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**The Role of Language Textbooks in the Teaching-Learning
Process from a Social Semiotic Perspective**

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RIO DE JANEIRO

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DEPARTAMENTO DE LETRAS

Especialização em Língua Inglesa

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Monografia apresentada ao Programa de Pós-Graduação em Letras da PUC-Rio
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Abstract

This investigation aimed at interpreting the discourses of three EFL teachers in order to better understand the role of language textbooks in the teaching-learning process from a social semiotic perspective. As theoretical framework, I resorted to the Systemic Functional Linguistics (Halliday and Hasan, 1989; Halliday, 2004) and to Vygotsky's sociocultural theory (1932). In line with Vygotsky's theory and complementary to it, my research is also grounded on Halliday's theory of language learning (2004). Although Vygotsky and Halliday come from different backgrounds, their theories are compatible and complementary when it comes to issues like language learning (Wells, 1999). The data gathered was analyzed under the light of the categories of the Appraisal System (Martin and White, 2005), which is also related to the interpersonal metafunction (Halliday, 2004) in the Systemic Functional Linguistics (Halliday & Hasan, 1989; Halliday & Matthiesen, 2004) at the level of discourse semantics. This system helped me analyze the discourses in a lexicogrammatical level to better understand the interpretations existing in the texts produced.

Key words: Systemic Functional Linguistics, interpersonal metafunction, language textbooks, Appraisal System, lexicogrammatical level.

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1. Introduction

Although my experience as a Teacher of English is not long enough - I have been teaching English for 10 years - I have noticed that there has always been a concern with teaching materials (herein referred to as "language textbooks") in this field, especially with respect to their relevance to students' learning and teachers' decision-making processes. I would like to share part of my experience as a teacher because I always believe I am doing my best inside the classroom, but when the lights go off, I feel I could have done more. This feeling has a direct relation to the material I use, no matter which language textbook is being adopted.

I find that the reasons for the relevance of a study like this one that focuses on teachers' perspectives of language textbooks may be the following: (1) teachers can relate to the discourses of other teachers and better understand their own practice, and (2) the people who are responsible for designing language textbooks can become more sensitive to teachers' perspectives and try to make their choices based on the views teachers have of the materials produced.

Moreover, throughout the process of developing this research, I did not find many articles that relate the notion of psychological tools and mediation (Vygotsky, 1932) to language textbooks. There are many articles about the role of materials inside the classroom (Nunan, 1999; Crawford, 2009; Tomlinson, 2011) and how they can influence the identities of students (Tílio, 2006), but not much has been said about the influence they have on a teaching/learning process from a social semiotic perspective and from the teachers' point of view.

The discourses¹ produced by English teachers can be a good source to grasp if language textbooks are the main tool they use to communicate inside the classroom. It is also important to understand to what extent teachers are capable of adapting their own discourse to their context of situation.

At first, my intentions for this paper were to analyze the discourses of learners of English and their interpretation of language textbooks. For several and different reasons, the focus of my research shifted and my will was triggered by a different purpose: understand my own dissatisfaction with English textbooks. Although I will not analyze my own discourse or my students' discourses, the discourses produced by other teachers will help me learn more about myself and my pedagogical practices so that I can feel better about life in the classroom (Tarone and Allwright, 2005).

In all the contexts I have taught, English language textbooks were used, but even when I tried to plan my classes without using the material, I have always felt the presence of it because all the content planned by me, the organization of the material and the procedures I used to plan the classes were based on the existing language textbook. Therefore, the language textbook was indeed important to me. This insistence on using the book as a resource (Coracini, 1999) has shown me that I have become dependent on the textbook.

¹It might be difficult to distinguish *discourse* from *language*. Therefore, the terms will be used interchangeably in this investigation, but in line with the Systemic Functional Linguistics theory (Halliday, 2004) and the sociocultural theory (Vygotsky, 1932).

For the aforementioned reasons, my research, within a discursive-functional perspective, aims at investigating the interpretation EFL² teachers have of language textbooks. Besides, by understanding other teachers' perspectives I intend to better understand the use and purpose of using language textbooks to teach an additional language³, in this particular case, English, for I believe that language textbooks are certainly a useful channel of communication between teachers and students.

The discourses produced by teachers of English can show how they position themselves in respect to their beliefs (Kalaja and Barcelos, 2003; Barcelos, 2012), which is the outcome of a continuous process of social construction. Through their discourses it is possible to understand the *rationale* behind their pedagogical practices and what guides them in their decision-making.

Language textbooks are a useful resource when teaching a foreign language (Crawford, 2002) as long as teachers know how to handle them. Planning classes in advance is time-consuming and having a textbook to optimize time is a great aid. However, in my case, I have always had trouble with them because I think that, if I do not use them the way intended by the authors, I feel I am not teaching appropriately and I would like to know if other teachers feel the same way. Language textbooks might seem to be easy to deal with, but once you get to know them better, you discover that they can be tricky.

²The acronym EFL stands for English as a Foreign Language and means that English is not the mother-tongue of the community where the learning process is taking place.

³In line with Leffa (2012), I do not consider the terms "second language", "foreign language" and "additional language" synonyms. Therefore, in order to avoid repetitions throughout the text, the acronym L2 will be used to refer to the situations discussed in this research.

Considering that language textbooks are constructed on the basis of different interpretations, they carry different realities and opinions, which means they are not neutral (Pennycook, 1989; Tarone and Allwright, 2005; Crawford, 2009). For example, even when two different language textbooks talk about the same subject, the authors have to make choices regarding principles, methods and approaches⁴ before publishing the material. Their decision-making will reflect their identities and beliefs (Tílio, 2006). Nevertheless, those choices aim at a single objective: design a language textbook that fulfills the needs of learners as pointed out by Cristovão (2009). Therefore, it is important to understand the function of language textbooks as facilitators in the learning process (Tílio, 2006).

The notion of language as social practice (Halliday and Hasan, 1989; Halliday, 2004; Martin and Rose, 2007; Gordon, 2009) will be carefully discussed as to understand to what extent language textbooks participate in the teaching/learning process. In this matter, Vygotsky's sociocultural theory (1932) theoretically supports my research for it states that the learning process happens through the integration of people, that is, through social interaction. In line with his theory and complementary to it, I also resort to Halliday's theory of language learning (2004), in which language is present in every aspect of human life. For this reason, it is considered a social practice. Although Vygotsky and Halliday come from different backgrounds, their theories are compatible and complementary when it comes to issues like language learning (Wells, 1999).

In regard to methodology, the research will analyze the discourse of three teachers of English in order to understand the interpretation they make of language textbooks and thus understand my own view about this kind of material. As stated before, by analyzing other teachers' discourses I will eventually be more aware of my own pedagogical practice.

⁴See more about the difference between Method and Approach in:

Richards, J. C; Rodgers, T. S. Approaches and methods in language teaching. Cambridge University Press, 2014.

All in all, my investigation will be grounded on the following theoretical discussions: 1) Language textbooks as facilitators of the language learning process, where I relate Vygotsky's sociocultural theory to the importance of language textbooks in the learning environment (Crawford, 2002; Tílio, 2006; Cristóvão, 2009); 2) Systemic-Functional Linguistics⁵ (Halliday, 2004), where I present some basic notions of metafunctions and context of situation, and their relation to the learning process; and 3) Martin and White's approach to the Appraisal System (2005), where I present how this system is organized and its functionality to the analysis of my data.

⁵In my research, I will use the acronym SFL to refer to the Systemic-Functional Linguistics.

2. Theoretical Framework

In this chapter I will introduce some definitions concerning language textbooks and discuss them according to the Systemic-Functional Linguistics (Halliday, 2004) and the Sociocultural Theory (Vygotsky, 1932). The Appraisal System (Martin and White, 2005) will also be discussed in this chapter.

2.1 Language Textbooks: sources or resources?

First of all, it is worth pointing out that I truly believe that language textbooks are a type of genre which is relatively stable as well as organized around a linguistic and textual structure and a theme (Bakhtin, 1929 [2002]). Being genres a means through which social activities are performed, language textbooks may be considered a means through which teachers and students are able to establish a relationship inside a classroom⁶.

Language textbooks are present in almost all learning situations and are often used as the main source of information by teachers (Tílio, 2006). Therefore, as I have already mentioned in my introduction, this kind of material can be tricky. Language textbooks may be the first option for teachers, but they should not be presented as if their content were universal truths. If teachers choose to use a language textbook as their main source of information, I believe they need to know how to work with them. Otherwise, an uninformed teacher might lead students to limit their ability to think about the world they live in.

⁶I would like to make it clear that I do not intend to affirm that language textbooks are the only means through which the relationship between teachers and students can be established. Other means like videos, songs and movies may also be used, which might be or not in language textbooks.

Sometimes language textbooks are the only means through which students get to know an additional language and other cultures; therefore, they become the postcard of the country where the target language is spoken (Caixeta, 2012). The construction of multimodal texts (Kress and Leeuwen, 2006), represented by the lexical choices and the images chosen by the author/s of language textbooks, might be transformed into a stereotyped ideology to talk about other cultures and thus an authoritative form to introduce new information (Tílio, 2006).

Teachers and students must be aware of the content of the material presented in language textbooks and bear in mind that it reflects the author's opinions about the world, which does not mean that the author holds the truth. Teachers should thus mediate the analysis of the content together with students (Cristóvão, 2009). On the other hand, language textbooks are potentially positive (Crawford, 2002). They can help inexperienced teachers structure their classes and guide them through a lesson; they can be the means to raise discussions and promote debates inside the classroom.

This interaction among teachers, students and language textbooks can be seen from the perspective of Vygotsky's sociocultural theory (1932), according to which materials can be regarded as facilitators of the learning process. There is a need to understand that, although learners enroll in a language course/school willing to learn new information, they always bring to the classroom some knowledge of their own, which can be used in the negotiation of meanings and in the construction of knowledge. Language textbooks would serve as an auxiliary tool (Vygotsky, 1978) in the learning process. On the other hand, language textbooks would be the first step for teachers to learn how to walk on their own feet and improve their pedagogical practices (Wells and Nichols, 1985). Although some language textbooks tend to convey standardized views of the target language (Tílio, 2006), teachers can always have students think, analyze and discuss the content presented.

Language textbooks should be seen as a means of scaffolding the learning process (Hyland, 2000; Bruner and Haste, 2010). The term 'scaffolding' is used to describe the support learners receive from mentors as they move towards new

levels of understanding, but it was originally used by Bruner to portray "the form and quality of the effective intervention by a 'learned' person in the learning of another person" (Norman, 1992, p. 186). It is up to teachers to make the proper adaptations in order to lead students to think critically and analyze the content whenever necessary. However, the language classroom is the moment where several voices are working together (Bakhtin, 1929 [2002]) to negotiate meanings and construct knowledge.

"Materials may contribute to both goals and content but they cannot determine either. What is learnt, and indeed, learnable, is a product of the interaction between learners, teachers and the materials at their disposal" (Crawford, 2002, p. 82).

Since language textbooks are indeed important for the construction of knowledge in the learning process and thus can be discussed on the grounds of Vygotsky's works, I will further develop some aspects of his theory.

2.2 Vygotsky's sociocultural theory

The sociocultural theory by Vygotsky (1932) argues that social interaction precedes development and is a product of socialization and social behavior (Lantolf, 2006). Four major themes that are relevant to my investigation are discussed in Vygotsky's theory: social interaction, *More Knowledgeable Other* (MKO), psychological tool and mediation, and Zone of Proximal Development (ZPD).

According to Vygotsky (1932), a child possesses *elementary mental functions*, natural processes that develop into *higher mental functions*, cultural processes, which are characterized by more independent learning or thinking (Robbins, 2001, p. 25). Mental functions can only be developed in the presence of a more competent pair (MKO), which can be a friend, a parent, or a teacher, that is, someone who has a better understanding or a higher ability level than the learner. This type of social interaction involves cooperative and collaborative dialogue, and that is what promotes cognitive development.

When Vygotsky developed his theory and presented the notion of the MKO,

his studies considered adults or teachers (older peers) as the competent pair. However, this implication may be extended to other cases. Depending on the objective of the learning process, the MKO may vary. For example, in our technological era, children understand more of *apps* than their parents or grandparents; therefore, in a learning process involving *apps*, children become the MKO for their parents or grandparents. As for the learning process in an educational environment, teachers may be the MKO for students, once learners are in this position because they expect that a more competent person will help them construct knowledge. Following the same reasoning, the MKO might be another student as well. In other words, the role of the MKO is not restricted to teachers.

Another key term in Vygotsky's theory is the *Zone of Proximal Development* (ZPD). The ZPD is the area between what a person can do without the aid of a MKO and what they can do with guidance from a skilled partner (Vygotsky, 1932). This area allows the learner to develop the skills they already have and to use them on their own and go beyond so as to expand their learning. The main point is that, by expanding their learning, learners "transform the world rather than passively adapt to it" (Gordon, 2009, p. 237).

