma peneirada em algumas coisas assim, sabe. Não dá pra dar tudo que tem aqui. Eles não conseguiriam acompanhar*”, and then she added, as if what the textbook proposes was a learning ideal: “*Mas, quem sabe um dia?!*”.

Regarding the cross-curricular themes, Clara tells that teachers in the school usually work together with these themes, or actually, *used* to. According to her, this year it has been hard for the teachers to gather around a theme, due to the lack of time, but until the previous year, there used to be more interdisciplinarity among the school subjects. When there is a cross-curricular theme in question, she can get together with two or three teachers from other school subjects to work with the same theme. For instance, the biology teacher was once working with the preservation of nature, so Clara got into the same subject in her classes, telling how it is in other countries, and so forth. She highlighted the privileged position of the foreign language in this sense:

“Inglês eu acho que é conhecimentos gerais também, né, porque ele engloba muita coisa fora, mundo, vamos dizer assim. Com inglês eu posso falar de africanidade, posso falar de terrorismo, de guerra fria (...). Tudo em inglês eu posso falar” (Teacher Clara, from School 1).

Clara sees the cross-curricular themes as an issue that comes up, rather than one that is forced into class. This can be noticed in her speech when she says *“Os temas transversais, quando chegam (...)”* or *“Os temas transversais, quando aparecem...”*. Although she is aware that these themes are there and can be developed in class, she tries to connect it to a specific event or an official date, like “dia da árvore”, “dia do índio” or “dia da consciência negra”, so that she can plan something different in advance.

When asked if the textbook was helpful to approach the cross-curricular themes, Clara answered positively, but reinforced her view of the textbook as just another supporting material. In favor of the textbook, she argued that it holds some arguments, so that when her own arguments are exhausted, she can refer to them. She explained how the themes work in the textbook: each unit brings a text about a specific theme and an introduction that raises the debate. She gave the example of the 3rd year, where they recently spoke about Nelson Mandela (as proposed by the book). The issue raised a discussion about apartheid and she inserted a little bit of history to class. As a coincidence, in the same period, Mandela was very ill at the hospital, so she searched for some news about it and brought them to class. She privileges the work with cross-curricular themes when they are motivated by events like this. Another example was the work with the topic internet addiction, with the 2nd year group, where she highlighted the interdisciplinarity and the dialogue with other teachers:

“Eles fizeram tradução de texto, procuraram saber que agora existe uma doença, que tem gente já com psicólogo se tratando...”

Então tudo isso são temas. E daí a professora de português entrou com a história de quem digita – a linguagem da internet. Então tem essas coisas que a gente pode fazer junto” (Teacher Clara, from School 1).

Clara affirms that these themes are complicated to deal with, because they touch the students' personal lives, so, sometimes, it must be conducted slowly. She has faced rejection from the students regarding a theme several times. Some students complain that they do not want to talk about a particular issue. One example was with the first year group, when working with the topic of food, which covered issues like obesity and bulimia. Clara faced some difficulties because some students did not want to work with it and she assumed that they were going through this, or went through it in the past, or perhaps a person in the family went through it. In these cases, she tries to get into an agreement, so that they can face their problems and deal with it:

“Não procuro diferenciar o trabalho pra quando [o aluno] se nega, não, eu acho que a gente tem que aprender de tudo, né. (...) Com diplomacia e conversa, vai resolvendo” (Teacher Clara, from School 1).

Finally, Clara illustrated how a unit from the textbook is generally worked in class: First, there are some questions for reflection proposed in the opening of the unit. She uses these questions, proposing a debate to introduce the theme. This can take one class. Then, in pairs or in trios, according to the number of students, they do the translation of the main text. They can use dictionaries and Clara goes around the classroom solving doubts. They generally do not finish the translation in one class, so in the other, they finish it and hand it in to the teacher, to receive a grade. Then, they do some interpretation activities proposed by the book, which are facilitated after the translation. The exercises are all done individually and corrected in class. After the text,

comes the grammar part. Clara reads the grammar point, gives examples on the board, answers the first exercise with them orally, and then tells them to answer the following ones individually, in the book or in their notebooks. Sometimes, she brings other exercises from other sources, to be solved in the students' notebooks. They are also corrected in class. Overall, according to Clara, this is how a unit is dealt with.

4.1.6 The textbook in use: classroom reports

In order to complement what was discussed in the interview and to see, in practice, how the teacher makes use of the PNLD textbook, two of Clara's classes were observed. Both classes took place in October, 2013, and were conducted with the third year group in the afternoon period. A few summarizing points from the classes observed, with focus on the use of textbook, are presented below. The full report of the classes can be found in the Appendix.

On October the 2nd, the theme of the class was Indirect Speech and was closely related to the textbook, more specifically, to its grammar part. The activities proposed consisted of grammar exercises from the textbook, done individually and corrected in the big group, exactly as they are presented in the book. Apart from the first announcements, the class went entirely around the textbook. Overall, the students accepted all the activities proposed and seemed to be used to working with the textbook. As the completion of the activities in the textbook constitutes a grade in their final grade, this may be a motivation for them. There was no presence of cross-curricular themes in this class, as the topic was merely structural.

On October the 31th, the theme was Halloween and it was unrelated to the textbook. Activities with the textbook were interrupted this week because of this event, which is not covered by the book. The activity proposed was a text interpretation activity on a documentary they have watched in the previous class. Both the documentary and the questions were in Portuguese. In addition, students were supposed to come to school dressed up in costumes – this would be worth a point in their grades. Students accepted the activity well and were overall cooperative – no rejection was observed. The theme was connected to their reality in the sense that they are familiar with Halloween, an event which is not from their culture, but that was imported to Brazil several years ago. Cross-curricular themes were absent in this class too.

4.2. The textbook in Pedro's hand

4.2.1. The school

School 2 is situated in the city center of Florianópolis. It has 4270 students from both primary school, secondary school and secondary-level teaching school (Magistério). According to its political pedagogical project, the main goal of the school is to produce material and objective conditions for the appropriation and production of new knowledge departing from the knowledge scientifically produced and accumulated by humanity.

The school occupies a large area and has, in terms of infrastructure, several thematic laboratories, two computer laboratories, two audiovisual rooms, a sports complex, a library, two cafeterias, among others. Classes take place in three different

shifts: morning, afternoon, and evening. Besides the regular curriculum subjects, the school has different projects and extra activities in which students can be involved with, such as the dance studio, the school choir, the sports groups and the foreign language courses. It offers pedagogical support for the students and has a specialized assistance service to help students with special needs.

Regarding the foreign language subject, in *School 2* students start learning foreign languages in the 5th grade (6th year). Students can choose which language they wish to learn at the moment of their enrollment – currently, they can choose between English or Spanish (some years ago, French was also an option). This is true for both primary and secondary school. In secondary school, students have a foreign language study load of two class of 48 minutes each – approximately one hour and a half per week. The school also works with the *Ensino Médio Inovador* (EMI), a different secondary school format that follows a specific program with a higher study load and the proposal of working with projects. Students attending the EMI have both English and Spanish in their curriculum, in the 2nd and the 3rd years. According to the teacher interviewed, the majority of students in the traditional secondary school choose English as their foreign language. In addition, the school has a consolidated foreign language center that offers courses in English, Spanish, Germany and French of all levels, for the community, in which students can profit too (to participate, they have to pay a fee).

During the period when this study was conducted, according to the teacher interviewed, there were five full-time English teachers and around four substitute teachers (*Admitido em Caratér Temporário - ACT*) in the school. From the full-time teachers, only three of them were teaching, the other two were in charge of administrative positions. According to the teacher, there used to be many more teachers

in the past, because the number of students was also higher. They have a weekly meeting, called RD (Reunião do Departamento), specifically for the English area. The teacher who participated in this research was not joining these meetings in the present year because they take place on his day off, in which he has other commitments. According to him, teachers gather in this meeting to talk, share experiences and difficulties related to the teaching practice and the school. They also use this time to elaborate and correct evaluations. Generally, only the teachers participate in the meeting, but sometimes a professional from the pedagogic orientation or from the school management are also present.

4.2.2. *The teacher*

The teacher interviewed, Pedro (fictitious name), is 35 years old and was born in Tubarão, Santa Catarina, Brazil. He graduated in Letras – English/Portuguese, at the Federal University of Santa Catarina (UFSC), and has been working as a teacher for thirteen years. His teaching experience is restricted to the context of public schools, teaching students from both primary and secondary school. Once, he had a teaching experience with young learners (4th grade), but this was only for three months. Lately, he has only been teaching secondary school groups.

Pedro works at *School 2* since 1999, when he has first started teaching. Prior to that, he was a student in this same school. He left to attend University and then returned to work, first as a substitute and then as a full-time teacher. His only teaching experience outside of *School 2* was in a public school in the city of Biguaçu, where he has worked for one year and a half, in the period of 2002-2003, and when he became a

full-time teacher for the state school system. Pedro never wanted to teach in a private school. "*Não tenho muita simpatia pelo que eu ouço de escola particular*", he says, and argues that they exploit the professionals too much. Pedro teaches full time in *School 2* and this year he is in charge of 12 groups from secondary school. Usually, the number is higher (16), but he gives fewer classes because of the *Ensino Médio Inovador* (EMI), in which the teachers are given more time to plan. Besides the work in *School 2*, Pedro is currently a student of Information Systems at UFSC.

When asked if he attended courses of continuing education, Pedro answered that he usually participates in the courses that are offered in school by the state. These are general courses for all the teachers and take place during the July recess and in the beginning of the year. According to Pedro, there has been a long time since a continuing education course has been designed for a specific area. Although Pedro participates in these events, he does not find it very profitable: "*São formações assim que não te trazem nada, porque são repetições das mesmas formações, desde sempre*". Outside of school, he does not attend other courses for continuing education due to his lack of time. Pedro has already thought about taking a master and a doctoral degree; once he started a course in the English post-graduate program, but changed his mind about getting in. Now he is taking another undergraduate course at UFSC, as mentioned above.

Regarding his work routine, Pedro is currently working only one period of the day, but there were times when he worked from the morning until the evening. Basically, he comes to school, determines the content that will be worked in class that day, checks his notes on the class diaries, and continues his class from where he stopped. When asked if the classes in the EMI were different and if he needed to adapt his practice, Pedro argued that in the alternate shift (students in the innovative program

study two periods a day), classes are generally different, but this year, he is only working with the third year, so the focus is on the preparation for the vestibular. Before, in the 1st and 2nd year, he used to work with projects and English was present in class in various forms: whether in speaking, in working with materials produced in English, videos, advertisement, arts, and so on.

4.2.3. *The selection of the textbook*

School 2 started selecting English textbooks from the PNLD since they became available, three years ago. This year, the collections in use are *Links*, for primary school, and *Globetrekker*, for secondary school. Pedro participated in the selection of the *Globetrekker*. When asked how the selection process went, he affirmed that it was smooth and easy:

“Foi tranquila. A gente olhou os livros, considerou desde a questão gramatical, do conteúdo gramatical se era bem exposto, até os textos se eram interessantes, a divisão de sessões, se as temáticas eram bacanas” (Teacher Pedro, from School 2).

