

## Appendix 2

### Analysis of the Most Adopted National and International Coursebooks in 2015-2016

<b>Coursebook</b>	Let's Rock! 3	Smileys 3. <sup>o</sup> ano	New Treetops 3
<b>ISBN</b>	978-972-0-18150-3	978-1-4715-3704-2	978-0-19-400345-2
<b>Subject / Year</b>	English – 3 <sup>rd</sup> grade	English – 3 <sup>rd</sup> grade	English – 3 <sup>rd</sup> grade
<b>Publishing house</b>	Porto Editora	Express Publishing	Oxford University Press
<b>Analysis Criteria</b>			
<b>1. Organisation and Method</b>			
1.1 Presents a coherent and functional organisation.	<p><b>Yes.</b> The coursebook begins with unit 0, which allows students to revise / learn contents taught at preschool or in the 1<sup>st</sup> and 2<sup>nd</sup> grades. The level of difficulty increases from unit to unit throughout the coursebook.</p>	<p><b>Yes.</b> The coursebook begins with a unit called "Let's Start!", which serves as an entry into the English language. Classroom language and classroom language instructions are presented in this unit, as well as language typically taught at preschool or in the 1<sup>st</sup> and 2<sup>nd</sup> grades. The level of difficulty increases from unit to unit throughout the coursebook.</p>	<p><b>Yes / No.</b> The coursebook does not contain a revision unit. There is only an opening double-spread that helps set the context of the coursebook and revise / learn some previous learning. The level of difficulty increases from unit to unit throughout the coursebook.</p>
1.2 Presents an organisation that is suitable for students.	<p><b>Yes.</b> The coursebook is composed of 5 units (unit 0 and units 1-4). Each unit is divided into two subunits of 14 pages each to break down learning for students and to keep them engaged. Units are organised according to a pattern that is repeated throughout the coursebook to allow students to anticipate the learning path, thereby allowing them to feel safe and comfortable.</p>	<p><b>Yes.</b> The coursebook is composed of 7 units ("Let's Start!" and units 1-6). "Let's Start!" is composed of 10 pages and units 1, 3 and 5 of 12 pages each. The remaining units are composed of 14 pages, except for unit 6 that has got 13 pages to break down learning for students and to keep them engaged. Units are organised according to a pattern that is repeated throughout the coursebooks to allow students to anticipate the learning path, thereby allowing them to feel safe and comfortable.</p>	<p><b>Yes / No.</b> The coursebook is composed of 4 units. Each unit has 16 pages and is divided into 2 subunits (subunit 1 has got 6 pages and subunit 2 the remaining 10 pages) to break down learning for students and to keep them engaged. As a result, this coursebook does not contain sufficient exercises for students to practise and acquire language effectively. Units are organised according to a pattern that is repeated throughout the coursebooks to allow students to anticipate the learning path, thereby allowing them to feel safe and comfortable.</p>
1.3 Presents essential steps for knowledge acquisition and the development of skills.	<p><b>Yes.</b> Each unit begins with an opening spread that sets the context for the topic of the unit and revises vocabulary the students probably already know. Learning begins with learning words that are then used in sentences and, finally, in a short text (cartoon strip story). Vocabulary is recycled in the songs and games presented throughout the coursebook. All units end with a show and tell page allowing students to actively use the language they learnt in a familiar and age-appropriate context. Each unit contains varied exercises that target the 4 language skills (Reading, Writing, Listening and Speaking), with sufficient exercises to allow students to practise and develop their language skills. The last double-spread in each unit presents a double-revision-page with a self-evaluation section (in Portuguese) to allow students to consolidate learning before moving on to the following unit.</p>	<p><b>Yes / No.</b> There is no opening spread at the beginning of each unit recycling previous learning. Learning is organised at a word-sentence-text level (cartoon strip story). A limited amount of vocabulary is recycled in the songs and stories throughout the coursebook. The units contain varied exercises that allow for the development of writing and listening skills. However, there is a limited number (9) of spoken interaction activities and no spoken production activities in the form of show and tell exercises. Thus, the time dedicated to developing the 4 language skills is not balanced in this coursebook. The last page in each unit presents a self-evaluation section, but no L1 support is provided. This represents an additional challenge for language learners whose learning rhythms are slower.</p>	<p><b>Yes / No.</b> There is no opening spread at the beginning of each unit recycling previous learning. Learning is organised from a word to a text level (cartoon strip story) and then goes back to a sentence level. A limited amount of vocabulary is recycled in the songs and stories throughout the coursebook. The units contain varied exercises that allow for the development of writing and listening skills. However, there is a very limited number (3) of spoken interaction activities and no spoken production activities in the form of show and tell exercises. Thus, the time dedicated to developing the 4 language skills is not balanced in this coursebook. The second to last double-spread in the unit presents a revision page with 3 additional practice activities. The last activity is designed to help students evaluate their progress, with a stop-and-go sign, but no additional scaffolding is provided to help them measure their progress in a guided and objective manner.</p>