The decisions made in class and the way teachers make use of the material available should be collaborative (Wells and Nicholls, 2004). With respect to learning in a school environment, this view of the ZPD can find some barriers, for example, crowded classrooms. It is more difficult for teachers to give attention to each individual in class, their interests and needs. When Vygotsky (1932) developed this theory, he did not aim at discussing collective learning environments, but individuals going through the learning process.

Within the ZPD, where social and individual are brought together, there are tools that teachers can use to mediate the teaching/learning process. Vygotsky (1978) argues that psychological tools and mediation are forms of auxiliary stimuli that have the function of permitting that humans decode meanings through cultural and/or symbolic systems, which are indeed important to thought development (Daniels, 2005). In the case of my investigation, the psychological

tool that promotes this kind of development can be related to language textbooks, once they are the means through which teachers give rise to meaning in a language learning environment. More specifically, language textbooks may be the semiotic device used by teachers to help students move from the "socially available meanings towards the construction of their individual consciousness" (Daniels, 2005, p. 10).

In relation to students' mental processes and ZPD, teachers would use what they developed with the support of the tools that were available to them - in the case of my research, language textbooks - and help students construct knowledge and exchange meanings. Consequently, students would become more critical about the materials that are selected by educational settings as well as more active in the process. If students become more aware of what is relevant to their learning process, they can also serve as the MKO for teachers.

According to Vygotsky (1978), the psycholinguistic processes can be understood as the reconstruction of the social interactions experienced by human beings; therefore, language emerges from social and cultural activities. The learning process is no longer seen as a product of a cognitive process, but a process that depends on the relationship between students and teachers (Stubbs, 1992). Hence, the learning process occurs within a process of social construction.

2.3 Language in a social-semiotic perspective

According to a social-semiotic perspective, linguistic events are interactive and regarded as "a social exchange of meanings" (Halliday and Hasan, 1989, p. 7). The term *semiotics* is usually related to the study of the system of signs (Saussure, 1978), but for the relevance of my study, these signs cannot be regarded as isolated items, but as part of meaning-making systems. For this reason, *Linguistics*⁷ can be regarded as a type of semiotics. Differently from Saussure, Halliday (2004) argues that language is not arbitrary and is used for different social purposes. Since language is a system of choices, it is related to its linguistic system and also to its social context.

The aforementioned meaning-making systems operate through signs in a wide network of relationships which constitute human culture (Halliday and Hasan, 1989). When adding the term social to semiotics, it is implied that the realities of the ones involved in this broad system are a key component for the functionality of the social structure of human experience.

⁷Although the term *Linguistics* is related to language, it is important to keep in mind that there are other kinds of meaning-making resources, e.g., arts, painting, dance, and so on (Halliday and Hasan, 1989, p. 3).

SFL considers that language is a "stratified semiotic system" (Martin and White, 2005, p. 8) and thus it is divided into different levels of abstraction. The figure presented below illustrates how this stratified system is organized:

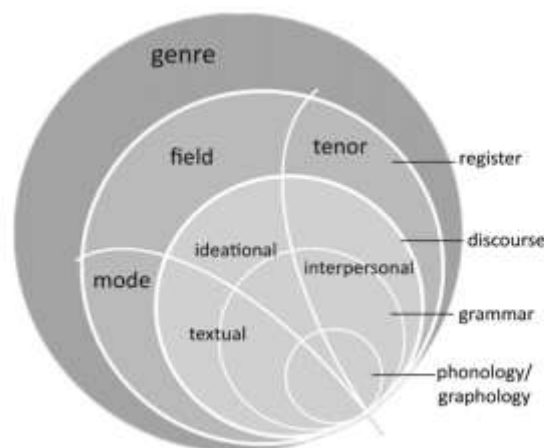


Figure 1. Stratified Semiotic System (retrived from <aitonenglish.com> on Sep 23, 2015).

The first dimension involves graphology and morphology. Graphology takes place in organizing letters into sentences while morphology portrays the structure of the words.

The second dimension is referred to as lexicogrammar (meaning within the clause). It is comprised of phonological and graphological patterns, but it is important to understand that those patterns are not language itself, but help construct it.

The third dimension is called discourse semantics (meaning beyond the clause). This dimension is particularly relevant to my research because, along with the second one, it will allow me to analyze the meanings of the discourses produced by teachers in a level beyond the clause itself. Because it is concerned with different aspects of discourse organization, it plays a major role in Appraisal System (Martin and White, 2005) since this third dimension tends to realize attitudes (this issue will be dealt with in a further section).

Language is a living organism and by using it people not only communicate, but are also capable of transforming the world and themselves (Gordon, 2009).

Since we are human beings who interact with the world, language has evolved and carried out functions that go beyond the lexicogrammatical level; one single sentence can carry an array of meanings (Halliday, 2004; Martin and Rose, 2007).

Since learning is a social activity, the realities experienced by teachers will interfere with how they deal with language textbooks. The learning process takes place in social institutions and have concrete elements, like classroom and language textbooks, which are particularly relevant in this research. Knowledge is then, among other things, constructed through relationships among teachers, students and the material available for their use. The way teachers and students interpret language textbooks will be related to the view they have of their culture and, consequently, will emerge in signs⁸ (Kress, 2010).

The relationship people establish with one another and with the world they live in has to do with the history of their community along with its culture and values. This interaction happens among other forms of interaction, through language and the particular systems of signs available to each community. Regardless of the different levels of hierarchy that exist in a society, the discourses produced by human beings in a lexicogrammatical level depict the values, power and ideology these cultures construct (Tílio, 2006). When people engage in a conversation or produce texts there is always an expected reader, so the environment that surrounds them affects the linguistic interaction (whether it is positive or not).

⁸Language is always transforming itself through its speakers; therefore, the motivation of language users is also taken into consideration. According to Kress (2010), *signifier* and *signified* (Saussure, 1978) are no longer purely psychological.

The notion of context in SFL began in 1923 with the Anthropologist Bronislaw Malinowski, who realized that there was a need to describe the verbal environment, that is, the context in which a text was being produced in a linguistic interaction. He felt that just providing an extended commentary on the texts he analyzed was not sufficient to understand the significance that cultural background has in the interpretation of the meanings of the social practices in which people engage. Therefore, in 1923, he coined the term **context of situation** and **context of culture**⁹ to account for the functions played by the texts produced by people.

The context of situation introduced by Malinowski (1923), despite its great effect on the future of the study of theory of language, did not tackle the description of texts taking into consideration different backgrounds. Hence, the linguist J. R. Firth (1935), a colleague of Malinowski's at London University, used the concept of context of situation to study more general texts for he assumed that the concept, as it was originally proposed by Malinowski, was indeed abstract and did not account for all linguistic events. The main descriptions of Firth's context of situation are: the participants, the actions taken by them (including verbal and non-verbal), the objects surrounding the linguistic event and the effect of the messages.

⁹In this research, the context of culture does not play a major role in my data analysis because my study focus on the immediate relation (context of situation) between teachers and language textbooks. Nevertheless, I do not fail to acknowledge that the immediate context has a dynamic relation to the context of culture.

In line with Firth (1935) and as an extension of his works on context of situation, Halliday and Hasan (1989) argue that the situation in which a text takes place provides information about the "meanings that are being exchanged and the meanings that are likely to be exchanged" (*ibid*, p. 7). Accordingly, the interpretation of the context of situation can be a fruitful path to understand what is behind the code (not isolated words, but the system of signs in a functional perspective). By the 1970s the theory of language developed by Halliday (2004) was extended to the social context in which language is in use (Halliday, 2004) is analyzed as well as its relation to the concept of genre and register (Martin and Rose, 2007). The concept of register involves three variables, namely field, mode and tenor, which, in turn, form the context of situation (Halliday and Hasan, 1989). The table below summarizes the aforementioned variables:

FIELD	MODE	TENOR
Refers to what is happening , to the nature of the social action that is taking place.	Refers to who is taking part , to the nature of the participants, their issues and roles.	Refers to what part the language is playing , what it is the participants are expecting the language to do for them.

Table 1. The three register variables (adapted from Meurer et al., 2005)

Those choices occur, either consciously or not, because of the social context, which involves the variables Field, Tenor and Mode. Any lexical choice made by speakers result in the construction of ideational, interpersonal and textual meanings. Because the focus of my research is on the interpersonal meaning, which will be discussed in the following subsection, tenor is the register variable that adds the most to my discussion. In a discursive-functional perspective, the analysis of the tenor in the teachers' discourses may express their evaluation of language textbooks. Within the same perspective, the lexicogrammatical choices (Halliday, 2004) made by teachers when talking about language textbooks are indeed important because the relation between their choices and their context of situation may become an understanding of how they interpret the material they use/have used, once they will make specific choices within an array of lexical options.

2.3.1 Interpersonal Metafunction in Systemic-Functional Linguistics

Halliday (2004) argues that language is a natural phenomenon and its grammar can only be understood if it is related to meaning, that is, to a context. From this perspective, language is no longer a set of rules or the representation of our cognitive system, but a system that can build meanings. Language becomes the site where people interact with one another, and this interaction can create a range of meanings. As Martin and Rose (2005, p.12) brilliantly state, "Halliday's main contribution to grammatical theory has been to design a theory in which meaning can be modelled grammatically".

This theory of language has a social-semiotic basis which associates language to its immediate and wide situational contexts. Language is not build up of sentences, but of texts that are related to the exchange of meanings in social interpersonal contexts. The social role of language is important to my research because I would like to understand the meanings of the discourses produced by teachers of English. Halliday (2004) understands that language organizes itself around a function, so he establishes three components for his theory of language, which are called *metafunctions*¹⁰: (1) ideational metafunction, (2) textual metafunction and (3) interpersonal metafunction.

¹⁰"Metafunction" refers to the different modes of meaning construed by the grammar (Matthiessen and Halliday, 2014).

According to the Ideational metafunction, language represents our experience of the world as well as our inner thoughts and feelings. The Interpersonal metafunction, which is concerned with how people share their feelings and negotiate their social relations through the texts they produce (Martin and White, 2005), will be the focus of my investigation. And finally, the Textual metafunction works on the ways in which a stretch of language is organized in relation to its context. It is important to know that, although my research focuses on the Interpersonal metafunction, those three metafunctions do not occur independently, but simultaneously.

By interacting with one another, we face an array of semantic strategies, such as persuading, requesting, asserting and so on, which are used as resources for human beings to maintain interpersonal relations and, consequently, enact social roles in general. Interpersonally, those grammatical resources form the system of Mood (Matthiessen and Halliday, 2014). Different languages organize their system of Mood around different generalizations, for example, how interactants pose their opinion or assess information (Mathiessen and Halliday, 2014).

Grammar is part of this array of resources. It is "a resource for creating meaning in the form of wordings" (*ibid*, p. 3). The choices made by speakers - by means of grammatical or lexical items - within the structure of the clauses will represent the "grammatical potential available to the language user" (*idid*). Therefore, the analysis of the lexicogrammatical choices made by the participants will shed light on how teachers evaluate language textbooks and thus how they interpret those materials. The attitudinal meanings of the participants' discourses, based on the interpersonal metafunction, will be the basis for my analysis.

2.3.2 Appraisal System

The interpretation of language textbooks made by teachers of English is deeply related to their beliefs (Barcelos, 2012; Kalaja and Barcelos, 2003) and to the learning process with which they are involved. Hence, the manner teachers evaluate the events that occur inside the classroom has a strong relation to their

emotions. In this investigation, the evaluations refer to how teachers feel about language textbooks based on their lexicogrammatical choices. According to Halliday (2004), language is a semiotic system in which our linguistic choices are guided by the context we live in. Hence, the lexicogrammatical choices used by the participants to talk about language textbooks will be the means to understand their feelings towards the tool they have in the classroom to establish a relationship with students (Vygotsky, 1978) . Therefore, since I find that the Appraisal System (Martin and White, 2005) is the best system to guide the analysis of the teachers' discourses, I will present it along with its subsystems, Affect, Judgment and Appreciation¹¹ aligned with the theory of SFL.

Every time we position ourselves in relation to a person, object or entity we express our Affect, Appreciation or Judgment of them. By doing this, we indicate our attitude and choices for acting upon one another in a specific manner, like admiring one's attitude and, consequently, having a positive posture or condemning one's attitude, being negative (Martin and Rose, 2007).

Within the perspective of the Systemic Functional Linguistics, the Appraisal System presents techniques for analyzing, in a systematic way, how evaluation works in texts of any kind of register and genre (Martin, 2004). It aims to investigate how people position themselves in relation to a process, person or object.

The Appraisal System is related to the interpersonal metafunction in the Systemic Functional Linguistics at the level of discourse semantics. Martin and White (2005) present this system in their book as a model developed to help analysts to see language from different perspectives and better understand the interpretations existing in the texts produced (whether they are spoken or written).