The selection was delegated to the group of English Teachers, but only Pedro and a substitute teacher effectively participated in the decision, during a department meeting called up by the school management (Direção). That was because, in the day of the meeting, the other teachers were absent, for different reasons. According to Pedro, two other teachers corroborated the choice by having a look and expressing considerations after the meeting about the collection chosen.

Besides the grammatical and textual issues, Pedro and the substitute teacher also took into consideration the themes – whether they were interesting – and the visual part

of the book: “*Porque também o aluno tem que se interessar pelo livro, por uma questão visual mesmo, né, pra ter gosto de utilizar o livro*”, he explains. There was one collection, for instance, that looked as if it were designed in the 1990s. This was instantly rejected by the teachers: “*Aquele lá a gente repudiu na hora, até porque a questão gramatical do livro tava bem fraca, mas a questão da apresentação dele, parecia livro que eu usei na quinta série, há muito tempo*”. Among the five or six books that were analyzed (the teacher did not recollect the exact number, but according to the PNLD textbook guide, there were seven collections selected for 2012), they were between two of them, the *Globetrekker* and another title that he did not remember. So *Globetrekker* was selected.

According to Pedro, they had access to all the books that were offered to the school (assumably by the editors). When asked about the PNLD textbook guide, Pedro seemed not to be aware of it: “*Eu não vou te recordar se eu cheguei a ver esse guia, mas eu não tive acesso a ele*”. When he and the other teacher met during the department meeting, they already had a look on the books by themselves before, so they just exchanged ideas and sought a consensus.

4.2.4 A brief overview of the collection “Globetrekker”

The textbook collection “Globetrekker”, in use in *School 2* for the secondary school years, is one of the seven collections approved in the PNLD for 2012, out of twenty inscribed. Its evaluation, by the Ministry of Education, can be seen in the chart below, identified by the code 25091COL33. The more intense the color, the better the collection meets the evaluation criteria.

Each volume of the collection “Globetrekker” is organized in different thematic units, related to interdisciplinary issues. Each unit is subdivided into the following sections: “*Speak your Mind*” (oral production); *Reading 1* and *2* (written comprehension), *Post-reading* (aimed at the development of critical literacy), *Word Study* (lexical repertoire), *Figure it Out* and *Observing Language* (grammar), *Think and Write* (written production), *Listening* (oral comprehension), *Web Search* (digital literary) and *Further Practice* (complementary activities). Distributed at the end of every three units, there is also a section called *Self-Assessment* and another one called *Rounding Off* (revision activities).

LÍNGUAS ESTRANGEIRAS		CRITÉRIOS ORGANIZADORES AVALIADOS										
		CÓDIGOS DAS COLEÇÕES	PROJETO GRÁFICO-EDITORIAL	SELEÇÃO DE TEXTOS	COMPREENSÃO ESCRITA	PRODUÇÃO ESCRITA	COMPREENSÃO ORAL	PRODUÇÃO ORAL	ELEMENTOS LINGÜÍSTICOS	ATIVIDADES	QUESTÕES TEÓRICAS-METODOLÓGICAS	MANUAL DO PROFESSOR
ESPAANHOL	25044COL25											
	25057COL25											
	25175COL25											
INGLÊS	25056COL33											
	25074COL33											
	25091COL33											
	25134COL33											
	25149COL33											
	25179COL33											
	25185COL33											

Chart 2: Comparative chart taken from the PNLD textbook guide for 2012 (BRASIL, 2011).

According to the PNLD textbook guide (BRASIL, 2011), the collection selected by the school covers themes that are suitable for secondary school students, for being of social relevance and of students’ interest, and also contributes to the autonomous and critical thinking. Still according to the guide, it presents a clear and functional

organization and a representative set of text genres, including non-verbal texts, which reflect the diversity of representative practices in the English speaking communities. The reading activities predominate in the book, as they appear twice in every unit. The textbook's initial pages expose concepts related to reading and to the activities targeted at digital literacy.

According to the guide (BRASIL, 2011), pre-reading and post-reading activities are present and help dynamizing the themes proposed. In written comprehension, students are involved in information search, hypothesis formation and inferences. As for the other abilities, regarding the written production, activities take into consideration who is writing, to whom, and its purpose. The oral comprehension is based on varied genres and the oral production is presented in the introduction of the unit (section "*speak your mind*") and in the *web search* practice.

Regarding the cross-curricular themes, in the 3rd year volume, for instance (volume which will be used during the class observations), some themes that underlie the units are health, cultural plurality and work and consumerism.

As for the teacher's book, according to the PNLD guide, it consists of: the answers for the activities, notes with discrete orientations throughout the book and a teacher's guide with a brief clarification of its didactic and pedagogic goals and its theoretical and methodological assumptions. The teacher's guide also offers further suggestions and complementary activities.

The PNLD textbook guide also presents some limitations of the collection. In the oral comprehension, students are not very exposed to interactional aspects and, in the oral production, the formal register is not very practiced. In the written production, the guide suggests teachers to conduct the practice of text re-elaboration with the students,

as it understands writing as a gradual construction process. It also points out the importance of stimulating work based on interdisciplinary and of approximating the English subject with the other school areas.

4.2.5 *The teacher's view on the book*

Pedro affirmed that he was pleased with the result of the selection. He argued, however, that other teachers share complaints about the collection. “*Ai, o segundo ano é muito pesado*”, it is heard; or “*Ah, mas esse livro (do terceiro ano), a gramática não é muito bem exposta*”. Pedro argues that indeed, in the third year, the grammar items are not well explained, but this is because the last year is meant to be a revision. “*Então, na verdade, considera-se, naquela coleção, que você adotou toda a coleção, já foi visto o livro um e o livro dois, e por isso que a gramática não é bem exposta no livro três*”, he says. According to Pedro, students already have the knowledge which is brought in the third year textbook, in terms of grammar. He recognizes that it is a revision of contents which were supposedly seen, but that may not have been seen, because sometimes the teacher cannot finish a textbook or all the contents that were expected during a year, although it is part of the year plan. Pedro is not bothered by this characteristic of the third year book, as he recognizes the role of the teacher in explaining what is lacking in the textbook on the board, bringing additional explanation and recapping the topic with the students.

Pedro makes use of the book, but not in its totality: “*Eu não faço uso do livro inteiro porque não há tempo hábil, né, você tem duas aulas por semana no ensino médio, não é nada praticamente*”. Therefore, he plans in advance which parts he is

going to use in class. “*Eu vou vendo as atividades que eu acho mais interessantes para aquele conteúdo em questão, e pulo as que eu não acho interessantes*”, he explains. Besides the lack of time, he emphasizes the reading and interpretation activities over the others because the focus of the secondary school is the preparation for the Vestibular. So, for instance, the audio CD that comes along with the textbook is very little used. According to Pedro, sometimes the students themselves point out that they are not using the CD, but he justifies it with the lack of time: “*Então eu vou priorizando, às vezes até nem o texto dá pra trabalhar naquela unidade, porque tem que correr (...), então eu pulo o texto daquela unidade e a gente vê a próxima*”. The priority seems to be the grammar section of the units. Pedro attempts to cover all the units from the book within his groups. This year, he tells he has been able to progress more, in relation to the previous years, and is feeling very glad about that. He points out that things such as school strikes, teachers’ stoppage, and other unforeseen events in school generally impact on the progress of the class, but this year he has been able to cover contents that he has never reached before. To cover the book until the last unit seems an important achievement for Pedro.

The textbook is used in the majority of Pedro’s classes. When he sees that the book does not bring sufficient activities on a particular grammar topic, or the activities that are left are not very interesting (“*às vezes a atividade é muito pessoal, então pra você corrigir fica um pouco problemático*”, he says), Pedro proposes some extra activities on the board, that students are supposed to solve in their notebooks. These extra activities seem to be restricted to the grammar part only.

Regarding the teacher’s book, Pedro tells he does not have the habit of consulting it. Sometimes he even forgets his book in the classroom, because they are all

kept in a shelf inside the room and every time they use it, the books are distributed and then put back on the shelf again— “*Às vezes eu acabo guardando o meu junto sem querer*”, he tells, laughing. When this happens, he picks one of the students’ books and makes use of it (when they are absent) until his volume is found. So the teacher’s book is not of relevance to his class planning. “*Eu sei que deveria ser interessante eu olhar aquilo*”, he says, “*mas por uma questão, de novo, de falta de tempo, eu...*”, and the sentence is left unfinished.

When asked about his personal opinion on the collection in use, Pedro affirmed that the *Globetrekker* is a good collection, but he agrees with the other teachers that the second year book is a bit too tough for the students, considering their context. “(...) *Acho que pro nível das turmas, né, de ensino público, mas talvez até de ensino particular não seria tão diferente*”, he observes. The third year volume, according to Pedro, is lighter and also more interesting thematically. He said the collection is good in general terms, both in terms of grammar and of themes. Pedro describes his view on the role of the textbook, relating it to the active role of the teacher in class:

“O livro é a base do trabalho, assim, digamos assim, é um auxílio pra você, né. Não necessariamente você vai ficar ali ‘ah, não tem a gramática bem exposta, não vou fazer nada, eu vou usar essa aqui’, não, você vai pro quadro e vai colocar uma gramática melhor, entendeu? Mais bem exposta. Então eu acho que é tarefa do professor também” (Teacher Pedro, from School 2).

Before the PNLD, the use of textbooks was already a practice in the English classroom of *School 2*. Teachers used to choose a collection and the students were supposed to buy their own books. According to Pedro, several students did not possess a book, assuming that they did not have money to buy it; so the situation was different. In

this scenario, he described his former practice in terms of conducting activities from the book:

“Quando eu passava uma atividade do livro – geralmente eu passava atividade do livro, eu ia pro quadro e passava a atividade no quadro para aqueles que não tinham o livro também tivessem a oportunidade de copiar a atividade. Então assim eu garantia que todo mundo tivesse” (Teacher Pedro, from School 2).

Pedro always made use of textbooks, and is fond of using them, but never exclusively: *“Eu não utilizo só livro, eu faço atividade no quadro também, bastante”*. These additional activities are generally elaborated by himself. He does not like to search for activities in the internet because sometimes those that he finds do not satisfy him. *“Eu olho assim: não é aquilo que eu queria... não é aquilo que eu queria... então eu faço aquilo que eu queria, né?”*.

When asked about the changes in the teaching practice and whether the PNLD has changed it for the better, Pedro answered that the textbook is more helpful now, mainly because now the students possess the book, so he is going less to the board to pass activities, as the activities are already in the book and, in theory, everyone has the book in hands (sometimes some of them forget it somewhere or lose it, then another book is usually arranged for these students, he explains).