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1.4 Motivates students to learn.	<p><b>Yes.</b> The coursebook is built around the adventures of the main character (Rocky, the cat), which creates an emotional attachment with students thereby opening their learning gates to the language. Learning is scaffolded and opportunities to follow a Content and Language Integrated Approach to Learning (CLIL) are presented in every unit. There is a variety of activities and resources which appeal to various learning styles and the needs of YL: 17 songs, 3 chants, 9 poems, 12 games, 16 stories, 9 arts and crafts activities, stickers for the students to stick throughout the coursebook and mini flashcards. The digital coursebook also contains many resources and interactive exercises which appeal to YL.</p>	<p><b>Yes / No.</b> The coursebook is built around the adventures of two characters (which are the students' age), their grandmother and their pet monkey, which creates an emotional attachment with students thereby opening their learning gates to the language. Learning is scaffolded and 4 opportunities to follow a CLIL approach are presented in units 1, 3, 4 and 6. Units 2 and 5 have a "My world" rubric that develops students' intercultural awareness. It should be noted that the CLIL activities do not allow for a cross-curricular approach to learning as the contents of these pages do not develop any of the topics in the <i>Metas Curriculares</i> (Bravo et al., 2015) of the remaining subjects. There is some variety of activities and resources which appeal to various learning styles and the needs of YL: 12 songs, 11 games, 10 stories, 1 poem, 10 portfolio activities and 2 arts and crafts activities. However, the arts and crafts activities are only associated with the festivity pages (Mother's Day and Father's Day). The digital coursebook contains many resources and interactive exercises which appeal to YL.</p>	<p><b>Yes / No.</b> The coursebook is built around the characters Bud and Holly in the Treetops town. The context is appropriate for students in this age group and as such it creates an emotional attachment with students that promotes learning. Learning is scaffolded and opportunities to develop students' intercultural awareness are presented in units 1 and 3. There is some variety of activities and resources which appeal to various learning styles and the needs of YL: 8 songs, 3 chants, 11 stories, 1 game, 3 arts and crafts activities (one of which is associated with the Mother's Day and Father's Day festivities page) and 11 portfolio activities. Access to the digital coursebook was not possible to evaluate the resources it contains.</p>
1.5 Includes suggestions of practical / experimental activities.	<p><b>Yes.</b> The coursebook contains a variety of exercise types that allow students to actively develop all 4 language skills. Total Physical Response (TPR) opportunities for learning are included in the 12 games and 9 arts and crafts activities throughout the coursebook. 18 pair work activities are also spread throughout the coursebook.</p>	<p><b>Yes.</b> The coursebook contains a variety of exercise types that allow students to actively develop all 4 language skills (although speaking is developed to a lesser degree, as mentioned previously). TPR opportunities for learning are included in the 11 games and 2 arts and crafts activities throughout the coursebook. 12 pair work activities are also spread throughout the coursebook.</p>	<p><b>Yes.</b> The coursebook contains a variety of exercise types that allow students to actively develop all 4 language skills (although speaking is developed to a much lesser degree, as mentioned previously). TPR opportunities for learning are included in the 1 game and 3 arts and crafts activities throughout the coursebook. 3 pair work activities are also spread throughout the coursebook.</p>
1.6 Stimulates autonomy and critical thinking.	<p><b>Yes.</b> Each subunit begins with a double-spread that contains a critical thinking question related to the topic of the subunit. Instructions throughout the coursebook are scaffolded by icons to help students understand them. Examples are provided in more difficult exercises to support students' understanding of the task at hand. Each unit ends with a "Let's check" double-spread that allows students to create study notes and train for the test. A self-evaluation rubric in Portuguese has been included at the end of every unit to ensure that students are able to understand the units' learning objectives and evaluate themselves autonomously.</p>	<p><b>Yes / No.</b> Each unit contains a rubric ("Thinking cap") that targets the development of critical thinking skills. In total, there are 13 critical thinking activities spread throughout the coursebook. However, it should be stressed that the instructions throughout the coursebook do not have icons to help students understand them. Each unit ends with a revision page with 3-4 revision exercises and a self-evaluation box in English. As previously stated, this may prove to be a learning obstacle for students with slower learning rhythms, making them less autonomous and in control of their learning.</p>	<p><b>Yes / No.</b> There are no activities that directly target the development of critical thinking skills. It should also be stressed that the instructions throughout the coursebook do not have icons to help students understand them. However, there is a double-revision-spread at the end of each unit although there is no self-evaluation box for students to assess and take charge of their learning. Instead, as previously mentioned, there is only a stop-and-go sign without any further guidance.</p>