¹¹ In order to distinguish the categories of the Appraisal System (Martin and Rose, 2007), the first letter of the terms will appear in capital.

This system involves three subsystems that function simultaneously: (1) Attitude, (2) Engagement and (3) Graduation. The first subsystem deals with the emotions of the speaker/writer, i.e., their emotional reactions, judgments and appreciation in relation to people and objects. The second one regards the speaker/writer's opinion in relation to other people's opinions. And finally, the third subsystem relates to the function of the language used to amplify or diminish Attitude and Engagement.

For the benefit of this research, Attitude will be the subsystem used to analyze the data because I aim at understanding the attitudes displayed by teachers in relation to language textbooks and their pedagogical practices. In other words, which emotions, judgments and appreciations the participants demonstrate with respect to language textbooks. As pointed out by Vian Jr. (2011), it is important to understand that it is not so simple to identify and classify the attitudinal meanings that might appear in written texts because the realization of the categories might go beyond the lexicogrammatical choices made by the participants. Therefore, that is why the prosodic nature (Martin and Rose, 2007) of the discourses should be considered.

The subsystem of Attitude includes three areas: emotion (Affect), ethics (Judgment) and aesthetics (Appreciation) and they can vary according to polarity. It is important to bear in mind that even in situations interpreted as either Judgment or Appreciation, Affect is always present for they are considered institutionalized Affect (Martin and White, 2005). In other words, when it comes to Judgment and Appreciation, the focus of the evaluation is on human behavior and on object, respectively. Regarding Affect, the feelings relate to human reactions to a specific *stimulus*.

Affect is a semantic resource that materializes feelings like happiness, fear and love linguistically. It is directly related to personal emotions and how people emotionally react towards themselves, other people, objects and situations (Martin, 2000, p.148). The characteristics of Affect indicate that people have good (positive Affect) or bad (negative Affect) feelings, which are portrayed directly or indirectly. The direct Attitude in relation to Affect may occur through

lexicogrammatical elements present in the discourse, for example, epithets, attributes, circumstances and modal adjuncts, as the examples below, retrieved from the participants' discourses, can show. The indirect Attitude may depend on the listener's interpretation of their interlocutor's discourse (Vian Jr, Souza and Almeida, 2011).

Affect			
Affect expressing qualities by epithets: A playful class.	Affect attributing quality: The images from the book were very few and did not help as a visual aid.	Affect expressed by circumstances adjuncts: Other tools should be used concurrently.	Affect expressed by modal adjuncts: Undoubtedly, language textbooks facilitate the teachers' work.

Table 2. Realizations of Affect (adapted from Vian Jr, Souza and Almeida, 2011)

Affect can be divided into three subcategories: happiness/unhappiness (anger, sadness, happiness and love); security/insecurity (anxiety, fear and confidence); and satisfaction/dissatisfaction (boredom, discomfort, respect).

Like Affect, Judgment can be regarded as the institutionalization of feeling, but in relation to how people should or should not behave. It also may vary from personal Judgment and moral Judgment, that is, the speaker/writer can admire or condemn an attitude (Martin and Rose, 2007) from a social point of view or according to legal principles. The Judgment subsystem involves the meanings which serve to evaluate human behavior positively or negatively according to a set of institutionalized sanctions, which are Social Sanction and Social Esteem. Admiration is related to the positiveness of one's attitude and condemnation to the negativeness. It can also be direct or implicit.

Similar to Judgment, Appreciation may also be understood as the institutionalization of feeling, but it concerns with people's attitudes towards objects. It deals with the aesthetic values of products and human performance. While Judgment regards the value of human behavior, Appreciation subsystem

evaluates more abstract constructs and it is subdivided into Reaction, Composition and Value, which are discussed in the table below. Human behavior may also be evaluated under these terms, but more usually when they are seen as entities.

Although Judgment and Appreciation are two different categories which may be distinguished by explicit lexicogrammatical realizations, one statement might be interpreted under the light of both categories depending on the criterion used by the analyst to distinguish them, that is, a person's behavior or a product of that behavior. In other words, whenever a Judgment is made to a person's behavior, an implicit Appreciation of something related to that person might be construed. Following the same reasoning, when there is Appreciation of a product, there is also an implicit Judgment related to the capacity of that person accomplishing it or performing it. Therefore, it is important to take into consideration the prosodic nature of the discourses (Martin and Rose, 2007)

ATTITUDE			Implications	In this research
AFFECT	Positive or negative*		Happiness/sadness Love/hate Security/insecurity	What do teachers <u>feel</u> in relation to the language textbook they use?
	Direct or implicit*			
JUDGMENT	Social esteem	Normality		How do teachers judge the institution and coordinators they work for, besides publishers, authors and so forth?
		Capacity		
		Tenacity		
	Social sanction	Veracity	Is it truthful?	
		Property		
	APPRECIATION	Reaction	Impact	
Quality			Is this satisfactory?	
Composition		Balance	Is it coherent?	
		Complexity	Was it difficult to follow?	
Value			Was it worth it?	

Table 3. Attitude and its implications in my investigation.

The table above will be used as a guide for the analysis of the participants' discourses and, whenever possible, will be related to the theoretical discussions presented in chapter 2. In the next chapter, named Methodology, I will present the procedures adopted for the data gathering and their analysis.

3. Methodology

In this chapter I will present the methodology that guides the analysis of the data provided by the participants. Firstly, I will describe the research under the light of the constructivism paradigm (Guba and Lincoln, 1994; Edge and Richards, 1998); then I will discuss some theoretical issues that characterize my research as qualitative.

According to the constructivism paradigm, epistemologically speaking, it is assumed that the investigator and the object studied are interactively connected in a way that the results found are constructed throughout the research (Guba and Lincoln, 1994). The researcher participates in the research; therefore, the researcher's beliefs (Barcelos, 2012; Kalaja and Barcelos, 2003; see chapter 2, section 2.3.2) are involved in the selection of what will be investigated and how it will be studied (Edge and Richards, 1998). Furthermore, the results found will not be a final answer to the questions involved, but a way to understand the questions that are being raised. For this reason, my research is subject to controversy because there are different opinions regarding the truth and reality. Finally, in order to advocate for an opinion, I will not verify or falsify the data analyzed. On the contrary, I will be open-minded to new interpretations and thus learn from the process.

This investigation is related to phenomena that occur naturally, in a contextualized environment, and, therefore, it is not a controlled experiment. As it intends to understand the interpretation teachers of English have of the language textbooks they use or have used, it does not intend to control the variables that may appear. The major objective is to build understandings of how language textbooks may be interpreted in order to better understand my own pedagogical practice.

3.1 A qualitative approach to research

My research can be defined as qualitative because it does not intend to quantify the data nor the lexical terms that appear most frequently in the analysis.

I will describe and interpret the discourses produced by teachers of English considering their lexical choices according to theories of language and learning (see chapters 2.2 and 2.3). Hence, in line with Gaskell (2008), the main objective of the qualitative research is to explore the different opinions and interpretations human beings have of a specific subject, in the case of my investigation, language textbooks.

3.2 Corpus Description

As it has been previously pointed out, the research aims at investigating and thus understanding English language teachers' perspectives over language textbooks they have used or still use when teaching English. Three teachers of English were given a statement retrieved from a thesis¹² in which the author suggests that language textbooks used to teach a foreign language must deal with cultural aspects (Tílio, 2006). Based on the selected statement, the volunteers in this research were asked to report their views on language textbooks and how they would adapt them to their students' needs.

As long as we are in Brazil and the participants are Brazilian citizens, the discourses produced by them are all in Portuguese. I will translate into English the passages that are relevant to my investigation, but the original texts as well as the motivation for the teachers' written production will be presented in the appendix of this research.

¹² The thesis was written by Rogério Tílio and discusses language textbooks and the matter of identities, power and culture. The complete reference is presented in the bibliography section.

3.2.1 Participants and their context of situation

The three participants are teachers of English as a foreign language (EFL) in the Brazilian educational context, more specifically in Niterói, located in Rio de Janeiro. They used to teach English at different institutions, so I believe that the diversity of contexts can be a good source to explore different points of view and, consequently, enrich my research. The identities of the volunteers will not be disclosed at their request; therefore, acronyms will substitute for their names. The table below was developed in order to introduce the participants and the institutions where they used to teach English¹¹. As long as the institutions are not aware of my research, I chose not to disclose their names; therefore, the letters X, Y and Z will be used instead, as outlined in the table below.

Name	Age	Level of Education	Teaching Experience	Institution where they taught	Language Textbook	Age (Audience)
L.A.M	23	College/UFF	5 years	X	Speak Out	Over 18 years old
N.M.L	28	Technical/Mid Florida Tech	4 years	Y	Stay there	Over 18 years old
D.S.N	34	Post-Graduation/ Cândido Mendes	16 years	Z	World Link	13-15 years old

Table 4. Participants and the contexts involved.

Having discussed both theoretical and methodological aspects that guide this investigation, in the next chapter I will present the analysis of the data from a social semiotic and sociocultural perspective, which concentrate on the lexicogrammatical aspects of the participants' discourses realized according to their specific social context.

4. Analysis: Part I

The first participant is L.A.M. The language textbook analyzed by the participant is called "Speak Out" (see chapter 8, Annex A). According to her:

- | | |
|---|--|
| 1 | <i>"The language textbook "Speak Out" adopted by the language course I work for has the</i> |
| 2 | <i>main objective of preparing students to learn English to be used in a specific situation,</i> |
| 3 | <i>which is job interview"</i> ¹³ |

She starts her discourse by pointing out that the language textbook has a **main objective** (line 1 and 2), which might indicate that it has to comply with rules, but she does not make it clear if they are either her rules or rules of the institution where she works. According to the Appraisal System (Martin and White, 2005; see chapter 2, section, 2.3.4) and by means of the Appreciation category, the participant evaluates the language textbook by stressing its main objective and the learning process, which can be understood by the sentence "**specific situation**" (line 2). At this point, it is not possible to know whether her Appreciation of the language textbook is positive or negative because the impact that it may cause on the process is not clear yet.

"This accumulative effect over a phase of text reflects the 'prosodic' nature of attitude, and of interpersonal meaning in general. Interpersonal meanings are often realized not just locally, but tend to sprawl out and colour a passage of discourse, forming a 'prosody' of attitude" (Martin and Rose, 2007, p. 31).

¹³ The words in bold were highlighted for analytical purposes.

The fact that she directly states the objective of the language textbook might indicate that she finds the material coherent because it has a clear purpose, since it is organized around a linguistic and textual structure. Therefore, she appreciates the language textbook by highlighting the content of the material. The classroom is the stage where social activities are performed and language textbooks can serve as the means, i.e., the genre, through which students and teachers can establish a relationship around a social objective, which, according to L.A.M., is job interview.

In her case, even though her students are over 18 years old, already have a certain experience of life and thus are more independent learners (Robbins, 2001; see chapter 2, section 2.2), she finds it important to adapt the content of the language textbook to her students' realities (Cristóvão, 2009; see chapter 2, section 2.1). Therefore, she seems to take into consideration the social context involved in the learning process (Halliday and Hasan, 1989; see chapter 2, section 2.3). Her next sentence indicates her Reaction to the content of the material:

5 *"Usually, I **had to** look up synonyms or even prepare **simpler explanations** so that*
 6 *students **could** understand the **complex vocabulary** presented in the book"*

The modulation "**had to**" (line 5) highlights her Appreciation of the book because it is directly related to what she finds about the Quality and Complexity of the material she handled, which may be observed through the participant's lexical choices, e.g., "**simpler explanation**" (line 5) and "**complex vocabulary**" (line 6). The language textbook she used displays vocabulary related to the professional world. Hence, the subjects and vocabulary are straightforward in order to comply with the objective of the lessons. Based on the belief that grammar can only be understood if it is related to meaning (Halliday 2004; see chapter 2, section 2.3.1), I understand that the teacher attempted to bring the content closer to students' realities by making the material more meaningful to them (*ibid*). Moreover, the use of the modulation implies that her evaluation and criticism of the material are connected to a sense of obligation, which, in her case, might be from the textbook and, consequently, the institution for which she works.

Following this reasoning, we can notice the institutionalization of Affect through Appreciation (Martin and Rose, 2007; see chapter 2, section 2.3.2). She needed to prepare lessons that would serve her students' needs and that would be in tune with their realities (lines 5-8). Unconsciously or not, she knew that she was the more competent pair (Vygotsky, 1932; see chapter 2, section 2.2) in that environment because she considered her explanations simpler than the ones presented by the material, as stated above. She needed to push students to a higher level. In this sense, students' higher mental functions depended on the teacher's endeavor and the resources they dealt with (Vygotsky, 1932; see chapter 2, section 2.2). There are two reasons to argue that she was the MKO for students: the first reason is that she had a better understanding of the material and found the need to adapt it to students' realities; the second reason is a consequence of the first one because, by adapting the material, she made use of an auxiliary tool to help students become more aware of what is relevant to their learning process and build new meanings (Halliday, 2004; see chapter 2, section 2.3.1). Moreover, by making the proper adaptations, she used the material as a scaffolding (Hyland, 2000; Bruner and Haste, 2010; see chapter 2, section 2.1) in order to have students think about the material and negotiate the relevant meanings to their learning process. She demonstrates again her negative Appreciation of the language textbook by arguing that it displays "**complex vocabulary**" (line 6), which could affect the linguistic interaction she tried to establish in her classes (Tílio, 2006; see chapter 2, section 2.1). In other words, she did not believe that the Quality of the material and its Value (see table 2) were either satisfactory or meaningful for that target audience.