Pedro believes the textbook meets his needs as a teacher, but understands that it cannot meet *all* of his needs, as it is argued in the following excerpt:

“Eu acho compreensível que ele não atenda a todas, porque é um auxílio a você, então você também, como professor, tem que estar preparado pra trabalhar com o que tiver faltando, e eu acho que sempre vai faltar, porque o livro não vai compreender o teu trabalho por inteiro, né. As realidades são diferentes, os professores são diferentes, as práticas de cada um são diferentes, então o livro nunca

vai complementar, vai abranger tudo aquilo que você queria”
(Teacher Pedro, from School 2)

Even so, he affirms he is very satisfied with the collection in use. *“Poucas vezes eu olho pra ele e digo assim ‘hum, isso aqui não tá legal, não é exatamente o que eu queria’ ou ‘não é nada do que eu queria’, por exemplo”*. Sometimes it is not exactly what he wanted, but this is not a problem to Pedro. He makes adaptations, goes to the board for an exercise or to explain a grammatical point, and when it is the text that is not what he wanted, he works with another text.

In terms of the students’ reception regarding the textbook, Pedro affirmed that students usually receive it well and that they like to work with the book. Although, in Pedro’s view, the student nowadays is, most of the times, very careless and little interested in class. He notices that students like having the book much more than not having it: *“Antes com o livro eles copiavam muita coisa do quadro né. (...) Os alunos costumavam reclamar que tinha que copiar muita coisa, fosse gramática, fosse texto, enfim. Hoje eles são mais tranquilos com relação a isso”*.

When asked if the reception was similar in every group, he answered that some groups receive it better than others because they are generally more willing to work. Other groups are more apathetic. *“Tem turma que (...) eles não são tão interessados em nada, aí eles não receberiam bem nem o melhor livro do mundo, provavelmente”*, he argues. In these cases, the book is just a detail, because the students are not interested in the class as a whole. So it is not something that depends on the book, and neither entirely on the teacher, but also on the students’ inclination. *“Eu acho que o livro, ele tá ali pra te ajudar, mas ele não vai tornar a aula menos interessante ou mais interessante”*, he argues, acknowledging the role of the teacher, the students, and also the parents. Pedro problematizes the excessive responsibility assigned to the teacher:

“*Existe a questão toda, pedagógica, (...) que acha que praticamente 90% ou 80% da coisa depende do professor, mas na realidade, não é assim, né?*”. He talked about a meeting with parents that took place in the previous day. According to the teachers who participated, the parents do not know anything about their sons or daughters: in which group they are, whether they had exams or not, whether they are working hard or not. For Pedro, this illustrates the lack of commitment of the parents in relation to their children’s education, which also has an impact in the classroom:

“Então, é isso que eu to dizendo, o livro é um material que pode interferir um pouco na aula, pode, mas isso depende do professor e depende muito do aluno e depende muito dos pais. Então a coisa é bem mais complexa” (Teacher Pedro, from School 2).

Regarding the proximity to students’ own reality, the teacher affirmed that the topics in the book are generally close to their reality, but the fact that they are generally cross curricular, interdisciplinary themes is pointed out as being a distancing element sometimes:

“Geralmente é [próximo à realidade deles], mas é aquela coisa dos temas transversais, interdisciplinares, etc. etc., com conteúdo socialmente relevante, (...) então às vezes não é exatamente da realidade deles, mas é uma coisa mais universal, né, pra garantir que seja da realidade de praticamente todos” (Teacher Pedro, from School 2).

He concludes that it is close to their reality, but not as much as it could be, and narrates that he already felt the distancing from the part of some students when talking about a particular topic. “*É normal, tem coisas, tem temas ali que não são exatamente apropriados*”, he says. Even so, he finds that these themes are overall adequate, as the textbook must be universal to achieve all students from Brazil. To cover the different realities, there would have to be regional books, but this is impracticable, he says.

Browsing one textbook that was on the table, Pedro gave example of themes that appear: “*oh, aqui tem esportes, que é uma coisa que teoricamente você vai ter o interesse de todo mundo né?*”. He also cited domestic violence and health as interesting themes that appear. He criticized a unit named “choices”, which is about life and professional choices – “*eu acho que é meio diáfano, assim, é um tema que não acontece, digamos assim. (...) talvez não tenha sido bem planejado (...), ele não chega a lugar nenhum*”. However, Pedro argued that there are not many units like this.

Cross-curricular themes like health, environment and sustainability are, in Pedro’s opinion, easier to construct upon. “*Geralmente fica interessante*”, he says. In these cases, he finds in the book a “nice” text, with “nice” interpretation activities and “nice” additional information, such as a film suggestion. Sometimes he brings these extra resources into class: In a unit that talked about the novel *Frankenstein*, he brought a film adaptation. This is generally done in the EMI (first and second years).

Finally, Pedro illustrated how he generally works with a unit from the textbook: Generally, he starts with the grammar section. He presents the grammar topic, usually complementing it with an explanation on the board, and students open their books on the page that they are told to follow the explanation. He gives examples, generally not from the book (“*eu gosto de colocar uns exemplos diferentes*”) and then they move to the activities in the book. Depending on the extent of the grammar point, in one class they can work with one or two activities. In the other class, they continue the activities, when it is the case, and if they are finished, they move to the text. Pedro generally asks students to make a quiet reading and then move to the negotiation of meanings from the text. The section “Speak your mind” which opens the unit with questions for discussion usually is not worked. He likes to work with this section only when the questions are

closely connected to the text. He gave some examples of texts that were successful in class, and seems especially inclined to use texts and activities that join verbal and visual texts, that is, which allow for working with the format and not only to content, and that are dynamic and helpful for students. According to Pedro, a unit is generally covered in two or three weeks. He makes use of the reading and the grammar section mostly, but sometimes there is another activity that he finds interesting, whether in *reading 2* or in *further practice*, so these are also done.

Generally, no homework is given. This is a practice that Pedro has adopted after trying and noticing that students do not work at home. So everything is done in class and the textbooks stay in class, on a shelf. Students are not obliged to leave their books in school, it depends on their choice. There are some who prefer to take it home and others who prefer to keep it there – this way they do not need to carry much weight on their way to school.

4.2.6 The textbook in use: classroom reports

In order to complement what was discussed in the interview and to see, in practice, how the teacher makes use of the PNLD textbook, two of Pedro's classes were observed. The two classes took place in the same week, in October, 2013, and were conducted with a third year group in the afternoon period. A few summarizing points from the classes observed, with focus on the use of textbook, are presented below. The full report of the classes can be found in the Appendix. On October the 21th, the theme of the class was digital literacy and was supported by one of the textbook's units, which was started this day. Two activities from the textbook were proposed, one on reading

comprehension and the other was the reading of the text itself, guided by the teacher. Students received the instructions from the teacher following the textbook's rubrics and the sections sequence, though he skipped the opening section of the textbook (*Speak your mind*). The theme of the class was closely related to the students' context since they are all internet users and are familiar with the situation brought by the text, that of poor kids begging for money. The element of surprise, caused by the fact that the poor girl from the text had an *orkut* page, is an important issue to reflect upon and discuss nowadays. The classroom was divided between those who worked and participated and those who were not interested, but there was no explicit rejection for the activities proposed. The way the activities were conducted, with the support of the textbook, seemed to be very much the usual practice for the group. The topic that permeated the reading can be related to the cross-curricular theme of Work and Consumerism, proposed by the PCN, though it was not explicitly discussed in class.

On the next day, October the 22th, the theme of the class was still digital literacy, as proposed by the textbook. The activities proposed were the continuation of the reading from the previous class, a post-reading activity and a grammar exercise about commas (from the previous unit). Again, students received the instructions from the teacher following the textbook's rubrics. As in the previous class, the classroom was divided between those who were working and participating and those who were not interested and did not do the activities proposed. The whole class was conducted with the support of the textbook. The topic of the class can, again, be related to the cross-curricular theme of Work and Consumerism. This time it was shortly discussed in class during the post-reading activity, but few students effectively participated.

4.3. The Textbook in Luíza's hand

4.3.1. The school

School 3 is situated in a low-income neighborhood in the central area of Florianópolis. It has 392 students from both primary and secondary school. According to its political pedagogical project, the school has among its objectives the quality for all, the democratic management and the pursuit of education as a dynamic process, considering that the contents must be meaningful and understood in their totality. The school also aims to enable students for the reading of reality, in order for them to become complete, organic, and an expression of their own historical moment.

In terms of infrastructure, the school offers a video room, a computer lab, a science lab, a library, a cafeteria and a sports court. Classrooms are thematic: each school subject has a room of its own, and students move from one class to the other, according to their daily schedule. Classes take place in three shifts: morning, afternoon, and evening, but classes in the evening are in process of being extinct. Besides the regular curriculum subjects, the school has extra projects in which students can be involved in, those being the Mathematics and Portuguese literacy workshops, the environmental project, the computer classes and the judo practice.

Regarding the foreign language subject, in *School 3*, students start learning a foreign language in the 5th grade (6th year) and English is their only option. In secondary school, students have a foreign language study load of two classes of 45 minutes each – totaling one hour and a half per week.

During the period when this study was conducted, the teacher who participated in this research was the only English teacher in school, hired on a temporary basis.

4.3.2. *The teacher*

The teacher interviewed, Luíza (fictitious name), is 47 years old and was born in Rio Grande do Sul, Brazil. She graduated in Letras – English/Portuguese at UNISUL, in 2005, but has been working as a teacher for 27 years. She has teaching experience in private and public schools, teaching students from preschool education, primary school and secondary school. She never had interest in teaching in private language courses. Since 2000, she has been working as a substitute teacher (ACT) in various state schools in Florianópolis.

This is the first year that Luíza is working in *School 3*. Due to her condition as a substitute teacher, Luíza has to participate in a selection process every year. The teachers who are selected take part in a temporary job opening contest to determine in which school they will work during that year. When asked if she liked this cyclical rotation, Luíza affirmed that she liked it in the beginning. What is most tiresome for her is not the students, but the transportation: as she lives in a distant neighborhood, Luíza has to wake up very early and return home only at night. This year, Luíza has been working full time in *School 3* and is in charge of 13 groups from all grades.

When asked if she attended courses of continuing education, Luíza's answer was negative, at least in her area. According to her, the state used to offer a general meeting outside of Florianópolis, for all teachers. Now, these meetings do not exist anymore. She has mentioned, however, about a continuing education course that took place in

July in the school, in which all the teachers participated. It was about evaluation, a very interesting topic for Luíza. She affirmed that this was relevant for her teaching practice, but she feels the lack of a course specifically for her area. Luíza also mentioned the group of English teachers that used to meet in 2001 in a school for a whole day to share experiences and do a variety of activities⁸. “*A escola te liberava um dia (...) e nós passávamos o dia inteiro lá fazendo capacitação. Agora tem escolas que não liberam, sabe? Então aos poucos foi terminando. É uma pena, né*”, she says.

In school, teachers generally meet every two months for the class council. According to Luíza, there are no regular meetings for planning or other purposes. She also teaches Portuguese to the 7th grade. There are other two Portuguese teachers in school, but each of them makes their own planning.

