

Writing and Publishing EFL Coursebooks for the 1st Cycle (Primary Education) in Portugal¹

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Abstract

The study of English has been introduced in the school curriculum of Young Learners in order to equip students with the language skills and competences required to become competent active citizens in the global marketplace. The production of teaching materials that scaffold/structure the language learning process is of prime importance in this regard. Coursebooks are perhaps the most used teaching tool in English as a foreign language classrooms in Portugal since they provide a basis for teaching and learning, and guide students throughout the learning process. Thus, this study seeks to determine whether Portuguese teachers prefer to adopt a locally produced English coursebook for young learners, written by local authors with a good knowledge and experience of the Portuguese educational system, or an international coursebook written for a global market. To accomplish this objective, a mixed methods research model with a parallel design was employed as the national and international coursebooks with the highest number of adoptions in 2015/2016 and 2016/2017 in Portugal were analysed. The results demonstrated that Portuguese primary teachers favoured English as a foreign language coursebooks produced locally rather than coursebooks produced internationally for a global market.

Resumen

La introducción del estudio del inglés en el currículo escolar desde una edad temprana ha llevado a las autoridades a dotar a los alumnos de las habilidades y competencias lingüísticas necesarias para convertirse en ciudadanos activos competentes en el mercado global. También les permite satisfacer las crecientes demandas y expectativas de los padres (Phillips, 1993). Por ello, la elaboración de materiales didácticos que armen y estructuren el proceso de aprendizaje de idiomas es de suma importancia (Richards, 2017; Sheldon, 1988). Los libros de texto son quizás la herramienta de enseñanza más utilizada en las aulas de idiomas de EFL de todo el mundo. Proporcionan una base y estructuran la enseñanza/aprendizaje y guían a los estudiantes a lo largo del proceso de aprendizaje. Este artículo pretende discutir el proceso de escribir un "buen" libro de texto local de EFL para estudiantes de primaria para el mercado portugués con el fin de proporcionar a los jóvenes estudiantes (YL) oportunidades de aprendizaje atractivas, que desarrollen un equilibrio de habilidades al tiempo que proporcionan una amplia práctica lingüística contextualizada. Se limita a analizar los dos libros de texto más adoptados que representan aproximadamente el 50% de todas las adopciones en los grados 3 y 4 en 2015 y 2016, respectivamente. El análisis proporcionado se basa en los modelos de análisis de libros de texto presentados por Littlejohn (2011) y Cunningsworth (1995) y analiza factores como el contexto local, las metas y los objetivos, los principios de selección y secuenciación, el tema y el enfoque de la materia, los tipos de actividades de enseñanza/aprendizaje, la participación y, por último, las necesidades del alumno y el papel en el aula de los alumnos y los profesores en los proyectos de escritura mencionados.

Introduction

The present study focuses on understanding the tendencies of Portuguese teachers when it comes to adopting an English as a Foreign Language (EFL) coursebook for Young Learners (YL). The article has been divided into two main sections. The first section aims to contextualise the use of coursebooks in the EFL primary classroom as well as to reflect on the Portuguese educational context. It also looks into the implications of writing a suitable coursebook for the Portuguese market.

Section two aims to present and analyse the adoption results for the adoption periods of 2015-2016 and 2016-2017, and finally, to provide an analysis of the most adopted EFL national and international primary coursebooks in Portugal in the aforementioned adoption periods, in order to answer the following research question:

Do Portuguese teachers have the tendency to choose a local coursebook or are they choosing and using a coursebook which has a respectable international reputation, but which may not be an effective tool to implement the language programme they are required to teach?

Brief considerations regarding the use of a coursebook in the primary EFL classroom and in the Portuguese context

The use of coursebooks in the teaching and learning of foreign languages has been the subject of considerable debate around the world. Swan (1992) and Littlejohn (1992) opposed the use of coursebooks,

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arguing that they are hazardous teaching materials because they appear to reduce the function of the instructor to that of a passive implementer who blindly teaches the coursebook rather than attending to the needs of their students. In contrast, Edge and Garton (2009) stated that language materials such as coursebooks serve a vital role by allowing students to study in a stimulating and meaningful way. This debate was taken a step further by Hutchinson and Torres (1994) and Tomlinson (2011) who considered coursebooks to be agents of change, by presenting teachers and learners with a well-thought-out learning map with the potential to allow them to experience and even master new methodologies and approaches to learning EFL. In this sense, a suitable coursebook is an excellent tool for true and long-lasting change (Richards, 2017). Thus, when teachers are faced with change in terms of a reform of their current educational policy, coursebooks can provide the security that accommodates that change as they provide the necessary structure that scaffolds and “routinizes” it.