In her next comments, she also reports on the pictures found in the language textbook:

8	<i>"The images presented in the book were very few and did not help as a</i>
9	<i>visual aid"</i>

This statement reinforces her negative Appreciation about the Quality of the material and how it was unsatisfactory in this sense. Besides stating that the

amount of images was not sufficient, she argues that they were not contextualized (lines 8 and 9). According to the Composition subcategory presented in table 2 (see chapter 2, section 2.3.2), there was not a Balance between the images and the content presented in the material.

As discussed by Crawford (2002; see chapter 2, section 2.1), images should be coherent and have a direct relation to the content presented; otherwise, the material will not serve the needs of the target audience. If language is related to the exchange of meanings in social interpersonal contexts, the images and content in language textbooks should be in tune with students' realities in order to promote the construction of multimodal texts (Kress and Gunther, 2010; see chapter 2, section 2.1).

In this century and in the age of digitalization, we are moving towards a sense of multimodality in which different semiotic principles operate through different modes¹⁴ (Kress and Leeuwen, 2006; see chapter 2, section 2.1). Based on the teacher's previous statement, we might infer that images are as much important for the learning process as other semiotic devices presented in the language textbook and that importance might be related to her evaluation of the language textbook, which, as stated above, is unbalanced when it comes to images and content.

¹⁴ According to Kress and Leeuwen (2006), modes are resources whereby we can make meaning more material.

The following statement to be analyzed involves the format of the book:

10	<i>"The book was very conceptual and, for that reason, it was thick"</i>
----	--

The participant did not define what "conceptual" means, but in my understanding, the relation between "conceptual" and "thick" reminds me of books that contain many terminologies, but little contextualization. She reinforces the meaning of the word "**conceptual**" (line 10) with the intensifier "**very**" (line 10), which leads me to understand that her Appreciation of the language textbook she used has to do with the Complexity (Appreciation) of the content. By analyzing the lexical choices made by the participant in line 10, it seems that the amount of terminologies that the material presents and the decontextualized images not only hinder the good flow of the classes, but also interfere with students' understanding of the subjects. According to L.A.M.'s view, because the language textbook is "conceptual" (line 10), the relevance of the material might be questionable. The content of the language textbook used by the participant might not meet what her students need at that moment because of its Complexity (Appreciation). Her statement suggests that, by appreciating the Complexity of the language textbook, she is also making a Judgment of the material designer.

The epithet "**thick**" (line 10) was an interesting lexical choice because it shows her implicit and negative Appreciation of the language textbook, once the Complexity (Appreciation) of the content is being directly related to its size. Therefore, in her Appreciation of language textbooks, it may be argued that materials that are thick are very general and display many concepts that students cannot understand and apply to their realities.

According to the participant, an important characteristic of the aforementioned language textbook is that it includes three out of the four basic skills language textbooks usually approach: reading and comprehension, listening, and writing, as it may be seen in the excerpt below:

10	<i>In each unit there were</i>
11	<i>two lessons of reading and comprehension, two lessons of listening and two of</i>

- 12 *writing. Usually **I had to** teach one of each lesson so that I*
 13 *could finish the unit within the term*

According to Cristóvão (2009), the role of the teacher in a classroom might be hindered or boosted by the teaching material depending on the way such material is handled (see chapter 2, section, 2.1). In the case of L.A.M., the amount of lessons might have hindered the flow of the classes because she had to comply with a deadline. By taking a closer look at her lexical choices, she uses the modulation "**had to**" (line 12) to talk about the schedule of the course. There is an implied Judgment (Social Esteem) of the institution, which is corroborated by the sentence "**so that I could finish the unit within the term**". When this modal verb is used, it usually implies a state of obligation to accomplish or do a certain task; in her case, finish the lessons in order to comply with the deadline imposed by the course. In her discourse, it is possible to realize that the social interaction established within the educational setting, in a hierarchical level, negatively affects the flow of her classes.

Besides her concern with the deadline imposed by the institution, it seems that she also gives great importance to the four skills brought by the language textbook, which, according to her, should be taught until the end of the term, and at least "**one of each lesson**" (line 12). Her Attitude (Martin and Rose, 2007) towards the organization of the classes suggests that she has the need to present the four skills to her students; otherwise she might not fulfill her students' needs. This analysis might also indicate an Appreciation (Value) of the material she handles through an overvaluation of the content because she deems necessary to teach, at least, one of the four skills presented by the book.

L.A.M.'s final consideration of the language textbook shows her Appreciation and Judgment of the material:

- 14 *In the end, **I realized** that the students learned the vocabulary at the moment of the*
 15 *explanation, but forgot everything throughout the units. I accredit this fact to the*
 16 *format of the book, which is very conceptual*

The sentence "**In the end, I realized that the students learned the**

vocabulary at the moment of the explanation, but forgot about everything throughout the units" (lines 14 and 15), suggests that she was aware that students were not achieving the main goal of a learning process, which is to understand and apply what they learned to their lives (Crawford, 2009; see chapter 2, section 2.1). Following this reasoning, there is an implicit Judgment of Social Esteem (Tenacity) of what students were able to learn. In line with the sociocultural theory (Vygotsky, 1932; see chapter 2, section 2.2), the ZPD is the area between what a person can do with or without the aid of a skilled partner. In the case of L.A.M., there seems to be an unconscious expectation from both sides - learners and teacher - that learning is realized according to the concept of ZPD and MKO. On one hand, her students were in this position because they expected that the teacher (the more competent peer) would help them develop their cognitive skills. On the other hand, as the MKO (Vygotsky, 1932; see chapter 2, section 2.2), L.A.M., unconsciously or not, knew she was able to push students to a higher level (Vygotsky, 1932; see chapter 2, section 2.2), but because of her Dissatisfaction (Appreciation) with the language textbook, she ended up by judging students' Capacity.

The participant's inscribed Appreciation of the format of the language textbook - which is related to its Quality - is present in the following sentence: **"I accredit this fact to the format of the book, which is very conceptual"** (lines 15 and 16). This statement is directly related to an evoked Judgment (Social Esteem) she makes of the institution by negatively appreciating the material, which suggests that the participant is judging the institution, that is, supervisors, coordinators who are responsible for choosing the material. Also, she is judging the authors of the book. Although language textbooks are still highly present in educational environments (Tílio, 2006; see chapter 2, section 2.1) and reflect the authors and publishers' goals, sometimes they are the only means through which students have access to a different culture (Caixeta, 2012; see chapter 2, section 2.1), and that is why the participant had the sensitiveness to adapt the content of the material (lines 5-8) and, therefore, tried to prevent students from learning stereotyped concepts which could not be meaningful to their learning process (Tílio, 2006; see chapter 2, section 2.1). As argued by Cristóvão (2009; see chapter 2, section 2.1), teachers should mediate the analysis of the content

together with students so that they get to know other cultures, but not in a standardized way. However, in L.A.M.'s discourse it seems that she did not negotiate the analysis of the content because she states that "**I had to look up synonyms or even prepare simpler explanations so that students could understand the complex vocabulary presented in the book**"(lines 5-8). The use of the pronoun "I" suggests that she did not resort to students in order to construct knowledge in the classroom, but the reason why she did not do it is not clear. It might also suggest that, as the MKO (Vygotsky, 1932; see chapter 2, section 2.2) in the learning process, she might have made a Judgment (Social Esteem) of students' capacity to mediate the content and act the role of MKO (*ibid*).

The second volunteer is N.M.L. and the language textbook adopted by the course she used to work for is called "Stay There" (see chapter 8, annex A). According to her evaluation of this type of material:

- 1 *Language textbooks are **essential** for the **effectiveness** of an English teacher's work;*
- 2 *however, teachers **have to mediate** and **occasionally adapt** the content and the **approach***
- 3 *according to each **student's needs***

According to N.M.L's first statement, language textbooks are "**essential**" (line 1). Her Appreciation regarding the Value of the material can be understood as positive because of her lexical choice. This Appreciation is in line with Tílio (2006; see chapter 2, section 2.1), who argues that language textbooks are often used as the main source of information in English classes. At the same time, she continues the sentence bringing to evidence the effectiveness of the teachers' work (line 1). By Appreciating the essentiality of a language textbook in a class of English, she is also making a Judgment of the Capacity of teachers. By reinforcing the essentiality of language textbooks, N.M.L. suggests that the material is more than just a scaffolding tool used critically by the teacher, but also a tool that determines the content and goals of a learning process. Following the participant's reasoning, teachers would not have the authority, power or knowledge to mediate the analysis of the content and make the proper adaptations.

In the same statement, she modulates her sentence by using "**have to**" (line 2) when talking about the teacher's role of mediator and how content and approach should be adapted to the students' needs (lines 2 and 3). Once again there is Appreciation of the Composition of language textbooks, which, in my opinion, contradicts the beginning of the same statement. If it is necessary to adapt the content, it might be argued that language textbooks are no longer essential, but an auxiliary tool to be resorted to whenever needed, once they are the means through which teachers give rise to meaning in a language learning environment (Vygotsky, 1978; see chapter 2, section 2.2). By using one single modulation, she made a Judgment of two different entities involved in her teaching process: the material designer and institution. There is Judgment of the material designer because if teachers need to adapt the content of the material, it is because it was not meaningful enough to their students' learning process. Following this reasoning, there is also Judgment of the institution she worked for because she also mentions an adaptation of the approach, which is a choice made by the institution.

As the participant's discourse goes on, she argues that:

3 *We know that, facing the **cultural diversity** and the*
 4 ***different realities**, teachers of English **need** to be aware [of them] and **make connections***
 5 *between the **reality** and the **content** proposed by the language textbook*

By modulating her sentence with the verb "**need**" (line 4), N.M.L. makes a Judgment of teachers' pedagogical Capacity. In accordance with Halliday (2004; see chapter 2, section 2.3.1), language is a natural phenomenon and can only be understood if its grammar is related to a context. This "**need to be aware**", in the participant's discourse, might infer that she thinks that teachers should be more prepared to deal with the cultural diversity and different realities that merge in a classroom, which might not be happening in her work environment. In tune with Halliday's proposition (*ibid*), the participant is pointing out to the need of making clearer connections between language and context. By making the adaptations she proposes to make (lines 1-3), she will take into consideration the different realities that may appear inside a classroom. Consequently, she understands that her role in the classroom is of a peer that is more capable - at that moment - to provide

students' with the necessary tools for their cognitive development (Vygotsky, 1932; see chapter 2, section 2.2). As the MKO (ibid), by interacting with students, the teacher may help them deal with the material in a more socially situated manner. After all, learning takes place in social institutions and are social events (Halliday, 2004; see chapter 2, section 2.3). In this sense, as a teacher who needs to provide adaptation of the material, her Affect (Security) towards the use of the language textbook is positive because she is aware of what is necessary to make the learning process more meaningful to her students.

The third volunteer is D.S.N. and the language textbook adopted by the course she used to work for is called "World Link" (see chapter 8, Annex A). This participant is the oldest one and has the longest teaching experience (see chapter 3, section, 3.2.2).

She starts her evaluation on language textbooks with the following sentence:

1	<i>It is very common to use language textbooks in language courses. They are used as an</i>
2	<i>essential tool in the classes</i>

Her first Reaction (Appreciation) to the use of language textbooks is positive and similar to the one presented by the second participant. As "**an essential tool**" (lines 1 and 2), she finds that this type of material has Value in the learning process; therefore, it is a worthy psychological tool that can be used as an auxiliary stimulus to establish a relationship between students and teachers (Vygotsky, 1978; see chapter 2, section 2.2) in order to exchange meanings in a linguistic environment (Halliday and Hasan, 1989; see chapter 2, section 2.3). She also states and emphasizes - by using the intensifier "**very**" (line 1) - the wide use of this type of material in language courses (lines 1 and 2), which constructs Appreciation of the Value of language textbooks that is in tune with the arguments discussed by Tílio (2006; see chapter 2, section 2.1), who points out that language textbooks are often used as the main source of information in English classes.