Regarding her work routine, Luíza spends the whole day in school, teaching in the morning and in the afternoons. There is one day in the week, Tuesday, when she teaches in the evening too. In class, Luíza generally works with texts, translation, music, film; depending on the content. She makes frequent use of the video room and the computer lab. In the computer lab, students can work with cartoons and videos. Luíza drew on the students’ general disinterest and on the difficulties in developing the activities proposed: students insist to watch the dubbed version of the films, they are shy to sing the songs in English, and they are resistant to work in the school’s computers because they argue that the programs in hand are not updated.

⁸ Luíza is referring to the same program mentioned earlier by Clara, the *Programa de Formação Continuada de Professores de Inglês do Estado de Santa Catarina – PECPISC*.

4.3.3. *The selection of the textbook*

As Luíza is working in *School 3* for the first time this year, she did not participate in the selection of the textbooks that are in use. The collections in use are *Keep in Mind*, for primary school, and *Globetrekker*, for secondary school. She did, however, participate in the selection of the new primary school textbooks for 2014:

“É que assim, ó, todo final do ano os professores escolhem pro ano seguinte, então como a escola tem rodízio de professores ACTs, ano passado era o professor _____, esse ano sou eu, e ano que vem vai ser outro, né, então eu já dei uma olhada nos livros do Fundamental 2 pro ano que vem. O que eu achei interessante, eu selecionei, né” (Teacher Luíza, from School 3).

The professional situation of non-tenure teachers is a matter of concern and, therefore, may be subject to controversy. Although very cautiously, it can be assumed that, with this rotation, teachers may be generally less motivated to choose the textbook than their tenure counterparts, because there may be no natural expectation that they will be using it themselves the next year, and, hence, they may not be directly affected by the choices they make.

During the interview, Luíza had some textbooks lying on her table, from two different secondary school collections: the *Globetrekker* and the *Upgrade*. For her, the two collections are pretty much the same. She told she has worked with one of them in the previous year, and the other one is new. Luíza could not explain why there were two collections for the secondary school at the disposal, for she was not in school by the time the books were selected. She explained that she could make use of both, but the one available to students was the *Globetrekker*. So this was the selected book and the other was just a sample assumingly sent by the editors. According to Luíza, there are various other books in the classroom’s shelf, for consulting.

Regarding the selection for 2014, Luíza narrated that she arrived in school one day and the coordinator showed her the books, asking her to have a look at them. There were two books (but actually there are three in the PNLD textbook guide). Luíza took into account the activities, the texts, the themes underlying them, and the grammar exercises from both books to make her decision. She does not remember the names of the collections. “*Foi tão rápido, que nem me lembro*”, she says. She also did not have access to the PNLD textbook guide of 2014, but told that she is aware of the guide and that she once consulted it in another school.

4.3.4 A brief overview of the collection “Globetrekker”

For the overview of the collection “Globetrekker”, in use in *School 3* for the secondary school, see section 3.3.4, page 52.

4.3.5 The teacher’s view on the book

Luíza makes very little use of the textbook in class: “*muito pouco, quase nada*”. Last year she used to work frequently with texts, translation and interpretation. She had a textbook in use, but the texts, according to her, were not adequate, so she used to bring Xerox copies from other sources to the students. This year, Luíza has been facing more difficulties because the students show general disinterest in class. Students from the evening period, for instance, show resistance in reading, so Luíza tries other activities, such as doing research about places in the internet, working with music or watching films.

Students have their samples of the textbook, but these remain in a shelf, in the back of the English classroom. According to Luíza, they showed no interest when she first presented and distributed the books. “*Eu entreguei o livro pra eles, (...), eles não querem levar o livro pra casa*”, she explained. According to her, there is a book for each student, and they take good care of it, but they put no names in it. Luíza told they did not want to put their names. “*Ele é consumível, tá ali, então a gente usa, mas eles não escrevem no livro*”, Luíza affirmed, referring to the secondary school students. Students from the primary school make use of the book more often: “*Nós escrevemos, eles fazem tradução, os exercícios, tudo ali*”, but both primary and secondary school students prefer not take their books home.

Luíza was not certain on the reason why the acceptance of the textbook is greater in primary school, but she attributes it to the aspect of novelty: younger students are more excited about the English class because it is a new reality for them. From the 8th grade on, students show less interest. “*‘Ah, vamos trabalhar com música’, ‘Ah, vamos trabalhar com filme’, o interesse é por outras coisas, o interesse é outro, sabe*”, she says. Sometimes, she even takes a comic strip out of the book to hand it in to the students, so as not to work with the book and avoid the complaint “*ahhh abrir o livro...*”. Luíza herself prefers to work with the collection *Keep in Mind* (for primary school) than with the collection *Globetrekker*.

When asked about her opinion on this latter collection, and the reason why it is not adequate for her classes, Luíza answered that the texts are too long, the vocabulary is not at the appropriate level and the exercises require a knowledge that students do not have. Regarding the topics, she says some of the texts have interesting topics, others do not. “Domestic violence”, for instance, is a topic that would not raise interest, according

to her. From the *Globetrekker*, Luíza brings to class "*alguma coisa de gramática, muita tirinha, muita história em quadrinhos, né, pra eles poderem se interessar*". When speaking about the activities on the computer lab, she drew on the impossibility of working solely with the book: "*Na verdade tu tem que usar esses instrumentos, sabe, porque se não tu não consegue*". Therefore, Luíza believes that the textbook is not enough and does not meet her needs.

Regarding the teacher's book, Luíza does not make use of it. She affirmed she has not read it this year. In the previous year, she had a look at the teacher's book from another collection and was aware that it gives suggestions for the teachers. When talking about the teacher's book, Luíza instantly recapped the group of English teachers that used to meet up and share experiences some years ago, which would have this same role of guidance for her: "*Esse curso que eu fazia era muito bom, porque nós trocávamos, sabe, sugestões: 'ah, eu apliquei tal coisa, tal atividade'*". Nowadays, Luíza does not have this sort of experience. Her observation highlights the importance of teachers' interaction.

As she does not make much use of the textbook in school, the activities Luíza proposes in class are taken from other textbooks and other materials that she has at home, including from this previous teaching meetings. When asked if she had once used a textbook she actually liked, Luíza admitted she does not like to follow a specific book; she would rather pick something interesting here, something interesting there. She told that, nowadays, in primary school, she must follow the textbook's plan, but in secondary school, this does not happen.

In terms of meeting the students' own context and reality, regarding the themes proposed in the book, Luíza answered that it accounts partially for their reality. She

gave the example of a unit about internet, which is related to their context, but, according to her, nothing in the book arouses their interest. When asked if it was the content or the material that provoked students' rejection, Luíza affirmed that it was the material, but she finds difficulties in using other instruments too, such as the school computers: *"Pra tu ter uma idéia, quando eu vou pra sala de informática, eles até reclamam 'ah esse programa aqui... ah não-sei-o-que-sabe?'. Gente, é o que nós temos aqui, eu preciso usar essa ferramenta, sabe?"*. She mentioned that she is trying to work, since the beginning of the year, on a video activity where students must create a video clip for a song they have translated, but she still could not conclude it. She did this same activity in another school last year and all the groups produced it successfully. Again, according to Luíza, nothing arises the students' interest in class, except, perhaps, for their cell phones (which is prohibited in class, but students still use it).

Luíza narrated other problems regarding the students' performance in class. They do not produce language. According to Luíza, she has already tried it. In the 7th grade, she taught physical descriptions (weight, color of the hair, etc.) and asked the students to describe themselves. They had all the adjectives at the disposal but could not accomplish it. Luíza attributes this result to the lack of interest and to the difficulty with the language. The cyclical rotation of teachers may also play a role in the lack of a solid learning: *"Quando cheguei aqui, disse assim: 'olha, o professor falava inglês?'. Não. Ele não falava inglês"* and completed: *"Não dá pra falar inglês com eles (...). Até tu sente falta, né"*.

In this scenario, Luíza declares: *"Eu fico amarrada e não saio do lugar"*. Because of this, Luíza finds herself bringing to class random activities without continuity. She made a course plan in the beginning of the year, but could not put it in

practice due to the students' response. The textbook served, partially, as a basis for the course plan: she considered some of its themes and grammar points, especially the cross curricular themes.

According to Luíza, the book is helpful in the sense of selecting these themes and attempting to address them. Although Luíza tries to insert them in class, she argues that any subject is hard to work with. In her course plan, for instance, she had included ethics and cultural plurality, but claimed she could not put it in practice: "*tu vai tentando e aí tu já se desanima, sabe?*", she argued. Anyhow, Luíza told there are moments of discussion in class, when part of the students participate, other does not. She told about an activity that worked in some groups and that was proposed during the period of protests in Brazil, in early June. They were supposed to make their own signs and posters of protest. This opened space for issues like corruption, peace, violence and drugs, but Luíza pointed out she must be careful in the way she approaches these themes, because of the connection to the students' own realities, meaning to avoid creating situations that could be interpreted as confronting, embarrassing or harassing the students.

Luíza recognizes that students do have knowledge and do have a background of their own, but they are not motivated to learn English. Now, she has started a project with *graffiti* in one of her groups. She showed to me a spot in the classroom where a "horrible" board was hanging before. The board was removed and they had the idea of doing a *graffiti* in its place. One of the students drew the sketch and the teacher proposed that it should be related to Education, with vocabulary in English. They also intend to work outdoors, in one of the school walls. Luíza is feeling positive about the project because it is something that is engaging the students. According to her, the

group has made some research about *graffiti* in the internet and has also touched on the issue of *graffiti* being a form of art, distinct from vandalism. The material for the painting will be bought by the school. Out of this critical scenario that Luíza has described in her interview, she seems to have found a way to approach students' interest: "*Eu tenho um aluno na 8ª série que não faz nada, mas ele desenha, entendeu? Então, claro, o interesse deles é outro*". Recognizing these other abilities may be a way of engaging students to learn.

4.3.6 The textbook in use: classroom reports

To complement what was discussed in the interview and to see, in practice, how the teacher makes use of the PNLD textbook, some of Luíza's classes were observed. The classes took place in October, 2013, and were conducted with the second and the third year groups in the evening period. They alternate the English classes in the same evening, but sometimes the two groups work together, as the number of students is very small. A few summarizing points from the classes observed, with focus on the use of textbook (or its lack), are presented below. The full report of the classes can be found in the Appendix.

On October the 8th, there was no specific theme in class. The topics involved were: vocabulary related to (1) super heroes, (2) utilities and (3) trees. The activities proposed were taken from a book of English games and activities, and consisted of cross-words and word search. Copies of the activities were distributed to each student and they were encouraged to use the dictionary. There was no contextualization or sequence in the topics involved. Class may have been designed this way due to the

nature of its routine: students were not in class on time and they arrived in different moments, making it difficult for the teacher to work with anything that involves a sequence, as there are constant interruptions. The topics of the activities were connected to the students' reality in a way, as they are familiar with superheroes, house utilities, and nature (though some superheroes were probably unknown). The main problem was the lack of significance and coherence among the topics. Nevertheless, students accepted the activities well and were overall very cooperative. The textbook was only used when a student finished the activities earlier than the others and the teacher came up with an extra activity for her, from the book. Right at the end of class, the activity was extended to the other students. The textbook seemed useful in this manner: as a second option or a "card in the sleeve", but it seems to be used randomly. Cross-curricular themes were absent in this class.