The Portuguese policy regarding learning EFL in the first cycle

English was introduced in the Portuguese State Curriculum as an obligatory subject from the 5th year of formal schooling (10 to 11-year-olds) for a duration of five consecutive years in the *Decreto-Lei nº 139/2012*, de 5 de julho (Ministério da Educação e Ciência, 2012). In the school year of 2013-2014, this was altered by the *Decreto-Lei nº 91/2013*, de 10 julho (Ministério da Educação e Ciência, 2013), which clearly stated all interested schools could henceforth offer their students English as a non-obligatory extracurricular subject if they so desired, known as an *Atividade de Enriquecimento Curricular (AEC)*. Although this law emerged from the best of intentions to expose Portuguese YL to the English language from an early age onwards, it landed up causing a rift between students in the EFL classroom: there were students who had been in primary schools where English had been implemented as a non-curricular subject (AEC) and who were inevitably more advanced in their EFL learning process than those who had not been to a school where English had been offered. Furthermore, when these AEC English classes existed, they were optional, with no direct consequences for students with high absence rates other than the fact that their learning rate was significantly affected. Additionally, it implied a lack of official assessment procedures, which had a detrimental effect on students' motivation as they lacked a legitimate norm by which to test their advancement. In effect, Portuguese English teachers were already struggling to manage the diverse student background and language levels in the EFL fifth-year classroom, which up until 2015 represented students' first obligatory contact with the English language. Classes were often formed with students originating from different primary schools, resulting in a mixed-ability classroom from the very outset of the formal obligatory learning experience of the subject. Furthermore, classes were composed of 28-30 students, making it difficult for teachers to work closely with learners who were just beginning to learn the subject to help them “catch up” with the more advanced learners. Thus, teachers had to manage a difficult learning tightrope to ensure that each learner remained focused and motivated regardless of their English level.

In 2014, a further change was made to the Portuguese State Curriculum by the Educational Minister at the time, Nuno Crato, in the form of the *Decreto-Lei nº 176/2014*, de 12 dezembro (Ministério da Educação e Ciência, 2014), introducing English as an obligatory curricular subject in the third and fourth grades (8 to 9-year-olds and 9 to 10-year-olds respectively). The introduction of this new obligatory curricular subject would be implemented from the very next school year in a phased rather than simultaneous manner. As a result, in 2015-2016 this law would be applied to the curriculum of the third grade, and in 2016-2017 it would be applied to the curriculum of the fourth grade. The law was passed in December and the adoption period occurred between June and July of the following year. This decision had two major implications in the EFL primary classroom: firstly, classes would once again be mixed-ability classes, with students who had very distinct language levels depending on whether they were learning English for the first time or if they already had some knowledge of the language from their experience in the AECs. Secondly, English had been taught in many schools across the country as an extracurricular activity by “teachers” who were not always certified language teaching professionals and who taught their classes based on the following document: *Programa de Generalização do Ensino de Inglês no 1º Ciclo do Ensino Básico*³ [General Programme for Teaching English in the First Cycle] (Bento et al., 2005). Consequently, when English was added to the curriculum, new teachers needed to be quickly trained, and English teachers who had previously been tasked with instructing teenagers were asked to teach YL without any prior training. Thus, many teachers came to rely heavily on the adopted coursebook and the approaches in it.

³The original document may be consulted at:

https://www.dge.mec.pt/sites/default/files/Basico/Documentos/orient_program_ensino_ingles_3e4_anos.pdf

This is of particular significance as Hutchinson and Torres (1994) stress that teachers often consider coursebook writers to be specialists who are aware of their concrete classrooms' needs. However, in their view, this is rarely the case since many coursebook writers write a global coursebook, which is defined by Tomlinson (2011) to be a coursebook that is not written "for learners of a particular culture or country but which is intended for use by any class of learners in the specified level and age group anywhere in the world" (p. 12). As a result, their target audience is a global market, resulting in the fact that they often have a very limited knowledge of a local market's real teaching and learning needs. This would suggest that local authors could have a far more practical and effective understanding of the local teaching context and its subsequent needs. Consequently, locally produced coursebooks could represent more effective teaching aids in times of change such as the one the Portuguese educational system was experiencing at the time. The decision in December of 2014 posed a significant challenge for Portuguese publishers and authors as they only had three months to produce a coursebook if it was to be published in time for the adoption period in June-July of 2015.