She continues by sharing her feelings towards language textbooks and

highlights her positive Appreciation of them:

- 4 **Undoubtedly**, language textbooks **facilitate** the teacher's work by **directing and**
 5 **structuring** the learning process

D.S.N.'s first lexical choice ("**undoubtedly**", line 4) not only makes her positive Appreciation of language textbooks more evident, but also sheds light on her Inscribed (implicit) Affection towards this type of material. By leaving no room for doubts with respect to the material, she directly demonstrates how Happy and Secure (Martin and White, 2005; see chapter 2, section 2.3.2) she feels about using them. In addition to it, the participant also believes that this type of material is a tool that facilitates the learning process by helping students and teachers establish a connection (Hyland, 2000; Bruner and Haste, 2010; see chapter 2, section 2.1). She also Appreciates language textbooks by arguing that they have the role of "**directing and structuring the learning process**" (lines 4 and 5).

After making the previous Appreciation of language textbooks, she takes a step back in her positive arguments and raises a different question:

- 5 **However, it is important to be aware** that they are only
 6 **another tool to be used** and that **other ones should be used concurrently**. **Many teachers**
 7 **find themselves stuck with language textbooks and use them as if they were a recipe to be**
 8 **Followed**

Although her first Reaction (Appreciation) towards language textbooks led us, readers, to believe that she does not consider other tools, in the statement above she makes use of the adjunct "however" to demonstrate that they are not the main source of information (Tílio, 2006; see chapter 2, section, 2.1), but an auxiliary resource that can be used to promote cognitive development (Vygotsky, 1978; see chapter 2, section, 2.2). She did not make it clear what tools can be used concurrently, but argues that there are teachers that are restricted to the use of language textbooks (lines 6, 7 and 8). Following that reasoning, the participant makes a Judgment of teachers' performance and of designers of language textbooks (Social Esteem), and there is a fine line between these two

Judgments, that is, many times the performance of a teacher is subjected to what the institution demands. In the case of D.S.N.'s previous statement, she did not mention the reason why some teachers get stuck with language textbooks, but she might have meant that those teachers may not have the Capacity to resort to other materials.

D.S.N.'s Judgment of teachers' performance is present in the sentence "**it is important to be aware**" (line 5), which is the type of Judgment that was also present in the second participant's discourse. It demonstrates how teachers are aware of their role inside the classroom, but at the same time, it seems that there is also a sense of distrust in the Capacity (Judgment) of their peers and perhaps in their own. In accordance with Halliday (2004; see chapter 2, section 2.3.1), language is a natural phenomenon and can only be understood if its grammar is related to a context. The statement "**it is important to be aware**" (line 5), in the participant's discourse, might infer that she believes that teachers should be more prepared to face the cultural diversity and different realities that merge in a classroom, which might not be happening in her work environment. In tune with Halliday's proposition (*ibid*), the participant seems to be pointing out to the need of making clearer connections between language and context.

According to D.S.N., if teachers decide not to make the relevant adaptations and follow the **book as a recipe** (lines 7 and 8), they might be limiting students' ability to think about the world they live in. By acknowledging this, teachers might no longer be considered the MKO (Vygostky, 1932; see chapter 2, section, 2.2) in the learning process, once they may not be able to provide students with the tools that are necessary to develop the skills they already have and thus expand their learning. In line with Gordon (2009; see chapter 2, section, 2.2), D.S.N. understands that, by sticking with language textbooks and following them as if they were a recipe, teachers would simply adapt to the situation provided to them. In turn, students may not have the opportunity to expand their cognitive skills and apply what they learn to their realities.

As a consequence of the Judgment of teachers' performance, she is also making an implicit Judgment of the institution. Her statement "**Many teachers**

find themselves stuck with language textbooks" (lines 6-7) and especially her lexical choice "**find themselves**" suggests that sometimes teachers have no option but to follow the content in order to obey institutional rules; therefore, they are not allowed to change the content of the material provided to them. As it has been already mentioned, the reasons why teachers "**find themselves stuck with language textbooks**" are not mentioned in the participant's discourse.

The participant continues to evaluate language textbooks and relates their use to the context of situation and context of culture to which the content may be related to:

9 *One characteristic of language textbooks is that they present several pieces of information that **increase***
 10 ***the learners' cultural background. It is worth noticing that teachers must be aware of such***
 11 ***information, once it might be outdated***

The Appreciation of language textbooks presented in the previous statement in lines 9 to 11 relates to the Quality of their content as well as to the Impact they may cause on a learning process. One of the first Appreciations she made of language textbooks "([language textbooks] **are used as an essential tool in the classes**" - lines 1 and 2) indicates that D.S.N. believes that they may in fact be the only means through which students get to know an additional language and other cultures; therefore, they become the postcard of the country where the target language is spoken (Caixeta, 2002; see chapter 2, section, 2.1). However, by using the verb (process) "**increase**", in the sentence "[language textbooks] **increase the learners' cultural background**" (lines 9 and 10), D.S.N. also demonstrates that learners come to classroom bringing their own knowledge, which may be a way to say that language textbooks are another means for students to expand what they already know about an additional language and its culture. By interacting with one another on the grounds of the material available, students and teachers have the opportunity to share their feelings and opinions about their culture and other cultures. As a consequence of the exchange of texts in social interpersonal contexts - the classroom in my research - the ones involved in the learning situation may build new meanings. After all, as pointed out by Halliday (2004; see chapter 2, section, 2.3.1) languages are organized around a function and have a

relation to the exchange of meanings in social interpersonal contexts.

I have already mentioned that the context of culture does not play a major role in my research because my investigation focuses on the immediate relation between teachers and language textbooks, but I have realized that the context of culture is present in the participant's discourse and plays an important role in the analysis. Further, the context of culture has a direct relation to how D.S.N. evaluates language textbooks once she is concerned with how the cultural information included in language textbooks might become a channel to introduce stereotyped ideologies, as argued by Tílio (2006; see chapter 2, section, 2.1).

In D.S.N.'s statement, "**It is worth noticing that teachers must be aware [...]**" (lines 10 and 11), she sheds light on how the cultural information presented by language textbooks is important to the learning process. The meaning-making systems used by the participant to establish a relationship with her students are based on the content of the language textbook and on the view she has of other people's culture and of her own culture. According to the participant, not only the cultural differences that appear between the target and the mother language should be taken into consideration, but teachers should also have the knowledge to know whether or not the content is outdated. Language is a living organism and changes according to the use people make of it; it carries out functions that go beyond the lexicogrammatical level and can carry an array of meanings (Halliday, 2004; Martin and Rose, 2007; see chapter 2, section 2.3).

Based on the previous statement, D.S.N. is making a Judgment, which, once again, is related to the Capacity (Social Esteem) of teachers whom might not be informed of cultural differences. Once the teacher is aware of these matters and has a better understanding on the impact it may cause on the learning process, they can interfere with students' ZPD in a positive way (Vygotsky, 1932; see chapter 2, section, 2.2) by adapting the material (Cristóvão, 2009; see chapter 2, section, 2.1) and having students think, analyze, criticize and reconstruct knowledge (Vygotsky, 1978; see chapter 2, section, 2.2). It is relevant to point out that, throughout her discourse, D.S.N. reinforces her Judgment of teachers' Capacity.

It is also possible to understand that the participant makes a Judgment of teachers' performance in the sentence "**It is worth noticing that teachers must be aware [...]**" (line 10). There seems to be a distrust in teachers' Capacity in relation to what they are - or not - aware of in their teaching practices. The modalization of the sentence by means of the use of "**must**" leads us to believe that there is a strong concern whether teachers are prepared to deal with language textbooks. The same Judgment has already appeared in the three discourses analyzed, which might indicate that teachers are aware of what they need to do to provide students with the tools to make the learning process more meaningful, but it seems that they also believe that teachers might not be well prepared to deal with matters that arise from the content of the books, especially because they may have to adapt it to students' realities.

In this analysis, I intended to understand the discourses of teachers in relation to language textbooks on the grounds of the Appraisal System (Martin and White, 2005). Having outlined the theoretical part of the analysis, the next chapter will bring my understanding of what I have learned from the discourses that were analyzed.

5. Analysis: Part II - Round-up

In the previous chapter, I had the opportunity to analyze the discourses of three teachers who accepted to report their opinion on how they interpret language textbooks. In this chapter, I will make an attempt to understand the role that language textbooks have in students' learning and teachers' decision-making process based on the participants' lexicogrammatical choices and on the methodological framework presented in my research.

On the grounds of the categories of the Appraisal System (Martin and White, 2005; see chapter 2, section 2.3.2) it is possible to realize that the three participants shared some feelings and opinions with respect to their interpretation of language textbooks. I will try to narrow down the common positions they had in order to better understand the role of language textbooks to English teachers and the effect it may have on their teaching practice.

Most of the time the three participants did not talk explicitly about what they felt in relation to language textbooks, that is, Inscribed Affect was a common point among the three discourses analyzed. Although Appreciation and Judgment are both institutionalized Affect, in their discourse Affect was neither explicit nor direct. Some examples like **"language textbooks are essential for the effectiveness of an English teacher's work"** (see Appendix A, text 2, line 1;) and **"In the end, I realized that the students learned the vocabulary at the moment of the explanation, but forgot everything throughout the units. I accredit this fact to the format of the book, which is very conceptual"** (see Appendix A, text 1, lines 14-15) suggested that Inscribed Affect posed by their view on language textbooks was an unconscious attempt to be more objective in interpreting language textbooks, that is, the participants focused on the product and on the behavior of the ones involved in the process, like students, teachers, institutions and book designers instead of on their own feelings towards the material. It might indicate that the participants unconsciously believe that everybody and everything but themselves are more active and authoritative in the learning process (Tílio, 2006; see chapter 2, section 2.1).

The fact that the participants focused on the product more than on their own feelings might also suggest their strong concern with those materials and their impact on the learning process. Throughout their discourses, the role of introducing new information and approaching cultural matters is always related to language textbooks (Tílio, 2006; see chapter 2, section 2.1). Statements like "[language textbooks] **are an essential tool in the classes** (see Appendix A, text 3, lines 1-2) and "**language textbooks are essential for the effectiveness of an English teacher's work**" (see Appendix A, text 2, line 1) demonstrated that the participants understand that there should be negotiation of meanings by means of textbooks - which I find really important - but how this negotiation is established was not clearly stated. When I first read the statements, I thought that they would appreciate language textbooks in a positive way, but throughout my reading, I discovered that evaluating language textbooks might have been a disguised way to talk about the dissatisfaction they have with materials designers and institutions. Moreover, by making it clear that they change the content whenever needed ("**Usually, I had to look up synonyms or even prepare simpler explanations so that students could understand the complex vocabulary presented in the book. Not only for them to understand, but also for them to learn how to use the vocabulary in a meaningful way**"; see Appendix A, text 1, lines 5-8), they increase their authoritative role in the classroom instead of giving in. So, throughout their discourses, they tried to keep their evaluation as objective as possible.

In the Appreciation of language textbooks, there was always Judgment involved (see chapter 2, section 2.3.2). On the grounds of the Appraisal System (Martin and White, 2005; see chapter 2, section 2.3.2) the interpretation of language textbooks made by teachers of English is deeply related to their beliefs (Barcelos, 2012; Kalaja and Barcelos, 2003; see chapter 2, section 2.3.2). The participants are indeed worried about adapting the content presented by the materials they used, as shown in the sentences "**Usually, I had to look up synonyms or even prepare simpler explanations so that students could understand the complex vocabulary presented in the book. Not only for them to understand, but also for them to learn how to use the vocabulary in a meaningful way**", (see Appendix A, text 1, lines 5-8) and "**We know that,**

before the cultural diversity and the different realities, teachers of English need to be aware and make the connections between the reality and the content proposed by the language textbook"; see Appendix A, text 2, lines 3-5). However, the participants' lexical choices suggest to me that there is always someone else to blame, which is also an indication of the objectiveness of their discourses. L.A.M. accredits the unsuccessfulness of students' goals to the format of the book ("**In the end, I realized that students learned the vocabulary at the moment of the explanation, but forgot about everything throughout the units. I accredit this fact to the format of the book, which is very conceptual**"; see Appendix A, text 2, lines 14-16); N.M.L. is worried about adapting content and approach to students' needs ("**[...]teachers have to mediate and occasionally adapt the content and the approach according to each student's needs**", see Appendix A, text 2, lines 2-3) and D.S.N. is concerned that teachers follow language textbooks as if they were a recipe ("**Many teachers find themselves stuck to language textbooks and use them as if they were a recipe to be followed**"; see Appendix A, text 3, lines 6-8). In the case of the second and the third participant, the blame was on material designers and teachers, respectively.

Although there was Judgment of material designers throughout the three participants' discourses, this Judgment was always implicit. In my opinion, the fact that they do not blame material designers directly might indicate that teachers may not be aware of how much influence the opinions and beliefs of authors may have on the learning process and on their decision-making inside the classroom. As pointed out by Tílio (2006; see chapter 2, section 2.1) and corroborated by the participant D.S.N., e.g., "**One characteristic of language textbooks is that they present information that increase learners' cultural background. It is worth noticing that teachers must be aware of such information, once it might be outdated**" (see Appendix A, text 3, lines 9-11), the construction of multimodal texts (Kress and Leeuwen, 2006; see chapter 2, section 2.1), represented by the lexical choices and the images chosen by the author/s of language textbooks, might be transformed into a stereotyped ideology to talk about other cultures and thus an authoritative form to introduce new information. Depending on the institution, teachers are more or less free to manage the content according to what they believe that would be meaningful to students, but most of the times, it is the

institution that dictates how the content should be dealt with.