On October the 16th, the teacher brought a film to class. It was an American comedy about family issues, but the theme was not discussed in any other ways apart from the film itself. The film was watched in Portuguese with English subtitles. Apparently, there was no further purpose besides getting students entertained with a cultural product of an English-speaking country; and possibly making them recognize vocabulary and terms in English. In relation to the connection of the theme to the students' context, the family in the film did not have much in common with the students' own family lives, as it consisted of a traditional American upper-middle class family with conflicts there are overall different from theirs. Anyhow, they could make comparisons between the two different realities. Students accepted the activity proposed (the film) but were overall passive. It bared no relation to the textbook. The book only appeared when the teacher decided to carry out a plan B, as there were technical

problems in the video room in the beginning of the class. However, the textbook was not necessary, as they were able to watch the film, but if plan B was carried on, it would consist of the continuation of the activity from the previous class – unrelated to the topic of the film or to the topics of the previous class. Cross-curricular themes were also absent in this class.

5. FINAL REMARKS

In the three distinct situations presented in this study, points of difference and similarity regarding the way the teachers incorporate the English textbook into their classrooms could be found. The results are recapped below, followed by a discussion based on this study's research questions, in the attempt to draw a few conclusions.

The first teacher interviewed was **Clara**, who holds a master degree and has been working as a teacher for nineteen years. By the time this study was conducted, Clara was the only English teacher at school, working with sixteen groups. She likes that students follow her own method but misses exchanging experiences with other teachers. Clara did not participate in the selection of the textbook in use; it was another English teacher who did. She makes frequent use of the textbook, but is also constantly bringing additional material to class. Through her talk and the observation of her practice, the following aspects regarding the textbook in use could be perceived as being positive in her view: the textbook is a support; it brings interesting themes and accessible texts; it establishes a routine; the teacher's book gives profitable suggestions; the students like to possess the book; it is near the students' reality and it is helpful in approaching cross-curricular themes. As for negative aspects, the teacher highlighted that its language does not correspond to the students' level and that the number of units and contents are excessive to the limited number of class hours. She recognizes the textbook as a support that makes her work easier, but does not rely only on it - for Clara, introducing other materials in the classroom is not only important but necessary.

The second teacher interviewed, **Pedro**, works as a teacher for fourteen years and is currently studying in the university for a second undergraduate degree (he first

majored in Letras – English/Portuguese). He has other English teacher colleagues in the school though he was not participating in their regular meetings by the time this study was conducted. Pedro was teaching for twelve groups, all at the secondary level, including groups from the *Ensino Médio Inovador* (EMI), for which teachers are given more time to plan. He participated in the selection of the textbook in use, which was chosen through a consensus with another teacher, and affirmed that he was pleased with the choice. The following aspects regarding the textbook in use could be perceived as positive through the teacher's talk: the textbook is the basis of his work; it presents good grammar and themes; it meets his needs as a teacher (though it is understandable, according to Pedro, that it does not meet *all* his needs); and its topics are overall adequate for the students. The only negative aspect underlying Pedro's talk was that some of the themes in the book produce distancing when it comes to the students' interest. The textbook has a central role in Pedro's classes, but he acknowledges the role of the teacher in filling in whatever may be lacking in the textbook, giving special attention to grammar.

The third teacher interviewed, **Luiza**, is also graduated in Letras English/Portuguese and has been working as a teacher for twenty-seven years. By the time this study was conducted, Luiza worked for the state in a temporary basis (ACT), moving from school to school every year. She was the only English teacher in the current school, working with thirteen groups. She affirmed to have been facing health problems and stress. Due to her condition as a temporary teacher, Luíza did not participate in the selection of the textbook in use. Her talk and the observation of her practice indicated that the textbook is rarely used in class. Luíza attributed this to the lack of interest from the students but also affirmed it is her preference to work with

diverse materials rather than follow a specific textbook. The positive aspects raised by the teacher regarding the textbook in use was that: it can be used to approach some grammar points and texts like comic strips; and it is helpful to prepare the course plan (and selecting themes). As for negative aspects, Luíza pointed out that: the texts are too long; the vocabulary and exercises are not at an appropriate level for her students; not all themes are interesting; students reject the textbook; and it accounts only partially for their reality. From the talk and the observation, it can be assumed that in Luíza's classes, the textbook does not play a significant role, being generally kept in the bookshelf.

Having recapped the three situations, I shall now attempt to answer the four research questions posed in the study.

1) *Did the teachers involved in this study participate in the selection of the textbook being used?*

Only one of them did (Pedro). The reasons for not participating, in the case of the other two were 1) the teacher was hired in a temporary basis (Luíza) and 2) the teacher was not called to participate and the decision was left to another colleague (Clara). According to the presentation of the PNLD, not only the teachers alone, but also the pedagogical team of the school should be responsible for choosing, among the collections approved, that which is the most suitable, taking into consideration the school's political-pedagogical project and the students' needs. In none of the situations, however, the teachers referred to the selection being carried out by a collective team. Also, the non-participation in the selection by the teachers might diminish their interest on the book and their identification with it.

2) *What aspects were involved within the selection process?*

According to the three reports, teachers are notified by the school's coordination for the selection, though a flaw could be perceived in the case of Clara, as she was not called to participate. For the selection process, the PNLD does not assume that schools will have access to samples of the textbooks approved, but rather indicates the reading of the textbook guide which contains a review of each collection. However, in all situations, samples of the textbooks were present in the selection, assumingly sent by the editors, and seemed to have a much decisive role in the process than the PNLD guide. As only one teacher (Pedro) took part in the selection of 2012, I also take into consideration here the selection of 2014 for the primary school years, as Clara and Luíza narrated their participation in this process – which can be equally regarded for the purpose of this discussion.

The textbooks were analyzed by the teachers considering: the layout, the texts, the grammatical content, the division of the sections and the themes. The PNLD textbook guide was only considered by one teacher (Clara), who also reported having checked the collections' websites at home in order to make a more informed decision. The visual part of the book and the topics proposed (whether they were “interesting”) seemed to be determinant for the decision of all participants and no reference to the school's political-pedagogical project and the social-cultural reality of the institution – factors that should be considered according to the PNLD presentation – was made.

According to Vilaça (2010), the selection of textbooks seeks to verify the suitability of the book under analysis for the specific teaching context and its characteristics. He draws attention to the fact that very commonly this type of pre-use

evaluation happens in an impressionistic manner, “based on the opinion and intuition of the teacher after a brief and superficial contact with the material”, as in a simple flip through the pages, meaning that “there is no systematic use of principles, criteria and assessment instruments” (p. 72, my translation). The author explains that this type of impressionistic evaluation is generally justified by the experience of the teacher and, in this manner, can suffer a strong influence of beliefs. The responses in this study suggest that the teachers relied on this kind of personal impression when selecting the PNLD textbooks.

The short notice in which schools are demanded to analyze and select the books by the PNLD is another aggravating factor to the selection process. This can be the reason why Clara did not take part in the selection of 2012 in her school and also why Luíza did not remember the title of the collection she has chosen for 2014 (“*foi tão rápido, que nem lembro o nome*”, she said). Added to this, it is the generally excessive workload of the teachers, which hampers a more informed and systematic decision.

In the case of Luíza, a lack of commitment in the selection can be attributed to the fact that she was hired in a temporary basis (ACT) and had no guarantee of continuing in the same school in the following year. The teachers’ turnover hinders consistent decisions in terms of selecting the most appropriate textbook and also in terms of planning. This is especially critical when we consider the microdata of the Education Census in Florianópolis 2012, which shows that near 50% of the public school teachers in the city are temporary teachers. That is to say, the perspective ahead seems to be particularly challenging.

3) *Are the textbook's theoretical-methodological assumptions in accordance with the teacher's own practice and theoretical orientations?*

Due to the nature, scope and time availability of this investigation, the answer to this question has a tentative characteristic, as only one interview and a few classroom observations were conducted and could not account for the teachers' practice and theoretical orientations in their totality. Even so, the results give some indication that the textbooks' assumptions may not be in accordance with the teachers' beliefs and theoretical orientations. One of the teachers, for instance, seems to hold a strong structural view of language which is inconsistent with the PNLD proposal and the textbook's general orientation. Another teacher seems to agree partially with the textbook's view; she explores the different abilities and follows some of the textbook's guidelines. The third teacher does not identify herself with the book and rarely makes use of it. What seems most evident is that the teachers' choice on the textbook is based more upon pragmatic or utilitarian reasons (what suits better in terms of topics, grammar, layout, etc.) than on reasons of a theoretical-methodological nature (adequate concept of language, language teaching and learning, etc.).

Another discussion that is relevant here is the one proposed by Tilio (2008) when he points out that the textbook must not be seen as an absolute truth. None of the teachers in this study affirmed to follow the textbook *ipsis literis*, and they differ in the amount of use (ranging from using the book every class and using it almost never). Some of their practices, however, indicate that the book forms the basis of the teaching work, signaling the contents and the way the contents are to be taught. In one of the cases in this study, the textbook seems to be the only reference in class (except for occasional extra exercises). In this sense, Tilio (2008) calls attention to the dictatorship

of the textbook: “The function of the textbook should be to serve as a tool that assists the teaching of the program content, and not act as the program itself, dictating everything that should or should not be taught” (p. 124, my translation). Tilio corroborates other authors in the argument that teachers are often led by the books even if they clash with their personal convictions, canceling their voices before the textbook (Grigoletto, 1999a, as cited in Tilio, 2008) which assumes the character of “criterion of truth” on the subject taught (Freitag et al., 1997, as cited in Tilio, 2008). Teachers and students must have it clear that the textbook is not the only truth in class.

4) *How do the teachers approach specific issues or topics covered by the textbook, especially regarding the cross-curricular themes proposed by the Parâmetros Curriculares Nacionais (PCN, 1998) and the social-cultural setting they are inserted in?*

This question cannot be answered in a conclusive manner either, due to the few number of classes observed. Nevertheless, the interviews and observations indicate the following attitudes from each of the participant teachers: Clara sees the importance in addressing cross-curricular themes, but argues that there must be an external motivation for it, like an official date or a recent event connected to it; Pedro only addresses these themes as they appear in the book (underlying the texts, mainly). He seems not to go further than what is there in the text and in the post-reading activities. The themes are not his focus – this is evident as he opens the units with the grammar section; and Luíza recognizes the importance of the cross-curricular themes and includes them in her course plan (according to the themes proposed in the textbook), but she reported difficulties in dealing with any topics with her students, so the themes are overall absent in class. All the three teachers pointed out that some themes are delicate to deal with

because of the proximity to the students' reality, like the issue of bulimia, cited by Clara, or the issue of drugs and violence, cited by Luíza. They argued that they need caution in approaching them. This signals that teachers may not be receiving adequate preparation to deal with such issues that they consider delicate but that are of great relevance in the classroom.