The process of writing a coursebook

Writing a coursebook is a collaborative team effort rather than an individual undertaking. This obviously indicates the necessity to start by putting together a writing team of authors and encouraging them to work together as equal members with the same perspective. As Prowse (2011) suggests,

...writing teams need some time to bond in order to discover their common methodological assumptions and how their individual experience can contribute to creating a coursebook. (p. 152)

In our experience in Portugal, the process is somewhat different from the one Prowse describes. Portuguese editors often invite a teacher with experience in the Portuguese educational system or a leading educational expert in the area to form a team of authors to write a particular coursebook or project. This means that, contrary to what Prowse suggests, the person is allowed to create their own writing team rather than being forced to work with a team of authors selected by the publishing house. Portuguese publishers usually only suggest teams when the leading author is not able to assemble a team of their own. Regardless of how a team is formed, the next step is to define a mode of working as Prowse explains. A possible option is for the team of authors to get together physically or virtually and plan the outline of each unit in the Student's Book in order to then go off and write their allocated parts individually. Once a unit has been completed, the authors then exchange units to offer each other feedback to tweak the first draft of the original so that the author responsible for it can revise it. Following the completion of the rewritten version, the team of authors can then double-check it and a co-author who did not write the unit can write the answer key to the final agreed-upon version.

Prowse (2011) goes on to present an alternative working mode, namely for the leading author to do the 'macro' sketching of each unit. The remaining co-authors can then go off and fill in the unit skeleton that has been created and elaborate the respective answer key. Upon the completion of the first draft, the units are exchanged and commented on so that they can be reworked by the original author.

Where the coursebook authors 'find' the information to base the coursebook on is another issue that has to be addressed. As Prowse again notes, the internet has made this procedure substantially simpler for authors because search engines like *Google* and websites give users fast access to reliable information and genuine content. Alternatively, texts from different websites can be merged to create a new original text that is appropriate in terms of the level of language that students need. Both local and international authors now have equal access to resources because of technological advancements.

Thus, it appears that the skill of writing a successful coursebook is dependent on the ability to research and locate interesting topics and texts for students in order to rewrite them using language that is as authentic and natural as possible for their specific learning context. Thus, for the content to be comprehensible for students, the language used to write it and the cultural context used to make it meaningful will have to remain within the level and expectations of the target students (Ayu, 2020). It is thus pertinent to question whether international authors, who lack experience in the cultural context they are writing for, are in a better position to write a coursebook that meets local students' and teachers' needs than local authors are. These accounts suggest that local authors who have a hands-on-practical understanding of the local culture and educational system may possibly be better equipped for the task at hand. In order to justify this claim, a closer analysis of the target audience that the coursebook is being written for is required.

Is there such a thing as the typical Portuguese teacher in the Portuguese educational system?

To answer this question, one must begin by analysing the previous language learning and teaching experiences that may influence the views of Portuguese teachers regarding education and the methodology

that should be followed in the YL classroom (Edge & Garton, 2009). How do the majority of Portuguese teachers view the task of teaching YL a foreign language? And what kind of coursebook do Portuguese teachers value? For a coursebook to be adopted by a wide number of schools, causing it to stand out among the remaining coursebooks available for adoption, it will have to cater to the unspoken and intrinsic beliefs and needs of Portuguese teachers.

Following the introduction of the *Decreto-Lei* (Law) n^o 176/2014 (Ministério da Educação e Ciência, 2014), officially introducing English as an obligatory subject in the Portuguese primary curriculum, there was a need to create a new group of teachers, group 120 (primary school teachers of English), who would be legally qualified to teach EFL to YL. Only teachers belonging to this group were now allowed to teach YL in the third and fourth grades in the Portuguese educational system. In effect, this new group came to be formed by a diverse group of teachers: those who had been teaching students in the AECs and were experienced in teaching YL and those who had previously been included in the generalist primary teachers (Group 110), middle school teachers of English (Group 220) or high school teachers of English (Group 330), who had never been trained to teach EFL to YL, but who had decided to do so in order to obtain tenure or to work closer to home. For teachers to be eligible to teach in this new Group (120), they had to meet the following requirements presented in the *Decreto-Lei* n.º 176/2014:

Scenario 1: Hold a master's degree related to teaching EFL and have completed their teaching internship targeting YL in the primary classroom.