It has been discussed, based on Tílio (2006; see chapter 2, section 2.1), that language textbooks are often used as the main source of information in English classes. If teachers are not given the power and the vote of confidence to handle the book according to what their students need, their role inside the classroom as well as their decision-making will be diminished (Crawford, 2002; see chapter 2, section 2.1). After all, learning is a social activity, so, following this reasoning, the realities experienced by teachers will interfere with how they deal with language textbooks (Halliday 2004; see chapter 2, section 2.3). In the case of the participants, I believe that language textbooks do not diminish their role inside the classroom once it seems that they do not follow the book as a recipe, as pointed out by D.S.N. (**"However, it is important to be aware that they are only another tool to be used and that other tools should be used concurrently. Many teachers find themselves stuck with language textbooks and use them as if they were a recipe to be followed"**; see Appendix A, text 3, lines 5-8). The three participants mentioned that there should be adaptation of content and that, in fact, they do it whenever necessary (**"Usually, I had to look up synonyms or even prepare simpler explanations so that students could understand the complex vocabulary presented in the book. Not only for them to understand, but also for them to learn how to use the vocabulary in a meaningful way"**; see Appendix A, text 1, lines 5-8; **"Language textbooks are essential for the effectiveness of an English teacher's work; however, teachers have to mediate and occasionally adapt the content and the approach according to each student's needs"**; see Appendix A, text 2, lines 1-3; **"Other necessary adaptations include organize the skills in a way that improves the learning process and, sometimes, substitutes activities for other ones, using different tools"**; see Appendix A, text 3, lines 14-16). Even when there was a need to comply with institutional rules (**"Usually, I had to teach only one of each lesson so that I could finish the unit within the term [...]"**; see Appendix A, text 1, lines 12-13), they tried to meet their students' needs. Although there seems to be inscribed Affect throughout the discourses, when it comes to language textbooks, it is possible to notice that, based on the examples above, this inscribed Affect also relates to students and to the learning situation.

The third participant sheds light on the performance of teachers in relation to the use of language textbooks in the classroom when she states that **"Many teachers find themselves stuck with language textbooks and use them as if they were a recipe to be followed"** (see Appendix A, text 3, lines 7-8). She argues that this kind of material should not be used as a recipe (**"However, it is important to be aware that they are only another tool to be used and that other tools should be used concurrently. Many teachers find themselves stuck to language textbooks and use them as if they were a recipe to be followed"**; see Appendix A, text 3, lines 5-8); therefore, she suggests that the book is a worthy psychological tool that can be used as an auxiliary resource to establish a relationship between students and teachers (Vygotsky, 1978; see chapter 2, section 2.2) in order to exchange meanings in a linguistic environment (Halliday and Hasan, 1989; see chapter 2, section 2.3). As an auxiliary tool, all the three participants agreed on the fact that there should be adaptation of content in order to meet students' needs. Unconsciously or not, L.A.M., N.M.L. and D.S.N. argued that teachers have the power to change the content, but say that the material is responsible for the effectiveness of the work (**"In the end, I realized that students learned the vocabulary at the moment of the explanation, but forgot about everything throughout the units. I accredit this fact to the format of the book, which is very conceptual"**; see Appendix A, text 1, lines 14-16; **"We know that, before the cultural diversity and the different realities, teachers of English need to be aware and make the connections between the reality and the content proposed by the language textbook"**; see Appendix A, text 2, lines 3-5; **"Undoubtedly, language textbooks help the teacher's work. However, they should not be a recipe to be followed"**; see Appendix A, text 3, lines 17-19). Once we are dealing with different needs and desires, it is up to teachers to have knowledge and responsibility to make choices. There is a strong and explicit concern with the adaptation of materials, but the content itself was not deeply explored. Although I understand that the object of my investigation is the interpretation of language textbooks made by teachers of English, I expected that the content itself would be more explored as an attempt to support their opinion, as it was done in L.A.M.'s statement (**"The images presented in the book were very few and did not help as a visual aid"**; see Appendix A, text 1, lines 8-9) .

As pointed out at the outset of this chapter, Affect was the category that appeared implicit most of the time. It might be inferred that, as a result of the high concern with adaptation of materials, by judging material designers and, consequently, feeling stuck with language textbooks, teachers do not seem to realize their own feelings towards language textbooks. Since my investigation is based on the interpersonal meanings exchanged by means of the participants' lexicogrammatical choices, I thought that verbs (processes) as "love", "hate", and similar ones would be more used in their interpretations. The concern with our pedagogical practices and beliefs may also be changed throughout our journey as teachers. On the understanding that language is a living organism and also changes from time to time (Gordon, 2009; see 2, section 2.3), I thought that statements referring to how the participants have changed their opinions about language textbooks would appear more.

When I started to develop this investigation, my intention was to understand what teachers of English think about the role of language textbooks in their pedagogical practices. At first, I strongly believed that there would be more statements related to Affect than to Appreciation of language textbooks because I always had a relation of "love versus hate" with this type of material, but I never got into details about it before starting my investigation. Throughout the analysis of the participants' discourses, I realized that they are deeply concerned with adaptation of content. That is probably the reason why there is so much Judgment of institutions and material designers because they might feel limited by those entities. I could see myself in the participants' discourses and realized that, although I find myself stuck with language textbooks, I - unconsciously or not - also take into consideration my students' realities and, at least, try to make the proper adaptations. Even though what "proper" means has not been discussed by none of the participants, their discourses suggest to me that "proper" is what makes students feel comfortable, enjoy the classes and learn from them, since the three participants seem to aim at making the process become more meaningful. By doing this, they have the opportunity to review and revisit their pedagogical practices and beliefs because there will always be room for improvement and each class is a unique learning opportunity.

6. Final Considerations

This investigation aimed at understanding how teachers of EFL interpret and evaluate language textbooks. In order to carry out the research, three teachers were invited to report their opinions on language textbooks. Based on their lexicogrammatical choices and on the interpersonal meanings constructed in their texts, the Appraisal System (Martin and White, 2005) and the theoretical framework presented helped me analyze and, consequently, reach a better understanding of the role language textbooks play in the learning process and in teachers' decision making.

At first, I was very skeptic about analyzing other teachers' discourses because I did not understand how other people's view would make a difference in my own perspective. In addition to it, as it was very difficult to find teachers who were willing to report their interpretation of language textbooks, I thought that the data gathered would not be significant enough to develop a useful research. However, after reading the participants' discourses, I could see that they share many opinions I have on language textbooks. I realized that I am not the only one who has troubles when dealing with this type of material, so I became more interested and more engaged in the investigation.

Based on the discourses of the participants, it seems that it is very difficult to struggle with the impositions made by institutions. Although they have to comply with several requirements made by the educational settings, they find the strength to look after what students really need, for example, by adapting the content to make the learning process become more meaningful. It could be convenient for them to use books that point out to the directions that should be taken and, then, just follow them, but it seems that they believe that this is not the best way to take part in a learning process. After all, teachers will always be students who are always willing to learn more.

In my teaching experience and having informal conversations with other teachers, I realized that we do not have enough talks on the role of language textbooks. Most of the times, EFL teachers cannot explain why they actually like

or dislike language textbooks, so their opinions on this kind of material are limited to "I like the language textbook I use" and "I don't like the language textbook I use", which are positions that do not account for the actual impact that this tool might have on a learning process. By analyzing a book and reflecting on what it represents to the pedagogical practice, teachers might better understand the role this material plays in their lives. I believe that my investigation has given the participants/teachers the opportunity to explore more deeply their opinions on language textbooks, which is also a way to review and revisit their practices and beliefs. Obviously, there was a motivation (see chapter 7, Appendix C) so that they could have a starting point, but it was never my intention to influence their discourses. There were no impositions or rules that could make them feel uncomfortable and, perhaps, change their opinions.

I hope that the participants could draw on the experience to build more knowledge and to better understand themselves as teachers. If so, they will be able to reflect on their pedagogical practices and seek better understandings. Engaging in a research like mine that aimed at understanding the role language textbooks play in a learning process is also a way to get involved in the events that surround them in order to become more aware of their practice. As a consequence of discussing what language textbooks represent to their professional lives, I also hope that I could empower teachers so that their sense of ownership with respect to language textbooks can grow.

The manner we deal with language textbooks inside the classroom can show much more of our personality than I could have ever imagined. Because of this research, I learned that teachers are believers who seek all the possible alternatives before giving in. Moreover, they may be more powerful than language textbooks, but they have to tussle with institutions and, unconsciously, with material designers. Therefore, if material designers and coordinators of educational settings have the opportunity to read my investigation, they will have the chance of being aware of what teachers currently feel about the use of language textbooks.

Regarding me, I can say that I am not as a hard-headed person as I was

before writing this research. So, this investigation has helped me develop as a teacher who reflects more on my pedagogical practice and on what I believe that truly matters in a learning process, that is, provide students with the necessary tools for them to become more independent learners (Robbins, 2001; see chapter 2, section 2.2). Language textbooks are no longer spooky monsters to me because now I am sure that I am not the only teacher who struggles with them and who has difficulties to follow the requirements made by institutions without taking into consideration what students really need. The participants helped me realize that language textbooks cannot dictate what is either learned or learnable in a learning situation. From now on, I will reflect more on the material I use before criticizing it.

I also intend to use what I learned from this experience to develop new studies on language textbooks in the future. With this research, I sought understanding the importance that language textbooks have in teachers' lives, so I could better understand my own matters. Further, I would like to know how this kind of material is developed by material designers. It will be also significant to get involved in the production of language textbooks because, as a teacher who is concerned with how this material is used in the classroom (with respect to content), I can contribute to its development later.

Finally, I hope my investigation has become a motivation so that this subject is more discussed among teachers, coordinators and material designers. I also expect that readers who relate to the object of this research make their own meanings based on their pedagogical context as I believe the teachers who took part in it and I did.

7. Appendix

Appendix A - The participants' discourses (translated versions)

Text 1 - First participant's discourse (L.A.M.)

1	The language textbook "Speak Out" adopted by the language course I work for
	has the
2	main objective of preparing students to learn English to be used in a specific
	situation,
3	which is job interview. Therefore, it approaches several subjects related to
4	the professional environment, for example: banks, business, scholarships, and
	so on.
5	Usually, I had to look up synonyms or even prepare simpler explanations so
	that
6	students could understand the complex vocabulary presented in the book. Not
	only for
7	them to understand, but also for them to learn how to use the vocabulary in a
8	meaningful way. The images presented in the book were very few and did not
	help as a
9	visual aid.
10	The book was very conceptual and, for that reason, it was thick. In each unit
	there were
11	two lessons of "reading and comprehension", two lessons of "listening" and
	two of
12	"writing", if I am not mistaken. Usually, I had to teach only one of each lesson
	so that I
13	could finish the unit within the term, which was, on average, one lesson per
	Saturday.
14	In the end, I realized that students learned the vocabulary at the moment of the
15	explanation, but forgot about everything throughout the units. I accredit this
	fact to the
16	format of the book, which is very conceptual.

Text 2 - Second participant's discourse (N.M.L.)

1 Language textbooks are essential for the effectiveness of an English teacher's
2 work; however, teachers have to mediate and occasionally adapt the content
and
3 the approach according to each student's needs. We know that, facing the
cultural
4 diversity and the different realities, teachers of English need to be aware and
make
5 the connections between the reality and the content proposed by the language
6 textbook. For example, teachers can use videos, songs, movies, role-plays
and
7 games in order to promote a more playful class and a more objective
approach.

Text 3 - Third participant's discourse (D.S.N.)

1 It is very common to use language textbooks in language courses. They are
 used as an
 2 essential tool in the classes. The selection of the book should be in tune with
 the
 3 methodology adopted.
 4 Undoubtedly, language textbooks facilitate the teacher's work by directing
 and
 5 structuring the learning process. However, it is important to be aware that
 they are only
 6 another tool to be used and that other tools should be used concurrently.
 Many teachers
 7 find themselves stuck with language textbooks and use them as if they were a
 recipe to be
 8 followed.
 9 One characteristic of language textbooks is that they present information that
 increase
 10 learners' cultural background. It is worth noticing that teachers must be aware
 of such
 11 information, once it might be outdated.
 12 The language textbook that I use is divided by skills and I often need to adapt
 it to the
 13 time available. Some long activities are substituted for shorter ones and the
 ones that
 14 have not been done are resumed later. Other necessary adaptations include
 organize the
 15 skills in a way that improves the learning process and, sometimes, substitutes
 activities
 16 for other ones, using different tools.
 17 Undoubtedly, language textbooks help the teacher's work. However, they
 should not be
 18 a recipe to be followed. After all, we are dealing with different needs and
 desires; it is

¹⁹ up to teachers to have knowledge and responsibility to make choices.