When proposing the cross-curricular themes, the textbooks from the PNLD generally instigate a discussion over the issue, as, for instance, in the reflexive questions that open the units. According to Yano (2005), it is not enough to expose students to the diversity of themes, but there must be a space for reflection on the topic proposed, so that students can form their own opinion with autonomy. Two of the teachers reported that this debate is present in class, and students are free to express their opinion. The other teacher, however, told that students do not have the habit to participate in discussions in class. The themes are there but only as a background for the teaching of linguistic items and reading comprehension. In relation to this, Tilio (2008) points out that students' contribution to knowledge should not be ignored in class. Students are capable of reasoning and drawing their own conclusions, and they come to class carrying knowledge: "This knowledge should be used when constructing a new knowledge, and not ignored in the name of the authority of the textbook", he affirms (p. 124, my translation).

In general terms, the availability of the PNLD textbooks for the English language classes was positive at least in two of the cases investigated. In the third case, that of the temporary teacher, the textbook was rejected for both teacher and students due to lack of interest (but this could also be true for any teaching materials). As for its appropriation by the teachers and their practice in general, some points of limitation in

common were identified. The teachers expressed the need for specific teaching education on English language teaching. They do not share experiences about their work and this teaching in isolation restrains the possibilities of renewing and questioning their practice. Also, as they are in charge of too many groups, the teachers face a clear lack of time to plan and to explore their classes in more favorable ways. Unfamiliarity with the PNLD guide and other educational guidelines was also perceived. Regarding the cross-curricular themes, the participants claim that they are relevant, but they seem not as present in class as they could be and the focus on language structure seems still salient in the contexts investigated.

5.1 Limitations of the study and suggestions for further research

This study attempted to present a scenario of the use of the PNLD textbook by English teachers in public schools and was limited to the scope of three schools and three teachers who agreed to take part in this research. It did not attempt to close or draw generalized conclusions on the subject and was limited to the possibilities and time constraints of a TCC. For a more in-depth account of the contexts analyzed, more classroom observation would have to be conducted.

Further research could be carried out exploring new contexts (other schools and other teachers) in order to complement this study. A wider range of instruments could be used too, such as teachers' journals, stimulated recall protocols and lesson plans. Future studies could also add to their findings the learner's view on the textbook in use, as the present study was restrained to the teachers' perspective.

5.2 Pedagogical Implications

This study has implications for the teaching education in the area of foreign language and may also be useful for in-service teachers, as it instigates the reflection upon their practices and the appropriation of textbooks. The process of evaluation and adaptation of textbooks is complex and correspond to one of the competences that teachers must develop. This process is now a reality in the public school EFL classrooms in Brazil with the expansion of the PNLD program. In this sense, it is important to address these issues in courses of teaching education – whether for student-teachers in the university or for in-service teachers. They should be able to understand the potentialities and limitations of didactic materials, especially the textbook, not only because of the PNLD program but also because, as Vilaça (2010) points out, “despite all the advances and changes that technology has provided, the textbook is still the most used type of material in the classroom” (p. 76, my translation), and therefore can be a source of great influence in the teachers’ practices, one that should be approached in an informed and purposeful manner.

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APPENDIX

CLASSROOM REPORTS

REPORT 1

School: *School 1*

Teacher: Clara

Group: 3rd year

Date: 02/10/2013

Time: 14:00 to 14:45

Students were already in class when the teacher arrived. There were eleven students in class and I noticed, from the start, that there was a good interaction between the teacher and the students. This class opened the 4th school bimester, as announced by the teacher. She gave some other announcements in Portuguese regarding the class council. Some students are going to be called to talk with the school's supervisor, but in general the group was well evaluated. She talked about grades and evaluation, asking students to be careful in this last bimester, so as to finish school and graduate without worry. The teacher was very playful with the students; they seemed to get along fine and talked openly. They discussed about the school's sport championship which is approaching and the teacher continued to give announcements. She told that this month they will have Halloween and that they will be talking about its origins in class. On the 31th, if they come dressed up in school, they will get one point in their grades. The school will be decorated with the lead of the Arts teachers and there will be a party in the evening, organized by the students union. "*A gente nunca faz nada, quando faz, vamos aproveitar, né?*", said the teacher, encouraging students to participate. They continued talking about other issues: the organization of the graduation event, the pictures, their final year trip and the color of their sport championship's T-Shirt, which the teacher seems to be responsible of providing. She seemed to be the sponsor of the group. Finally, they came into agreements and the teacher gave one last announcement about an ecological trekking that is being planned with the involvement of other teachers.

After this first moment, the teacher did the roll call. She recapped what was done in the previous class, related to the grammar topic of the textbook, section "structure", page 89. Students instantly opened their books, but not all of them. The teacher asked to one of those who did not open their books: "*Cadê teu livro?*". The student answered "*Esqueci.*" and the teacher replied "*Ah, tira 10 em matemática, mas esquece o livro de inglês?*". She erased the board and asked if the students had already enrolled in the university's entrance examination (Vestibular). Some of them answered positively. So the teacher moved to the textbook. The students argued that they had seen the grammar topic last class (concerning *indirect speech*) but that they hadn't done the exercise on

that page yet, so the teacher said they were going to do it together. Playfully and speaking very loud, she told them not to be lazy. The instruction of the exercise said “*Passe para o discurso indireto*”. She quickly wrote the first answer of the exercise on the board: 1. “What time is it? She said to her friend” → “She asked her friend what time it was”, explaining how she came to that solution. Then, she wrote the second answer too, calling for their help to construct the sentence. They were quiet and seemed to be paying attention, but they did not participate actively in the construction of the answer, so the teacher concluded it by herself and asked students to do the rest of the exercise individually (there were four sentences to be put in the indirect speech). Two students who did not have the textbook, assuming that they had forgotten them at home, got together in pairs to work with their colleagues. The teacher stood up from her desk and moved around the classroom to help students.

Very quickly, she started correcting the exercises. Now the students participated more. The teacher asked, step by step, how to build the answer, making questions in Portuguese about the language structure, and the students replied. She gave some grammar explanations and tips in the form of revision, assuming that students should know about those issues already. All the correct answers from the six sentences were written on the board by the teacher. Everyone was copying them, some in their notebooks and others in their own textbooks; only one student was not copying. The teacher noticed it and told the student that he would better note down the answers somewhere and demanded that he did it at that exact moment. She asked if he would “wake up” only in December, and argued that there is no more time to loose, referring to the final grades. The student opened his book, but he did not write down anything. “E o _____ não fez nada na aula de inglês, que fique bem claro. Que vergonha”, said the teacher out loud. The student replied that he would copy the answers during the break.

Then, they moved to another activity from page 90 of the textbook. The instructions were: “*Look at this cartoon [there was a short cartoon of a madam and her new chauffeur inside a car] and relate the dialogue as you complete the following sentences*”. The teacher gave some short comments about the cartoon prior to its reading and acknowledged the word “chauffeurs”, which is a French word and should, therefore, be pronounced in French. Therefore, she pronounced it with a French accent and told students to repeat it, in a cheerful manner. Then, she read the dialogue out loud: *What is your name / It is Charles, madam. / I always address my chauffeurs by their last name. What is it? / It is Darling, madam. / Drive on, Charles*. She made a comment about how some people have funny last names, as in the case of the character Charles in the cartoon. The woman would not call her chauffeur “Darling”, she explained. Students did not make any comments or expressed any doubts. Quickly, they moved to the second part of the activity, which was to complete sentences in the indirect speech, related to the dialogue. The teacher completed the first two sentences out of six on the board and told: “*o resto é com vocês*”, following the same procedure from the first exercise. Again, she told them not to be lazy. Then, she pointed out, for those who may still have been “lost” in the subject of direct and indirect speech, that on page 203 from

the textbook there was an explanation, on section *Minigrammar*. She said this page is great to be consulted during the English test.

While the teacher gave them some time to do the activity, she started a conversation by asking which of them were taking preparation courses for the Vestibular. Three of them raised their hands and they started talking about the Vestibular again. I noticed that some students were participating in the conversation instead of working on the activity. The teacher went to one of the student's desk and gave some guidance. Meanwhile, some students were still talking about the Vestibular and I heard one of them asking to the other: "*Vais fazer inglês ou espanhol?*", referring to the foreign language part of the examination. One minute later, the teacher started correcting the sentences on the board.

Finally, they moved to another activity of the same type. On page 91, there was a new cartoon and the teacher read it quickly: *Mom, does God use our bathroom? / No, darling. Why do you ask? / Well, every morning Dad bangs on the door and shouts, "Oh God, are you still in there?"*. Some students laughed with the cartoon; an indication that they had understood it. Apparently, it was assumed that they all understood what was being said in the activity. Sometimes the teacher translated the sentences, to guide students in the accomplishment of the exercises. The alarm rang, announcing that the class was over before they were able to finish the task. The teacher told they would be concluding it next week.

REPORT 2

School: *School 1*

Teacher: Clara

Group: 3rd year

Date: 31/10/2013

Time: 13:15 to 14:00

The teacher came in to class dressed up in black, wearing an ugly mask that covered her whole face and walking slowly, holding a cauldron. It was Halloween day. As there were not many students in class yet, she stood at the door with her costume, waiting for the group to arrive. It was 13:15 and this was the first class of the afternoon period. When students came in, some of them asked "*É a Clara?!*", looking at the person at the door and then recognizing their teacher. After a short while, they arrived and the teacher took out her mask saying "Good afternoon" with a smile and asking them to sit down in English.

She waited for the students to get organized and announced, in Portuguese, that this day they were going to answer a questionnaire related to the interpretation of a video they had watched in the previous class. She suggested that they did it in pairs and they all agreed. So she distributed the handout containing the questions and students were supposed to write down their answer in another paper, in Portuguese (the teacher was going to reuse the handout with other groups). The video was entitled "A

Verdadeira História do Halloween”, a documentary from History Channel that she found on *youtube* in a dubbed version. Students watched it in Portuguese, in the school’s video room, two days before. Questions were:

- 1) *Como, quando e por quem se deu a origem do Halloween?;*
- 2) *Quais os principais exemplos da simbologia desta data?;*
- 3) *A Lemuria, transformação das festas pagãs, foi adaptada pelos cristãos. Qual a modificação feita pela igreja católica dentro do calendário?;*
- 4) *Como se deu a origem do “Doces ou Travessuras” na época medieval, na idade média e na era moderna?;*
- 5) *No Halloween moderno, várias lendas surgiram. Defina Jack-o-Lantern, Guide Fawks e o Bicho Papão.*

Instructions were clear and students started working, but not without chatting with each other. The teacher reminded that they must hand in the answers in the end of this class. “*Muita conversa, pouca ação*”, she said, calling the students attention. She did so in a playful, but firm tone, and the interaction between her and the group seemed very positive, just as in the other class. While they were working, the teacher solved some doubts expressed by the students out loud. Then, she asked if they were going to dress up for Halloween too, as there was only one student dressed up in class. The idea proposed by the teacher in advance was that everyone who came to school dressed up in costume this day would get an extra point in their English grade. They replied that they were going to dress up later and the teacher told that a photographer was going to be in School during the afternoon break to take photos of the group, and there would be music too, so they should be ready by then.