Scenario 2: Have completed a bachelor's degree in Portuguese or English and be teaching at a primary level at that time.

Scenario 3: Have at least a year of experience teaching YL and hold one of the following qualifications: a CELTA diploma or a 50-hour online training course run over an 8-week period, worth 40 credits and ministered by the British Council entitled "Ready, Steady & Go" (CiPELT).

Scenario 4: Belong to Group 110, 220 or 330 and have successfully completed a Complemento de Formação (Complementary Training Course) related to teaching EFL to YL at a Portuguese university or polytechnic that specialises in teacher training.

Thus, teachers who wanted to start teaching YL in Portugal were expected to successfully complete a training course which, depending on the institution, ranged from an online 8-week training to a one-year Complementary Training course or even a two-year Master's programme, obtained previously. This meant that although many teachers met the legal requirements to teach this age group, they did not in effect have much practical experience to do so effectively. To complicate matters further, a third group of teachers applied to teach in Group 120: teachers who had been teaching English to YL on the island of Madeira. At that time, many of the teachers teaching there were from mainland Portugal and the creation of Group 120 presented them with the opportunity to teach in the mainland once again as there had not been any vacancies previously to do so. It should be noted that Madeira has a long-standing reputation for creating an innovative independent English learning programme, currently known as *Edu-LE* for YL. This programme was put together by a team working for the *Secretaria Regional de Educação, Ciência e Tecnologia* (Regional Department of Education, Science and Technology) and was directly accountable to the autonomous government of Madeira. The programme created by this team introduced English in the primary curriculum starting in the first grade, meaning that students in Madeira were exposed to English for at least four years at primary school and a further 90% to an additional three years at preschool. Teachers in Madeira received considerable support, as the team monitored teaching practices, providing teachers with assistance whenever necessary and specialised training regarding the implementation of a portfolio approach to language learning, in addition to the best methodologies and practices to teach YL. The programme was first implemented in the academic year of 2001-2002. At the time, it was called *Projeto de Intervenção Pedagógica no âmbito da Aprendizagem e do Ensino das Línguas Estrangeiras no 1.º Ciclo* (Pedagogical Intervention Project in the domain of the Learning and Teaching of Foreign Languages in the 1st Cycle). The teachers who participated in it were very knowledgeable and experienced in the field of teaching English to YL by the time they applied to teach in Group 120.

As a result of these educational policies in Portugal, English teachers belonging to this new group were not only diverse, but also had a wide array of specific needs and expectations resulting from the system they were teaching in. Therefore, for a coursebook to be adopted by a large number of Portuguese teachers and schools, it would have to offer clear responses to these needs and expectations in order to convince teachers that it could successfully engage Portuguese students to learn English.

The type of student that represents the average target learner

It is important for all YL to feel motivated to learn. As a result, a good coursebook must involve them in the learning process and ensure that they continue to be enthusiastic, dedicated, and resilient students. Dörnyei (2001) considers that motivation is a complex concept and proposes a process-orientated approach to viewing motivation in order to take into account the changes of motivation over time that students experience. Thus, according to Dörnyei, motivation consists of several distinct phases. The first phase, known as choice motivation, implies generating motivation and choosing a target-learning goal or task. Phase two, known as executive motivation, implies actively maintaining and protecting this motivation in the classroom, where students are exposed to various distractions that can set them off task. The final phase, termed motivational retrospection, implies students retrospectively analysing how things went. This phase is important because the way that students process their past learning experiences will impact the kind of tasks and activities they will be open to pursue in the future. Thus, a coursebook capable of nurturing students' motivation needs to break down learning into manageable goals and chunks, provide students with the necessary strategies to achieve those goals, and finally, make students aware of the learning progress they have made to ensure that they remain internally motivated to learn the language.

The Portuguese YL classroom was a fairly mixed-ability classroom, so the coursebook would have to carefully handle the complicated and long-term process of developing and retaining motivation. It would have to serve as a language learning tool both for the students who were learning the language for the first time, and for those who had benefitted from the AECs in the first and second grades or who had been introduced to English at nursery school. The challenge would, then, be to create a coursebook capable of meeting the needs of the above-mentioned three distinct phases (Dörnyei, 2001), by presenting students with varied language activities that would cater not only to their preferred methods of learning but also to their diverse language levels. By doing so, students who began learning the language later would eventually be able to narrow the learning distance between themselves and their peers. Therefore, to ensure successful language learning experiences and outcomes, a motivating coursebook would need to provide engaging and scaffolded tasks, appropriate to students' levels and with clear learning objectives.