APPENDIX B - Original Discourses

Pontifícia Universidade Católica/PUC-RJ

Curso de Pós-Graduação *Lato Sensu* em Língua Inglesa

Orientadoras: Mônica Souza e Adriana Nóbrega

Orientanda: Vanessa Almeida

Voluntário: Louiane de Almeida Moreno

Instituição de Ensino: Yes! Curso de Idiomas

Livro adotado pela instituição: Speak Out!

Gostaria que as informações pessoais fornecidas não fossem divulgadas (☒)

O livro didático de ensino de língua estrangeira deve, além de ensinar língua estrangeira, tratar de questões culturais relativas à língua em questão. Segundo Kramsch (1998, p. 78), "o livro didático pode ser visto como um andaime ideal cuidadosamente construído para a organização e interpretação de uma nova experiência linguística e cultural".

A partir do exposto acima, relate como você, Professor de Língua Inglesa, interpreta o livro didático de Língua Inglesa e como você o adapta (caso você o faça) para atender às necessidades de seus alunos. (Máximo de 30 linhas, Times New Roman, 12, espaçamento 1,5)

O livro didático "Speak Out" adotado no curso de idiomas em que trabalho tem o objetivo principal de preparar os alunos para as entrevistas de emprego. Sendo assim, o livro aborda vários assuntos relacionados ao mundo profissional, como: bancas, mundos dos negócios, horas de estudos, entre outros. Muitas vezes eu precisava procurar sinônimos, ou mesmo preparar explicações mais simples para que os alunos entendessem os vocabulários complexos trabalhados no livro. Não somente para que entendem, mas também, saibam como utilizar esse vocabulário de maneira necessária. As imagens presentes no livro eram poucas e não aju-

davam como apoio visual.

O livro era muito conceitual, e por isso, grosso. Em cada ~~leção~~ unidade havia duas lições de "reading and comprehension", duas lições de "listening" e duas de "writing", se não me lembro. ~~Por~~ Muitas vezes, precisava aplicar somente uma de cada, agrupando todo o conteúdo para que pudesse terminar no prazo determinado, em média, uma lição por sábado.

Por fim, percebi que no estudo desse livro os alunos aprendiam o vocabulário no momento da explicação, mas no decorrer das unidades, esqueciam. Citei esse fato ao formato do livro, muito conceitual.

Referência:

Tílio, Rogério. O livro didático de inglês em uma abordagem sócio-discursiva. Culturas, identidades e pós-modernidade. Departamento de Letras, PUC - Rio. 2006.

Pontifícia Universidade Católica/PUC-RJ

Curso de Pós-Graduação *Lato Sensu* em Língua Inglesa

Orientadoras: Mônica Souza e Adriana Nóbrega

Orientanda: Vanessa Almeida

Voluntário: Nathalia Morais Lima

Instituição de Ensino: Voc Move Piratininga

Livro adotado pela instituição: _____

Gostaria que as informações pessoais fornecidas não fossem divulgadas ()

O livro didático de ensino de língua estrangeira deve, além de ensinar língua estrangeira, tratar de questões culturais relativas à língua em questão. Segundo Kramsch (1998, p. 78), “o livro didático pode ser visto como um andaime ideal cuidadosamente construído para a organização e interpretação de uma nova experiência linguística e cultural”.

A partir do exposto acima, relate como você, Professor de Língua Inglesa, interpreta o livro didático de Língua Inglesa e como você o adapta (caso você o faça) para atender às necessidades de seus alunos. (Máximo de 30 linhas, Times New Roman, 12, espaçamento 1,5)

O livro didático é fundamental para eficiência do trabalho do profissional de língua inglesa, entretanto o professor tem o trabalho de mediador e precisa ocasionalmente adaptar os conteúdos e a abordagem de acordo com a necessidade de cada aluno. Sabemos que diante da diversidade cultural e as diferentes realidades o profissional está precisa estar atento e fazer conexões da realidade com o conteúdo proposto pelo livro. Como por exemplo, o profissional pode adicionar vídeos, músicas, filmes, encenações e jogos para uma aula mais lúdica e abordagem mais objetiva.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings visible.

100

Pontifícia Universidade Católica/PUC-RJ
 Curso de Pós-Graduação *Lato Sensu* em Língua Inglesa
 Orientadoras: Mônica Souza e Adriana Nóbrega
 Orientanda: Vanessa Almeida

Voluntário: Marcelle Silva da Vasconcelos
 Instituição de Ensino: IBLÉ
 Livro adotado pela instituição: World Link
 Gostaria que as informações pessoais fornecidas não fossem divulgadas ()

O livro didático de ensino de língua estrangeira deve, além de ensinar língua estrangeira, tratar de questões culturais relativas à língua em questão. Segundo Kramsch (1998, p. 78), "o livro didático pode ser visto como um andaime ideal cuidadosamente construído para a organização e interpretação de uma nova experiência linguística e cultural".

A partir do exposto acima, relate como você, Professor de Língua Inglesa, interpreta o livro didático de Língua Inglesa e como você o adapta (caso você o faça) para atender às necessidades de seus alunos. (Máximo de 30 linhas, Times New Roman, 12, espaçamento 1,5)

É muito comum interpretar o livro didático como apenas um instrumento. Ele é usado como uma ferramenta essencial para as aulas. A seleção do livro deve acompanhar a metodologia adotada. Sem dúvidas o livro adotado facilita o trabalho do professor, diminuindo e estruturando o ensino. Contudo, é importante estar atento que ele é apenas uma ferramenta a ser utilizada e que outras coisas se usam constantemente. Muitos professores se preocupam apenas com o livro didático, entendendo ele como uma única via de se ensinar.

Uma característica do livro é compartilhar de diversas informações que ampliam o leque cultural. Vale

lêmbra que o professor deve estar atento à essas informações, que porventura, podem estar desatualizadas.

O livro que utilizo é organizado por habilidades e muitos vezes preciso adaptar à carga horária disponível. Algumas atividades longas são substituídas pelas mais curtas e as que não foram trabalhadas são retomadas mais a frente. Outras adaptações necessárias são organizar as habilidades de forma que melhor facilite a aprendizagem e por isso substituir atividades por outras utilizando ferramentas diferentes.

O livro didático, unquestionavelmente, auxilia o trabalho do professor. No entanto, não é um modelo a ser seguido passo a passo como uma receita, que quando ativada funciona. Afinal, estamos lidando com diferentes necessidades e desejos, cabe ao professor ter conhecimento e responsabilidade de suas escolhas.

Referência:

Tílio, Rogério. O livro didático de inglês em uma abordagem sócio-discursiva. Culturas, identidades e pós-modernidade. Departamento de Letras, PUC-Rio, 2006.

Appendix C - Motivation given to the participants

Pontifícia Universidade Católica/PUC-RJ

Curso de Pós-Graduação Lato Sensu em Língua Inglesa

Orientadoras: Mônica Souza e Adriana Nóbrega

Orientanda: Vanessa Almeida

Voluntário: _____

Instituição de Ensino: _____

Livro adotado pela instituição: _____

Gostaria que as informações pessoais fornecidas não fossem divulgadas ()

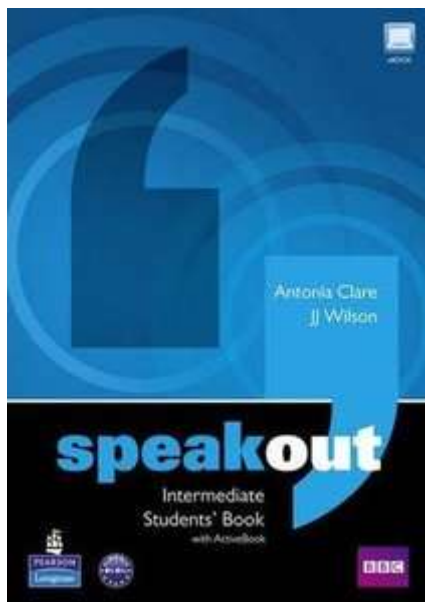
O livro didático de ensino de língua estrangeira deve, além de ensinar língua estrangeira, tratar de questões culturais relativas à língua em questão. Segundo Kramsch (1998, p. 78), “o livro didático pode ser visto como um andaime ideal cuidadosamente construído para a organização e interpretação de uma nova experiência linguística e cultural”. A partir do exposto acima, relate como você, Professor de Língua Inglesa, interpreta o livro didático de Língua Inglesa e como você o adapta (caso você o faça) para atender às necessidades de seus alunos. (Máximo de 30 linhas, Times New Roman, 12, espaçamento 1,5)

[illegible]

Referência: Tílio, Rogério. O livro didático de inglês em uma abordagem sócio-discursiva. Culturas, identidades e pós-modernidade. Departamento de Letras, PUC-Rio. 2006.

8. Annex

Annex A - References from the language textbooks analyzed in the research



» LEAD-IN

GRAMMAR

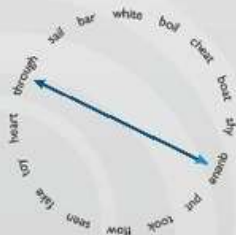
1 Read the text and find examples of ...

- 1 the past simple *he saw*
- 2 the past continuous
- 3 the present perfect
- 4 the past perfect
- 5 a modal verb
- 6 a superlative
- 7 a relative clause
- 8 a passive

There have been some amazing coincidences throughout history, but this might be the best. In 1900 King Umberto of Italy was dining in a restaurant when he saw that the owner looked exactly like him. The man, who was also called Umberto, was born in Turin on the same day as the king and, like the king, married a woman called Margherita. Amazingly, their weddings had been on the same day. The king invited the restaurant owner to an athletics meeting the next day. As the king sat down, he was told that the other Umberto had died in a mysterious shooting accident. Just as the king heard this news, an anarchist shot him dead.

PRONUNCIATION

2A Find pairs of words that have the same vowel sound.



B L1 Listen and check your answers.

C Work in pairs. Think of other words in English that use the same sounds.

VOCABULARY

3A Complete the common phrases below using the correct verb from the box.

have take check watch chat go meet
play do (x2)

- 1 have a meeting
- 2 check your email
- 3 chat out with friends
- 4 watch some sport
- 5 do a colleague
- 6 do some work
- 7 go on the internet
- 8 take a break
- 9 play a DVD
- 10 do some music

B Add phrases 1–10 above to the word webs below.



C Can you add any more phrases to the word webs? Which of these things do you do on a normal day?

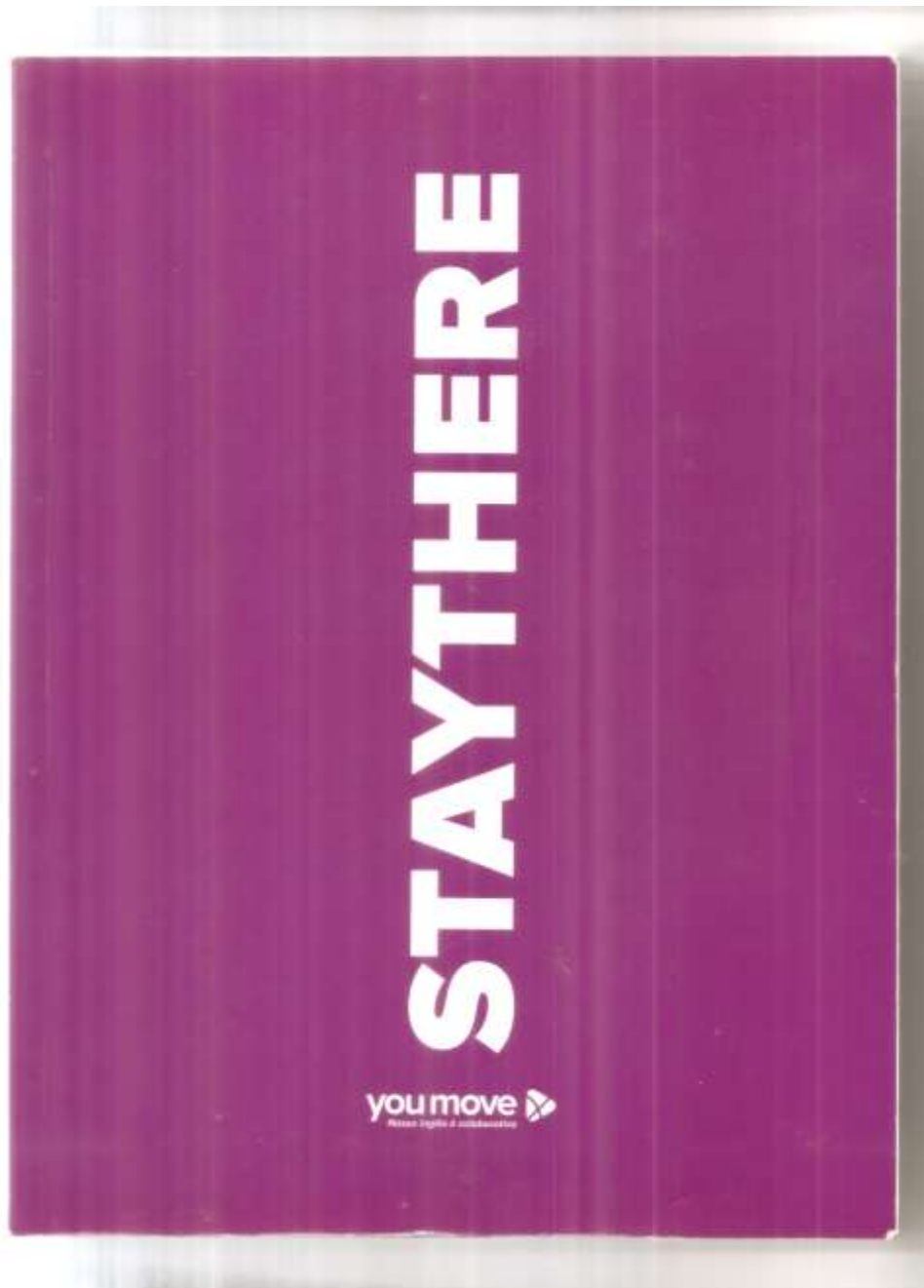
COMMON ERRORS

4A Correct the mistakes.