## 2. Information and Communication

2.1 Respects the curriculum, the <i>Metas Curriculares</i> and the Ministry guidelines.	<p><b>Yes.</b> The coursebook implements all the <i>Metas Curriculares</i> without exception.</p>	<p><b>Yes / No.</b> The coursebook implements all the <i>Metas Curriculares</i>, with the exception of the following:</p> <ul style="list-style-type: none"> <li>- Listening: 2.7 (dates);</li> <li>- Intercultural Domain: 2.1 (classroom routines);</li> <li>- Lexis and Grammar: 2.1 (people in the classroom).</li> </ul>	<p><b>No.</b> The coursebook fails to implement a significant amount of the <i>Metas Curriculares</i>, namely:</p> <ul style="list-style-type: none"> <li>- Listening: 2.2 (ways of saying goodbye), 2.3 (ways of thanking), 2.4 (ways of praising and incentivising) and 2.7 (dates);</li> <li>- Reading: 1.2 (names of people and countries);</li> <li>- Spoken Interaction: 1.1</li> </ul>
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			happiness and surprise) and 2.4 (personal identification); - Spoken Production: 1.1 (the alphabet); - Intercultural Domain: 1.2 (nuclear and extended family members), 1.3 (pets), 1.4 (clothes and footwear), 2.1 (objects and classroom routines), 2.2 (games), 2.3 (means of transport), 3.1 (countries on a map) and 3.5 (activities associated with the seasons); - Lexis and Grammar: 1.2 (names of countries), 1.3 (different origins), 1.4 (nuclear and extended family members), 1.5 (numbers up to 20), 1.7 (months of the year), 2.1 (people in the classroom), 2.2 (objects in the classroom), 2.3 (activities and games inside and outside the classroom), 2.4 (means of transport from and to school), 3.1 (vocabulary related to autumn), 3.2 (vocabulary related to winter), 3.3 (vocabulary related to spring), 3.4 (vocabulary related to summer) and 4.1 (use lexical chunks or sentences which contain nouns in the singular and plural forms, determiners, prepositions of time, the Imperative and the Present Continuous).
2.2 In view of curricular guidelines: - Transmits correct knowledge. - Transmits relevant knowledge.	<b>Yes.</b> All the <i>Metas Curriculares</i> are present in the coursebook. Furthermore, the CLIL projects allow teachers to articulate learning with other subjects as all the topics are part of the <i>Metas Curriculares</i> for the other subjects at this level. Therefore, all activities are within the students' cognitive levels and develop knowledge and concepts they can understand and relate to.	<b>Yes / No.</b> Most of the topics in the coursebook are in accordance with the <i>Metas Curriculares</i> and additional topics that go beyond the <i>Metas Curriculares</i> have been included, namely: the body, farm animals, everyday routines and ordinal numbers. However, as previously stated, the CLIL pages target contents that are not present in the Portuguese primary curriculum. Consequently, the contents chosen for these pages are not the most relevant for the English classrooms in Portugal.	<b>No.</b> The coursebook fails to deal with a significant number of topics in the <i>Metas Curriculares</i> . On the other hand, additional topics that go beyond the <i>Metas Curriculares</i> have been included, namely: the town, numbers up to 50, food and drinks, at the shop, furniture, personal objects, sports and the face.
2.3 Has a graphic layout that facilitates its use (fonts, colours, focus points, spaces, titles, subtitles, etc.).	<b>Yes.</b> Fonts and font size are easily readable. The coursebook is very colourful and contains appropriate titles and subtitles.	<b>Yes.</b> Fonts and font size are easily readable. The coursebook is very colourful and contains appropriate titles and subtitles.	<b>Yes.</b> Fonts and font size are easily readable. The coursebook is very colourful and contains appropriate titles and subtitles.
2.4 Contains illustrations (photographs, drawings, pictures, maps, graphs, graphic organisers, etc.).	<b>Yes.</b> The coursebook contains photographs, maps, graphs and graphic organisers that are age-appropriate and support learning.	<b>Yes.</b> The coursebook contains photographs, maps, graphs and graphic organisers that are age-appropriate and support learning.	<b>Yes.</b> The coursebook contains photographs, maps, graphs and graphic organisers that are age-appropriate and support learning.
<b>3. Material Characteristics</b>			
3.1 Is sufficiently robust to resist normal usage.	<b>Yes.</b> The coursebook contains a resistant cardboard cover and the paper used is matt and thick enough to offer the necessary resistance.	<b>Yes.</b> The coursebook contains a resistant cardboard cover and the paper used is matt and thick enough to offer the necessary resistance.	<b>Yes.</b> The coursebook contains a resistant cardboard cover and the paper used is matt and thick enough to offer the necessary resistance.
3.2 The format, size and weight of the coursebook (or of its volumes) are suitable for the students' age group.	<b>Yes / No.</b> The coursebook weighs 508 g and contains 131 pages, an additional 11 pages dedicated to festivities and 2 pages targeting classroom language, causing it to be heavier than the average of the two remaining coursebooks. The book totals 144 pages in all.	<b>Yes.</b> The coursebook weighs 324 g and contains 91 pages, an additional 4 pages dedicated to festivities and 1 page "About me". This totals 96 pages in all.	<b>Yes.</b> The coursebook weighs 288 g and contains 70 pages, an additional 2 pages dedicated to festivities and 16 pages of extra practice activities. This totals 88 pages in all.
3.3 Allows for its reuse (with the exception of coursebooks for the 1 <sup>st</sup> - 4 <sup>th</sup> grades and foreign language coursebooks).	Not applicable.	Not applicable.	Not applicable.
Reis Esteves, V. (2025). Writing and Publishing EFL Coursebooks for the 1 <sup>st</sup> Cycle (Primary Education) in Portugal. <i>MEXTESOL Journal</i> . 49(3).			