The teacher announced, in the sequence, that she would post the documentary in their *facebook* page for those who did not watch the complete video or that wished to watch it again (the class has a facebook group to arrange their graduation, and the teacher makes use of it to post material related to class). Then, she did the roll call. There were at the moment fifteen students in class.

Right after that, the photographer that was just mentioned came at the door. He was told to wait and it was agreed that students were going to dress up during the second class to take the photo downstairs. From time to time, the teacher called students’ attention to work, because they were generally dispersed. Some students who were near her were constantly speaking to her too. Another student came in and she was already dressed up with makeup. The teacher greeted her with excitement and the student felt a bit uncomfortable when she saw that almost nobody was dressed up yet. However, she was soon chilled out and got together with a pair of students to work.

While students were working, the teacher put the mask again a couple of times. The room had the image of a ghost, a bat and a witch hat glued on the front wall. All the school was decorated and there were posters made by students around the halls, signaling that this day was “Halloween – Fantasy Day”. When students finished the questionnaire, they went to the teacher’s desk to hand in the answers. Those who finished could leave the room to get dressed. The others kept working and solving doubts with the teacher, who was always ready to assist them, without giving ready

answers. Apparently, most students seemed to have agreed on the task of dressing up and accepted it fine. The class had a soft atmosphere. When the alarm rang, students finished their works and handed in the questionnaires. Class was finished.

REPORT 3

School: *School 2*

Teacher: Pedro

Group: 3rd year

Date: 21/10/2013

Time: 13:30 to 14:15

When the teacher came in, students were chatting. There were around 16 students in class. The teacher sat on his desk and started the roll call, making his presence noticed. Students talked lower while answering the roll call and they answered it in Portuguese. Then, the teacher went towards a shelf on the other side of the room and picked up some textbooks from there. He started distributing the textbooks, calling out the students' names. The relationship between the teacher and the students seemed a bit cold, but respectful. Each student stood up and went to the front of the room to get the book when their names were called. This seemed to be a routine, since everyone's movements were very natural. The textbook was the third volume of the collection "Globetrekker" and every student received one copy with their names written on it. The books were taken and laid by the students on their desks. The student next to me started browsing the textbook randomly and a girl next to him was using it as a fan, because of the heat. When the teacher finished the distribution, he immediately asked the students to open their books to page 116, addressing them in Portuguese and writing "pg. 116" on the board. The students opened their books on the page indicated and the teacher showed that there was a text on one page and an activity on the other, which they were supposed to do. The activity was from the section "Reading 1". The teacher read the rubrics out loud: "*On the next page is a real story that happened to the author of this book. Read the text and then choose the option below that best summarizes it*". He told them to have a quick read on the text to do the activity. Students did not express any doubts and started reading the text in silence (most students did). The text was a message in an assumed online forum. It was a personal report about a day when the author was at a hotel lounge and a poor girl of 8 came offering candies and insisting to sell them, and ended up asking to access her *Orkut* page on his laptop, making him impressed with the fact that she had an *orkut* page and could make use of it. The text seemed recent because icons like "share on twitter" or "compartilhar no FB" appeared on its left side. It was situated in the beginning of a unit called "Digital Literacy", which was being opened in class this day. Before the "Reading 1" activity, in the textbook, there was the "Speak your mind" section, which was not used. This section proposes the

students to look at a photo of two homeless people, one of them using a laptop, and to discuss the following questions with their classmates: a) *Who are the people in the picture?*; b) *it is common to see these people using computers?* This would be an interesting pre-reading discussion, but did not happen in class.

“*Sublinhem as palavras que vocês acham mais difíceis*”, suggested the teacher, and then he left the room for some reason. When he came back, he asked “*vamos corrigir?*” and shushed the students that were chatting loudly. “*Na número 1: A, B, ou C?*”, he asked. “*C*”, answered a student. The teacher asked why. He discussed the answer with the students who were participating in terms of meaning and translating it to Portuguese. He would start translating the sentence and then let the students continue. They agreed that letter C was not the correct answers and another student gave the correct one: “*É a B*”. The teacher agreed and asked the meaning of some terms in English, which appear in the text. Some students replied. Then, the teacher pointed out the presence of the social network *Orkut* in the story and made a comment on the text being outdated, because today hardly anyone uses *Orkut*, but some years ago it was very popular, like *Facebook* is today. There was no further discussion about the text.

They moved to a second activity and the rubrics were read again by the teacher: “*Choose the best alternative to answer the questions*”. The activity was one of reading comprehension with focus on specific information from the text. Students were working while the teacher remained on his desk. A student came to the desk to solve a doubt on vocabulary. He answered her and then wrote the word on the board, to check the comprehension of the others and eliciting the meaning from them. The word was “*de-energized*”. The teacher came back to his desk, telling the group to work and shushing students from time to time because they kept chatting. Later on, he wrote another word on the board: “*pushy*”, and asked if students knew its meaning. He guided them to the answer. Then, a couple of minutes later, he asked: “*Terminaram?*”. Some students said yes, but not all of them, so he let them work for another two minutes. To correct the activity, the teacher read the sentence from the book and the students completed with the right answer among the options given (e.g.: *We can say that, at the beginning of the text, the author felt.... tired.*). Only a few students were participating and I noticed that the student next to me did not complete the activity. The answers were not marked in his book, though he could have copied them from the board.

After the activity was corrected, the teacher announced they were going to read the text now. First, he made a comment on the layout of the text, telling that, as students could see, the page is mimicking a page from *Orkut*. Some students replied that it did not look very much alike, but the teacher argued that it could not look much alike, but it attempted to remind the reader of it, with the links and all. Then, he acknowledged that there would not be enough time to read all the text today, but that he would start with the first paragraphs. He read the first paragraph out loud and then checked students’ comprehension by asking the meaning of the terms in Portuguese and translating the passage step by step. Some students were following the reading, others were not. Those who were reading interacted with the teacher by answering his questions and showing

that they had understood what was written; the others were apparently not paying attention.

When the alarm was about to ring, the teacher told they were going to continue with the reading next class. They all put their books back to the shelf and the class ended.

REPORT 4

School: *School 2*

Teacher: Pedro

Group: 3rd year

Date: 22/10/2013

Time: 15:00 to 15:45

The teacher came to class, sat on his desk and did the roll call, as in the previews day. He spent some time erasing the board and students were chatting in the meanwhile. Then, he opened the shelf, took the textbooks out, the same from last class, and started distributing the books calling out the students' names. Some students helped distributing the books among their classmates. "*Vamo lá, continuando de ontem*", the teacher said after everyone received their books. He shushed the students and wrote "p. 117" on the board. They opened their book on that page and continued reading the text "*Compra uma balinha, vai?*" from the previous class.

The teacher read the text out loud, starting in the middle of it and acknowledging that this part was already seen last class. He recapped what was going on in the text, eliciting the events from the students. Some of them participated, mainly one student in the front. Then, they continued until the last part of the text, which was not read yet. First, the teacher would read a passage in English and then translate it into Portuguese with the students' help. He interacted with them by asking to complete the information he started, e.g.: "*Quando ela entrou na página dela, ele viu que tinha...?*", and the students answered "*fotos, scraps*", or "*She took a quick look. Ela olhou....?*", they answered: "*rapidamente*".

Then, they moved to activity 3, which was a post-reading activity. The teacher told they could do it quickly, because it required personal answers. He read the rubrics and the questions out loud. Students were supposed to write their answers and share them afterwards. Rubrics were: *Refer to the personal account above and discuss these questions with your classmates: a) The author initially felt annoyed and threatened by the girl's presence. Do you think this is natural? How would you have felt? Why?; b) We can say that the author learned a few lessons with this episode. Can you think of any lesson?; c) Considering this girl's age, we can say she is a "digital native", but would you say she is "digitally literate"? Explain.* The teacher wrote some words that they

might not understand on the board to check comprehension; these were “annoyed” and “threatened”. Though students were supposed to be working, the amount of noise in the classroom did not change: most of them were chatting.

“*Terminaram?*”, asked the teacher after a while and said “*vamos corrigir*”. They translated the questions and some students shared their answers (only those who were participating, in the front). Regarding one lesson that the author learned with the episode, they agreed that it was “not to judge the book from its cover”, that is, that appearance does not say much. On the other hand we have people that have computers at home but cannot even use it, said the teacher. About this issue, a student narrated an episode about indigenous kids that were selling collars and would spend all the money they got in the “lan house”. Concerning the question on whether the girl could be considered digitally literate, they agreed that she could not, because although the girl could have access to *orkut*, she did not even know how to type her own name on a blank page. Finally, the teacher asked if they had any doubts about this and they did not express any.

Then, he guided the students to another activity, telling that they were going to come back a little in the textbook. They moved to page 113 quickly and the teacher asked them to do activity 3 (he wrote it on the board). The teacher explained what was to be done and was open to solve students’ doubts on vocabulary. The rubrics were: “*Insert the commas in these sentences whenever necessary*”. E.g. “*a) Tom who is a high achiever loves breaking school rules.*” Correct answer: “Tom, who is a high achiever, loves breaking school rules”. This was from the “Further Practice” section of the previous unit. The grammar topic was relative clauses and the theme was rules and regulations. Many students were not doing the activity, showing a careless posture, and it was not possible to say if they were learning and were able to do what was being demanded. The teacher remained on his desk. Five minutes later, they did the correction. The teacher elicited the answers from the students and wrote them on the board, solving the doubts that came up. Not many students were participating. Then, class was finished and the students returned their books before they went to their school break.

REPORT 5

School: *School 3*

Teacher: Luíza

Groups: 2nd and 3rd year

Date: 08/10/2013

Time: 18:50 to 21:00

Conversation prior to the class:

Before the class started, I got to talk with the teacher and I found out that she was feeling a bit ill but did not want to miss the class. She had a strong headache and said that she was feeling stressed. This has been the hardest year for her in school, she said.

I learned that in the evening there are very few students in school – around five in each group (2nd and 3rd year), because high school will no longer be offered in this period. They all work during the day and, because of this, some of them never arrive in class on time and they are generally tired. Many of them often miss the class too.

I had the chance to have a look at her material before the class started. The three activities she had prepared for this day were copies from a small crossword book with lots of varied activities to exercise the English language. We talked about the other types of activities she develops in class. She mentioned the cartoons; some of them were hanging on the classroom walls. They were adapted from the textbook *Keep in Mind*, from primary school: the teacher read the conversation/dialogue from the book (because *they* don't read, she said), the students translated it, and then they transformed it into a cartoon of their own. They could do it in the computer, but according to the teacher, they prefer to draw, because the computers do not have the programs they want. She also mentioned that sometimes they use the computer lab to do some research about a country or something of the sort.