- 1 She likes listening music.
- 2 I am architect.
- 3 Are you feeling alright?
- 4 When I can visit your house!
- 5 Let's discuss about this tomorrow.
- 6 He don't come here often.
- 7 We come from germany.
- 8 Where you go yesterday?
- 9 I live in this town all my life.
- 10 My wife is a really good cooker.

B Which mistakes are connected with ...

- | | |
|-------------------------------|---------------------------|
| a) verb-noun agreement | f) articles |
| b) spelling | g) vocabulary |
| c) verb tense | h) word order |
| d) punctuation/capitalisation | i) missing auxiliary verb |
| e) prepositions | j) extra words |



CARTA AO ALUNO

O material *Stay There* foi criado para que você aprenda inglês de maneira divertida e interativa, mas para isso o aluno precisa conhecer um pouco sobre as características do material e do seu papel no processo de aprendizagem. Primeiro, a aula é o ponto de partida e chegada, mas não é o único momento e maneira para você aprender inglês. Para isto é muito importante que você se prepare para sua aula seguindo os passos apresentados a seguir:

Processo de aprendizagem:

Etapa 1

Assistir à vídeosaula correspondente à aula. São totalmente confeccionadas para que você tenha exemplos em uma situação real do que será estudado, com o opção de ter ou não legendas em inglês e Português. Trata-se de cinco tipos de programas de televisão populares em países de língua inglesa, como aulas de culinárias, entrevistas e reality shows, nos quais o aluno é apresentado a funções da língua e estruturas e vocabulário importantes para comunicação. As vídeosaulas têm duração de 5 a 10 minutos.

Etapa 2

Preparação da aula. Tudo o que foi mencionado no vídeo é visto novamente, mas agora com um olhar pedagógico. Enfoque no uso e na estrutura de pontos gramaticais, vocabulário e fonologia, além de muitos exemplos e atividades para você praticar e se preparar ainda mais para a sua aula. A preparação da aula é feita em Português e Inglês, sendo que o Português é utilizado como uma ferramenta para você entender e poder usar o Inglês sem recorrer a traduções simples. A preparação da aula deve levar em média 60 minutos.

Etapa 3

Aula. Momento de interação que funciona como uma imersão no idioma inglês, onde os alunos de diversos níveis realizam tarefas em conjunto com a supervisão do professor. Cada aluno faz a tarefa de acordo com o seu nível e capacidade comunicativa. As aulas têm duração de 50 a 55 minutos.

Etapa 4

Tarefas de casa, atividades que devem ser feitas em casa para fixação do conteúdo trabalhado e entregues na escola para correção. As tarefas de casa variam de acordo com o nível do aluno. Alguns conceitos são extremamente importantes para seu sucesso no processo de aprendizagem. Leia com atenção e sempre tenha-os em mente para seu êxito.

Autonomia de aprendizagem. Você vai poder ler e rever a preparação da aula o quanto você julgar necessário. Essa autonomia é fundamental para qualquer aprendiz, pois você vai aprender a lidar com o Inglês sem precisar de um professor o tempo todo ao seu lado.

Exposição à língua. Aqui você vai colocar em prática o que aprendeu, sendo que o seu desempenho é fundamental para o andamento da aula. Afinal, o que vale mais: o que você sabe ou o que você consegue fazer com o que sabe? Por isso, nada de ter medo de cometer erros ao realizar tarefas mais desafiadoras. A prática e exposição ao idioma são essenciais!

Revisão de tópicos. O mesmo tópico será visto várias vezes em aulas diferentes. Assim, você pode se aprofundar cada vez mais, sem sofrer a pressão de, na primeira vez que vir o tópico, ter que aprender toda a sua complexidade, diferentes usos e características.

Organização de conteúdo. Você não vai começar e estudar como em escolas convencionais. Normalmente, o primeiro tópico a ser ensinado é o verbo *to be*. Você já se perguntou por quê? Bom, a resposta é: porque é o que todo mundo faz. Mas o fato é que o verbo *to be* está longe de ser fácil, ele é o verbo com mais conjugações na língua inglesa. Então, por que começar com ele? Você vai começar com uma comunicação real, com exposição a diversas estruturas e procurando utilizá-las de acordo com o contexto. Isso vai fazer com que você se torne cada vez mais independente e ágil no seu raciocínio.

BUSY SCHEDULE

PREPARAÇÃO DA AULA

ETAPA 1 INTRODUÇÃO



Analyzing Routines

Como você viu na Vídeoaula, neste episódio de *Let's Hear From Life*, a Sra. Marshall descreve sua rotina em detalhes. Ouça o áudio correspondente e acompanhe no livro as frases referentes à sua rotina, prestando atenção à pronúncia.

1-1 AUDIO



Mrs. Marshall – I wake up at 6 a.m., take a shower, and walk the dog. Then, at 6:30 I prepare breakfast. At 6:45, I wake up my husband and my kids. Then, at 7:15, I do the dishes and then I get dressed for work.

Mrs. Marshall – At 7:30 a.m., I take the kids to school. At 8, I arrive at work. I work from 8 a.m. to midday. At midday, I have lunch. At 1 p.m., I work... I go back to work, and then I leave work at 5:15 p.m.

Mrs. Marshall – At 5:45 p.m., I arrive home. Then, at 6 p.m., I go to the gym. At 7 p.m., I prepare dinner, and at 7:45, I have dinner with my family. At 8:30 p.m., I check my emails.

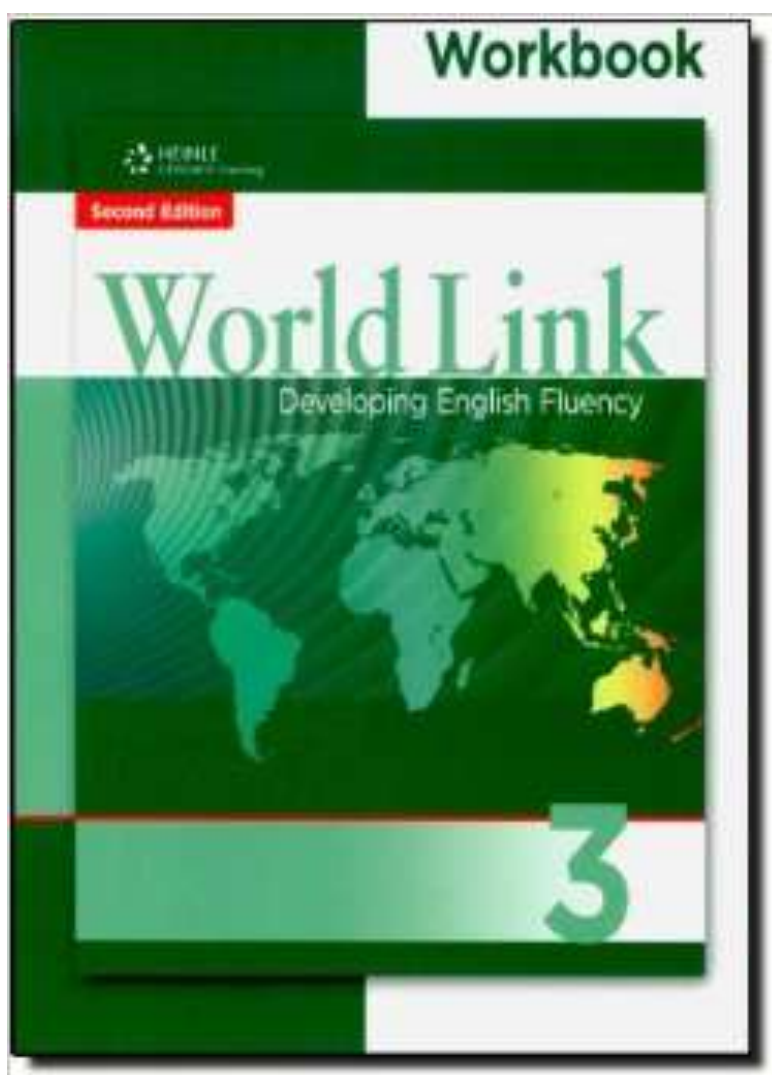
Half (Para Indicar Meia Hora)*At 7:30 – at half past seven / at seven thirty**At 8:30 – at half past eight / at eight thirty**At 10:30 – at half past ten / at ten thirty***A Quarter** (Para Indicar 15 ou 45 Minutos Passados ou que Faltam Passar)*At 2:15 – at a quarter past two / at two fifteen**At 6:15 – at a quarter past six / at six fifteen**At 9:45 – at a quarter to ten / at nine forty-five**At 10:45 – at a quarter to eleven / at ten forty-five***Daily Activities**

A seguir, você vai encontrar todas as ações apresentadas nesta unidade.

Ouça o áudio correspondente e pratique a pronúncia das seguintes ações.

1-3 ÁUDIO

<i>I wake up.</i>	(Eu acordo.)
<i>I take a shower.</i>	(Eu tomo banho.)
<i>I prepare breakfast.</i>	(Eu preparo o café da manhã.)
<i>I have breakfast.</i>	(Eu tomo o café da manhã.)
<i>I do the dishes.</i>	(Eu lavo os pratos.)
<i>I take the kids to school.</i>	(Eu levo as crianças para a escola.)
<i>I go to work.</i>	(Eu vou para o trabalho.)
<i>I arrive at work.</i>	(Eu chego ao trabalho.)
<i>I have lunch.</i>	(Eu almoço.)
<i>I leave work.</i>	(Eu saio do trabalho.)
<i>I go to the gym.</i>	(Eu vou à academia.)
<i>I prepare/cook dinner.</i>	(Eu preparo/cozinho o jantar.)
<i>I have dinner.</i>	(Eu janto.)
<i>I check emails.</i>	(Eu verifico e-mails.)
<i>I choose clothes.</i>	(Eu escolho roupas.)
<i>I watch TV.</i>	(Eu vejo televisão.)
<i>I go to sleep.</i>	(Eu vou dormir.)



5 Writing

My house

- A** Read the description of an apartment in Hong Kong. Then write about your house or apartment.

I live with my family in an apartment in Hong Kong. We live on the sixteenth floor. There are two bedrooms, a living room, a kitchen, a bathroom, and a balcony. There are plants on the balcony. The balcony has big glass doors. I share a bedroom with my sister. In the room, there are two beds. There is also a desk, a closet, and a stereo. We like to listen to music at night before we go to sleep. Sometimes, we talk about our day.



- B** **Pair work.** Share your writing with a partner. Ask questions about your partner's house or apartment.

6 Communication

Looking for a roommate

- A** Read the advertisement and answer the questions.

1. How many rooms are there in the apartment?
2. Is there a private room for you? What rooms do you share?
3. Where is the apartment?
4. What are the house rules?

- B** Imagine you have an apartment. You want a roommate. Write an ad on a separate piece of paper.

- C** **Group work.** Work with a group of 3 or 4 people. Tell them about your apartment. Your group asks questions about your apartment.

Looking for a roommate!

Share a large, five-room apartment with me. There are two bedrooms, a kitchen, and a bathroom. There is a washer, a dryer, and a dishwasher.

Where: I live in the university district. The apartment is near shops and restaurants, and subway lines 2 and 3. It's perfect for a student!

No smokers please!

Is there a washer and dryer?

Is the apartment near shops?

What are your house rules?



Check out the World Link video.



Practice your English online at worldlink.heimle.com.

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