

Appendix 3

Analysis of the Most Adopted National and International Coursebooks in 2016-2017

Coursebook	Let's Rock! 4	Smiles 4.º ano	New Treetops 4
ISBN	978-972-0-18152-7	978-1-4715-4641-9	978-0-19-400356-8
Subject / Year	English – 4 th grade	English – 4 th grade	English – 4 th grade
Publishing house	Porto Editora	Express Publishing	Oxford University Press

Analysis Criteria			
1. Organisation and Method			
1.1 Presents a coherent and functional organisation.	<p>Yes. The coursebook begins with unit 0, which allows students to revise core contents taught in the 3rd grade. As in the 3rd grade, the level of difficulty increases from unit to unit throughout the coursebook.</p>	<p>Yes. The coursebook begins with a unit called "Let's Start!", which allows students to revise core contents taught in the 3rd grade, as well as classroom language. As in the 3rd grade, the level of difficulty increases from unit to unit throughout the coursebook.</p>	<p>Yes. The coursebook contains a very short revision unit (with 2 culture pages and 2 revision pages), which allows students to revise a few contents taught in the 3rd grade. As in the 3rd grade, the level of difficulty increases from unit to unit throughout the coursebook.</p>
1.2 Presents an organisation that is suitable for students.	<p>Yes. The coursebook is composed of 7 units (unit 0 and units 1-6) and each unit has 14 pages. 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>Yes. The coursebook is composed of 7 units ("Let's Start!" and units 1-6) and a short festivities section. "Let's Start!" is composed of 10 pages and units 1-6 of 12 pages each. There is a story (2 pages) after units 2, 4 and 6. 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>Yes. The coursebook is composed of a short revision unit (4 pages) and 6 units with 10 pages each. Units 1-6 are followed by a double-story-spread and there is a double-culture-scrapbook-spread after units 2, 4 and 6. 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>
1.3 Presents essential steps for knowledge acquisition and the development of skills.	<p>Yes. Each unit begins with an opening spread that sets the context for the topic of the unit and revises vocabulary the students are expected to know. As in the 3rd grade book, 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, 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>Yes / No. There is no opening spread at the beginning of each unit recycling previous learning. As in the 3rd grade book, 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 (8) 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 once again not balanced in this coursebook. The last page in each unit presents a self-evaluation section. However, as in the 3rd grade, no L1 support is provided. This represents an additional challenge for language learners whose learning rhythms are slower.</p>	<p>Yes / No. There is no opening spread at the beginning of each unit recycling previous learning and unit 0 (which contains 2 revision pages) is not enough to revise the main contents in the 3rd grade. Learning is organised from a text level, which presents the context, to a word level where the target vocabulary is presented. It then progresses on 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. There is a significant increase in the number (13) of spoken interaction activities in relation to the 3rd grade coursebook (which only had 3). However, spoken production activities in the form of show and tell exercises are still non-existent. 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 shield they need to complete, but no additional scaffolding is provided to help them measure their progress in a guided and objective manner. It should also be noted that this coursebook is significantly smaller than the other 4th grade coursebooks under analysis. As a result, this coursebook does not contain sufficient exercises for students to practise and acquire language effectively.</p>

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1.4 Motivates students to learn.	<p>Yes. The coursebook is built around the adventures of the main character (Rocky, the cat) and his international friends, which creates an emotional attachment with students thereby opening their learning gates to the language. Learning is scaffolded and opportunities to follow a CLIL approach are presented in units 1, 3 and 5. There is a variety of activities and resources which appeal to various learning styles and the needs of YL: 11 songs, 7 poems, 9 games, 18 stories, 6 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>Yes / No. The coursebook is built around the adventures of two characters (which are the students' age), their family and their pet monkey, which creates an emotional attachment with students thereby opening their learning gates to the language. Learning is scaffolded and 3 opportunities to follow a CLIL approach are presented in units 2, 4 and 6. Units 1, 3 and 5 have a "My world" rubric that develops students' intercultural awareness. However, 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> of the remaining subjects. There is some variety of activities and resources which appeal to various learning styles and the needs of YL: 8 songs, 10 games, 9 stories, 6 portfolio activities, 8 arts and crafts activities and stickers for the students to stick throughout the coursebook (a new addition in relation to the 3rd grade book). It should be noted that the arts and crafts activities are now associated with the actual units (and not the festivity pages). The digital coursebook contains many resources and interactive exercises which appeal to YL.</p>	<p>Yes / No. The coursebook is built around the medieval characters Percy and Laura and Percy's dragon (Puff). The context is appropriate for students in this age group although they cannot directly relate to it. Learning is scaffolded and opportunities to develop students' intercultural awareness are presented in units 0, 2, 4, 5 and 6. There is some variety of activities and resources which appeal to various learning styles and the needs of YL: 8 songs, 1 chant, 11 stories, 6 games, 2 arts and crafts activities (one of which is associated with the Bonfire Night and Carnival festivities page) and 6 portfolio activities. Access to the digital coursebook was not possible in order to evaluate the resources it contains.</p>
1.5 Includes suggestions of practical / experimental activities.	<p>Yes. The coursebook contains a variety of exercise types that allow students to actively develop all 4 language skills. TPR opportunities for learning are included in the 9 games and 6 arts and crafts activities throughout the coursebook. 9 pair work activities are also spread throughout the coursebook.</p>	<p>Yes. 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 10 games and 8 arts and crafts activities throughout the coursebook. 11 pair work activities are also spread throughout the coursebook.</p>	<p>Yes. 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 6 games and 2 arts and crafts activities throughout the coursebook. 13 pair work activities are also spread throughout the coursebook.</p>
1.6 Stimulates autonomy and critical thinking.	<p>Yes. As in the 3rd grade coursebook, each subunit begins with a double-spread that contains a critical thinking question related to the topic of the subunit. 6 culture pages have been included to help the students think critically about culture and develop their intercultural awareness. Instructions throughout the coursebook are scaffolded by icons that 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 make sure that students are able to understand the units' learning objectives and evaluate themselves autonomously.</p>	<p>Yes / No. As in the 3rd grade coursebook, each unit contains a rubric ("Thinking cap") that targets the development of critical thinking skills. In total, there are 11 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>Yes / No. As in the 3rd grade coursebook, 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 shield that students are expected to complete without any further guidance.</p>
2. Information and Communication			
	<p>Yes. The coursebook implements all the <i>Metas Curriculares</i> without exception.</p>	<p>Yes. The coursebook implements all the <i>Metas Curriculares</i>, with the exception of the following:</p>	<p>No. The coursebook fails to implement a significant amount of the <i>Metas Curriculares</i>, namely:</p> <ul style="list-style-type: none"> - Spoken Interaction: 3.1 (use the appropriate register when speaking