She showed me some other works done on cardboards; only some of them were hanging on the walls, the others were on a shelf. She complained that when a student's work is hanged on the wall, other students go there and scratch it the next day. She is afraid the same will happen with the *graffiti* painting they are planning to do.

This morning, she had worked with two groups together, the 9th and the 3rd year. It was a big group, but they cooperated. They work fine, but not with the textbook – anything but the textbook, she said.

Class observation: 1st period (18:50 to 19:25) - 2nd year group.

Class starts at 18:50 but only at 19:15 a student arrived. According to the teacher, they all work during the day and never arrive at school on time. She greeted the student, asked her to sit close to her and announced that she had brought some varied activities today. The student sat down and start telling some news about a free course that she is planning to attend. She seemed pleased about it, and the teacher showed interest in what she was saying – a sign that there is a good relationship between them.

After that, the teacher moved to the back of the room, where a bookshelf was standing, and took out some dictionaries. She handed the first activity and one dictionary to the student, explaining it in Portuguese. In the handout, there was a word search, the topic of which was *Heroes*, such as Superman, Captain America, etc. The student was supposed to look at the heroes titles and circle them in the word search; a type of activity she is assumed to be familiar with. No context or additional information was given. The student accepted the instruction and seemed willing to work. First, they talked to each other about the other students' absence and had other small talks, then,

the student focused on the task. I noticed that for this first activity, no dictionary was needed, although the teacher has handed one. Indeed, there was not much of language involved in the activity as the task only involved the recognition of letters. After a moment, the teacher asked if she was finding the words. The student replied affirmatively.

Ten minutes later, another student arrived. I learned that she had moved from the morning group to the evening group because she had changed her job (now she works with cosmetics, she said, pleased). Again, the teacher showed interest in hearing her news. Two little girls came in the classroom and started interacting with them and with me as well. The teacher explained to me that they were the daughters of a student from the 3rd year. They come to school with her in the evenings. The two students were doing the activity and talking from time to time. The alarm rang, announcing the end of the first class.

Class observation: 2nd period (19:25 to 20:10) – 3rd year group.

The teacher waited a couple of minutes before the the 3rd year students arrived. Two students came in talking and laughing very playfully. The teacher greeted them and handed in the first activity (the same from the first class). “*Vocês lembram desses heróis?*” asked the teacher, pointing out to their names. “*De alguns?*”, one student replied. Then, they received the instructions and started working. One of them asked if the activity was to be handed back and the teacher answered that this one they could keep but that the next one was going to be handed in and would be worth one point.

Then, another student came in with a cell phone in her hand, telling that the History Teacher had sent her a website link to pass to the 3rd year students, about the deadline for asking exemption in the UFSC entrance examination (vestibular). She was checking it online, through her phone. She read the address out loud and the teacher wrote it down on the board for the students to copy. According to this student, the History Student was telling Luíza to take the 3rd year students to the computer lab on the 3rd class for them to make their registration. A student seemed annoyed by the History Teacher’s proposition: “*Não é bem assim?*”, she said, “*a gente tá fazendo uma atividade?*”, as if the other teacher did not value the English class. The teacher seemed willing to take them to the lab, as she understood the importance of the vestibular, but the student was firm and showed a bit of irony in her reply: “*Vamo lá agora então e amanhã na aula dela eu vou terminar isso aqui?*”. Her reaction may be a sign that she sees the foreign language in equality with the other school subjects.

The student with the cell phone left the room (she was from the 2nd year group) and another one arrived. She sat close to the teacher and asked how she was doing, showing care and awareness that the teacher was going through some health problems. They talked a little about this and the student started working on the word search activity too. One of the other students was trying to have access to the website link through her phone. She seemed to be talking to the History Teacher too. The third student finished the task and was the first one to move to the second activity. “*Esse*

aqui, ele é mais complicado, então tu tens que olhar no dicionário”, warned the teacher. “*Tá*”, the student answers, in a soft mood, and got the dictionary. The activity was a crossword puzzle entitled “In the utility room”. It contained vocabulary related to laundry and other house work, such as vacuum, basket, etc. The student made use of the dictionary and expressed some doubts from time to time, which were promptly answered by the teacher. Then, the teacher went to the other students’ desk to ask if everything was fine and told that each of these activities was going to be worth a grade: one point each (except for the first one). The total of activities would be ten, but they would not be distributed in its totality this day. Only three activities were arranged for today.

At 19:50, another student arrived. After the greetings, she was told to sit down and work. This last student started working on the “Heroes Forever” activity and the teacher told the other two, who were going to take the vestibular, that they should use the third class to go to the computer lab and get the exemption request solved. They argued that they could do it in the school’s office and there was no need to open the lab. Then, the teacher distributed the second activity to them (the crossword “In the utility room”) and moved around the classroom to help. Students were overall quiet: they worked and showed interest, or at least willingness, to complete the tasks. When a student finished, the teacher asked “*Fácil ou difícil?*”. “*Fácil*”, she replied. At 20:05, the alarm rang again, announcing the break.

Class observation: 3rd period (20:20 to 21:05) - 2nd and 3rd year together.

After the break, all the students from the 2nd and 3rd year got together for the English class. There is a total of ten students in class, including four that were absent in the first periods. The two little kids were also in class, accompanied by their mother. They interacted with the students, but did not disturb. As the teacher had told me in advance, she usually puts the two groups together in the third class instead of having the 3rd class with the 2nd year, and the 4th class with the 3rd year. This way, they finish the English subject and can go to the Physical Education class together. Although this is understood to be a regular practice, some students did not seem to know the schools’ schedule grid well yet, as they seemed a bit lost.

Now, as there were more students in class, they sounded louder. The teacher gave the instructions for the activities individually, because the students worked in different paces and arrived in different times throughout the evening. The three activities were: the “Heroes Forever” word search, the “In the utility room” crossword puzzle, and a third one called “All related to trees”, which was a word match with vocabulary in English and Portuguese. Dictionaries were distributed around the classroom and students worked in pairs, interacting in the big group. They were cooperative and the relationship among them seemed respectful. The teacher did not address them in English at anytime.

At a moment, the teacher left the room to check whether the students could use the computer in the school’s office, because they could not do it during the break

(apparently, only two students are taking the Vestibular), and while she was away, students kept working and helping each other in the tasks. When the teacher came back, a student went downstairs to use the computer, but the other one did not want to go, although the teacher insisted.

When a student finished all the three activities, the teacher went to the bookshelf in the back of the room and got a textbook – it was the 2nd year volume of the *Globetrekker* collection – and quickly selected an activity for her. The student was instructed to complete the activity in the textbook with a pencil. She had to match the picture of some musicians with the bands they belong to. After some minutes, she told the teacher that she could not complete the matching, because there were some artists that she did not know. In view of that, the teacher said they were going to do some research in the computer lab, in another class, to find out the answers. She announced again to everyone that there were three activities for today, but that here will be a total of ten, each being worth a point. A student asked for another activity and the teacher handed her another one, but warned that this one would not be worth any grade. She argued that if she gave all activities in one class, those who finished the activities would not come to class the next day.

I noticed that the student who was working with the textbook was not doing anything at the moment. The book was on her desk, but she showed no interest in reopening it by her own. Another student was using the cell phone the whole time. Those who finished the activities started doing something else, such as standing at the window or drawing on the board, but they were not very loud. The teacher was on her table, making notes on who had done the activities and perhaps doing some corrections. When she finished, she handed it back to the students and one of them asked: “*A próxima aula também vai ser assim?*”. “*Não sei...*”, the teacher replied with a tone of mystery (earlier she had made a comment that perhaps they would watch a movie next class). She moved again to the desk of the student who had the textbook and who reaffirmed that she could not complete the task. So the teacher proposed that they all did it together.

She asked the page number to the student while moving to the back of the classroom to get the textbooks. “*Eu vou emprestar um livro pra vocês*”, she said, distributing the textbooks around the class. They opened the book, searching for the specific page. A student could not find the page number and argued: “*não tem página, professora!*”. “*Tem sim, é no meio da página*”, told a colleague. This was a sign that they were not very used to working with the book. As they were about to start the activity, the alarm rang, announcing the end of the class. The teacher seemed disappointed and told they are going to continue it next class. “*Não falem!*”, she said at last.

REPORT 6

School: *School 3*

Teacher: Luíza

Groups: 2nd and 3rd year

Date: 16/10/2013

Time: 18:50 to 21:05

This evening, the English teacher was substituting another teacher and the class was in the video room. She had brought a comedy film for both groups (2nd year and 3rd year) to watch together, and they were joined by the History Teacher. The film was called, in its Brazilian version, “Uma família em apuros”. According to the teacher, this was the second time she was working with film with these two groups this year. It is generally difficult because of time constraints.

At 18:50, we entered the room and the teacher started organizing it. On this same day, the school was delivering the report cards for the third bimester and students were supposed to get them until 19:00. The teacher was afraid that students were not coming. At 19:10, there was only one student in class, but some minutes later, two other students arrived. One of them helped the teacher to put the film on. She told they were going to watch it in English, with subtitles, but they were facing technical problems to make the film run. The teacher seemed a bit anxious about it and exclaimed: “*por favor, por que que eu não vim aqui antes, né?*”, acknowledging the importance of getting things prepared. Meanwhile, students discussed their grades with each other, seeming not much worried about their results.

Later on, other students arrived. It was almost 19:30 when someone came to help with the DVD. As the equipment was not working, and as the first class was already over, the teacher decided to go upstairs to the classroom to have regular classes. She called the 3rd year group and I followed her upstairs, but the students did not come after us. The teacher went immediately to the shelf in the back of the room and took out some textbooks from the collection *Globetrekker*. There were no students in the room yet, but the teacher opened the book and wrote the following note on the board: “exercício pg. 36”. This was the activity that students were about to start in the previous class – a matching activity on the topic of musicians and their respective bands, which, in the textbook, was meant to be a warming-up activity for the topic that was being introduced in the unit.

Before the students arrived in class, the History teacher came up and told that the film was running ok now, so the teacher went back to the video room and when she arrived, students were already watching the film. I noticed that the film was dubbed in Portuguese with subtitles in English, when it could have been the other way around. The teacher noticed it too but they decided to leave it like that. There was no introduction or contextualization for the film; and also no indication of a post-film activity.

During the film, I noticed some conversation between the students. The film was a regular American comedy about a couple that is in charge of taking care of their grandchildren while their daughter is away, but a series of things go wrong in a funny way. It did not seem to raise much interest from the students, but they watched it anyway, though I saw a few students using their cell phones. After the second class,

they had a break, and after the break, only the students from the 2nd year came back to the video room. The 3rd year group went upstairs to have math classes. The ones who came back continued watching the film. Besides the subtitles in English, there was no English use in class, and the teacher did not address them in English at any times. At 21:05 they were dismissed and the film was promptly interrupted. There were no complaints about it and all the students left to take their bus home. I imagined they were not going to finish the film in the next class.