EFL coursebook adoptions for YL in Portugal

The following section begins by presenting the EFL primary coursebooks on the Portuguese Ministry of Education's official coursebook adoption list in 2015-2016 and 2016-2017. Next, data related to the coursebook adoptions in the previously mentioned periods are presented and analysed in order to reach a deeper understanding of the adoption tendencies of Portuguese teachers. It should be noted that such data is of an official nature as it is provided by the Ministry of Education to all publishing companies that present coursebooks for adoption. As such, the data in question is confidential and only Porto Editora (a major Portuguese publishing company) provided access following an official request to the head of the company explaining that the data requested was purely for academic purposes. The request was granted in light of the fact that the data corresponded to adoptions that were coming to an end, as in Portugal adoptions are valid for a six-year period. As such, schools and teachers would not be influenced by the present study to alter adoption choices. Finally, a comparative analysis of the most adopted EFL national and international coursebooks for the third and fourth grades is provided. Thus, the present study follows a mixed methods research model with a parallel design beginning with a quantitative analysis of the official adoption numbers to reach objective conclusions regarding adoption tendencies in the YL market in Portugal. Once these conclusions are drawn, we proceed to carry out a qualitative analysis of these coursebooks to better understand how these meet Portuguese teachers' needs to the point of Portuguese YL teachers being capable of identifying themselves with them and consequently adopting a particular coursebook. The crossing of this data permits drawing various conclusions related to Portuguese YL teachers' adoption tendencies and habits for the third and fourth grades.

Presentation and analysis of the Portuguese adoptions of EFL coursebooks for YL in 2015 -2016 and 2016-2017

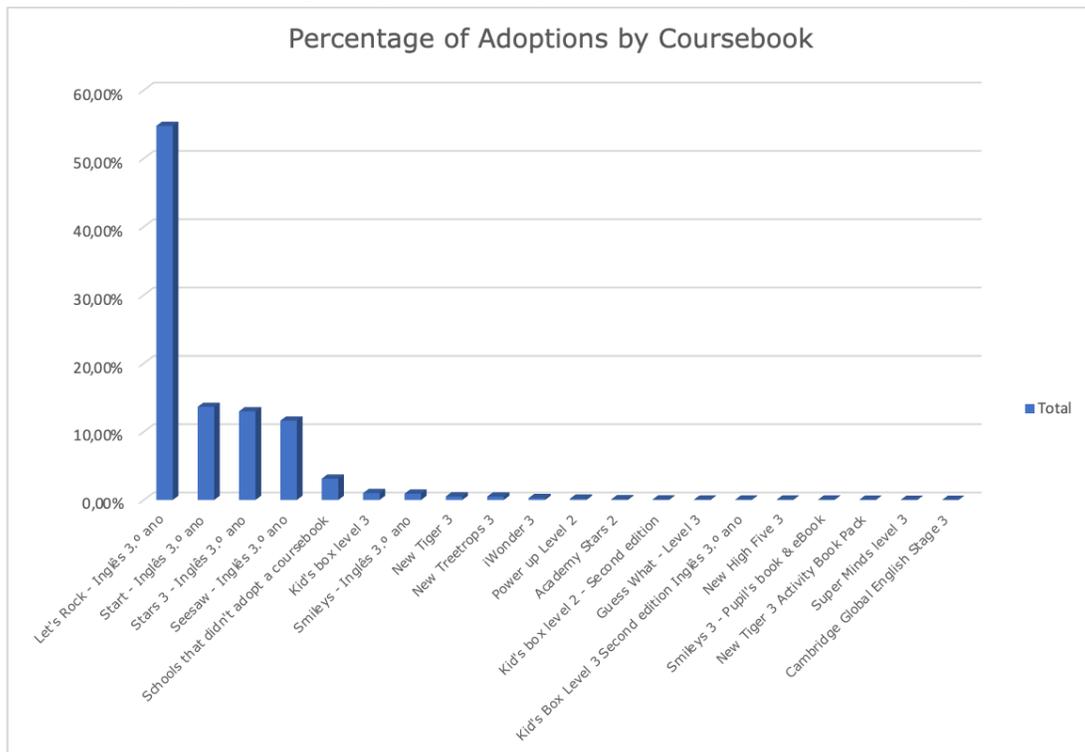
The coursebooks offered for the first official adoption of EFL coursebooks for YL were published on the Portuguese Ministry of Education's website (Direção Geral da Educação, n.d.) so that all the parties interested could have direct access to them in an effort to make adoptions as transparent as possible for everyone involved. The coursebooks that teachers could officially select to adopt for 2015-2016 are presented in Table 1.