2.1 Respects the curriculum, the *Metas Curriculares* and the Ministry guidelines.

- Lexis and Grammar: 6.4 (types of homes) and 6.5 (the sounds animals make).

to the teacher) and 4.1 (words / expressions to agree);
 - Writing: 3.2 (fill in the gaps in simple texts with the words given);
 - Intercultural Domain: 4.3 (drama activities), 5.1 (spaces at school), 5.2 (body parts), 5.3 (drinks), 5.6 (the five senses) and 5.7 (open-air activities);
 - Lexis and Grammar: 5.1 (cardinal numbers up to 100), 5.2 (ordinal numbers in dates), 6.1 (different spaces at school, activities at school, recycling at school, recycling bins), 6.2 (the human body), 6.3 (snacks), 6.4 (types of homes, parts of the house), 6.5 (sounds animals make, farm animals), 6.6 (the five senses), 6.7 (vocabulary related to the sun) and 7.2 (use lexical chunks or sentences which contain nouns in the singular and plural forms, the possessive case, connectors, determiners, "may", "let's" and "whose").

2.2 In view of curricular guidelines:
 - Transmits correct knowledge.
 - Transmits relevant knowledge.

Yes. All the *Metas Curriculares* are present in the coursebook. A mini grammar book composed of 18 pages presents the main grammar points in the coursebook, in context, to help students understand them. Furthermore, the CLIL projects allow teachers to articulate learning with other subjects as all the topics are part of the *Metas Curriculares* 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.

Yes / No. Most of the topics in the coursebook are in accordance with the *Metas Curriculares*. 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.

No. The coursebook fails to deal with a significant amount of topics in the *Metas Curriculares*. On the other hand, additional topics that go beyond the *Metas Curriculares* have been included, namely: family and subjects at school.

2.3 Has a graphic layout that facilitates its use (fonts, colours, focus points, spaces, titles, subtitles, etc.).

Yes. Fonts and font size are easily readable. The coursebook is very colourful and contains appropriate titles and subtitles.

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2.4 Contains illustrations (photographs, drawings, pictures, maps, graphs, graphic organisers, etc.).

Yes. The coursebook contains photographs, drawings and maps that are age-appropriate and support learning.

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3. Material Characteristics

3.1 Is sufficiently robust to resist normal usage.

Yes. The coursebook contains a resistant cardboard cover and the paper used is matt and thick enough to offer the necessary resistance

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3.2 The format, size and weight of the coursebook (or of its volumes) are suitable for the students' age group.

Yes / No. The coursebook weighs 450 g and contains 103 pages, an additional 18-page mini grammar book dedicated to structuring core grammar contents and offering additional practice exercises and 7 pages dedicated to festivities, causing it to be slightly heavier than the average of the two remaining coursebooks. This totals 128 pages in all.

Yes. The coursebook weighs 403 g and contains 91 pages and an additional 5 pages dedicated to festivities. This totals 96 pages in all.

Yes. The coursebook weighs 312 g and contains 83 pages, an additional 2 pages dedicated to festivities and 11 pages of extra practice activities. This totals 96 pages in all.

3.3 Allows for its reuse (except for coursebooks for the 1st- 4th grades and foreign language coursebooks).

Not applicable.

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