Publishing house	ISBN	Coursebook title	Authors	Price
Areal Editores, S.A.	978-989-647-672-4	<i>Stars 3</i>	Carlos Lindade, Sofia Botelho, Tony Lucas (2015)	€10.19
Edições Gailivro	978-989-32-0124-4	<i>Start the Magic! – Inglês 3º ano</i>	Joana Santos Silva, Carolyn Leslie Vasco Costa	€10.19
Lusoinfo II Multimédia Lda.	978-989-8619-15-0	<i>My English Corner, 3º ano-Student's Book</i>	Catherine Bright, Stella Sousa (2015)	€10.18
Express Publishing	978-1-4715-3704-2	<i>Smileys 3º ano</i>	Jenny Dooley, Virginia Evans (2015)	€10.19
Oxford University Press	978-0-19-400345-2	<i>New Treetops 3</i>	Sarah M. Howell, Lisa Kester-Dodgson (2015)	€10.19
Porto Editora, S.A.	978-972-0-18150-3	<i>Let's Rock! 3</i>	Cláudia Regina Abreu, Vanessa Reis Esteves (2015)	€10.19
Santillana	978-989-708-739-4	<i>Catchy Inglês 3º ano</i>	Manuela C. Farinha (2015)	€10.19
Texto Editores, Lda.	978-972-47-5426-0	<i>Seesaw – Inglês 3º ano</i>	Sandy Albuquerque, Susana Marques (2015)	€10.19

(Direção Geral da Educação, n.d.)

Table 1: List of English coursebooks offered for 2015-2016 (Third grade coursebooks)

Table 1 shows that the prices of the coursebooks were quite similar because they were set by the Portuguese government, which means that internationally produced coursebooks were not more expensive than their local counterparts, as is frequently the case in other markets. This meant teachers were unlikely to be influenced to choose a coursebook for its price. Additionally, the information in Table 1 demonstrates that teachers could choose from a total of eight coursebooks at the time, six of which were produced locally. The remaining two were produced internationally for the global market. Figure 1 presents the adoption results of 2015-2016. As mentioned at the beginning of this section, this data is confidential and thus only the Ministry of Education and publishing companies who presented a coursebook for adoption have access to it.



(Ministério da Educação, 2016)

Figure 1: Percentage of adoptions for EFL coursebooks in 2015-2016

Figure 1 indicates that the coursebook *Let's Rock! 3* obtained approximately four times more adoptions than the coursebook that got second place (*Start!*), which is also a locally produced coursebook. This adoption tendency is further confirmed by the fact that the four most adopted coursebooks were locally published

Portuguese coursebooks and that the international publishers together only obtained 3.9% of the total (100%), as shown in Figure 2.

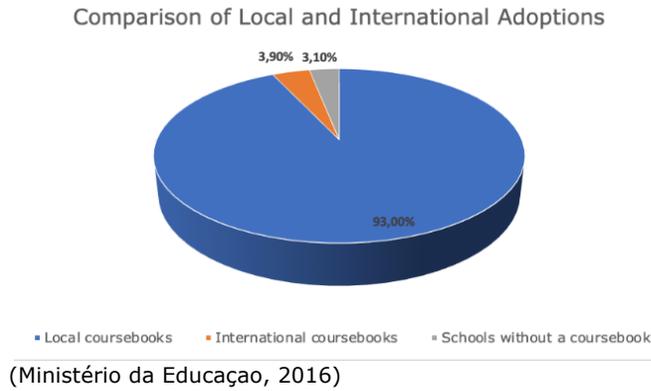


Figure 2: Comparison of the percentage of local and international adoptions in 2015-2016

When analysing the adoptions for internationally produced coursebooks in more detail, it is possible to observe that there were an additional 12 coursebooks adopted by teachers which did not appear on the Ministry of Education’s official adoption list, as shown in Figure 3.

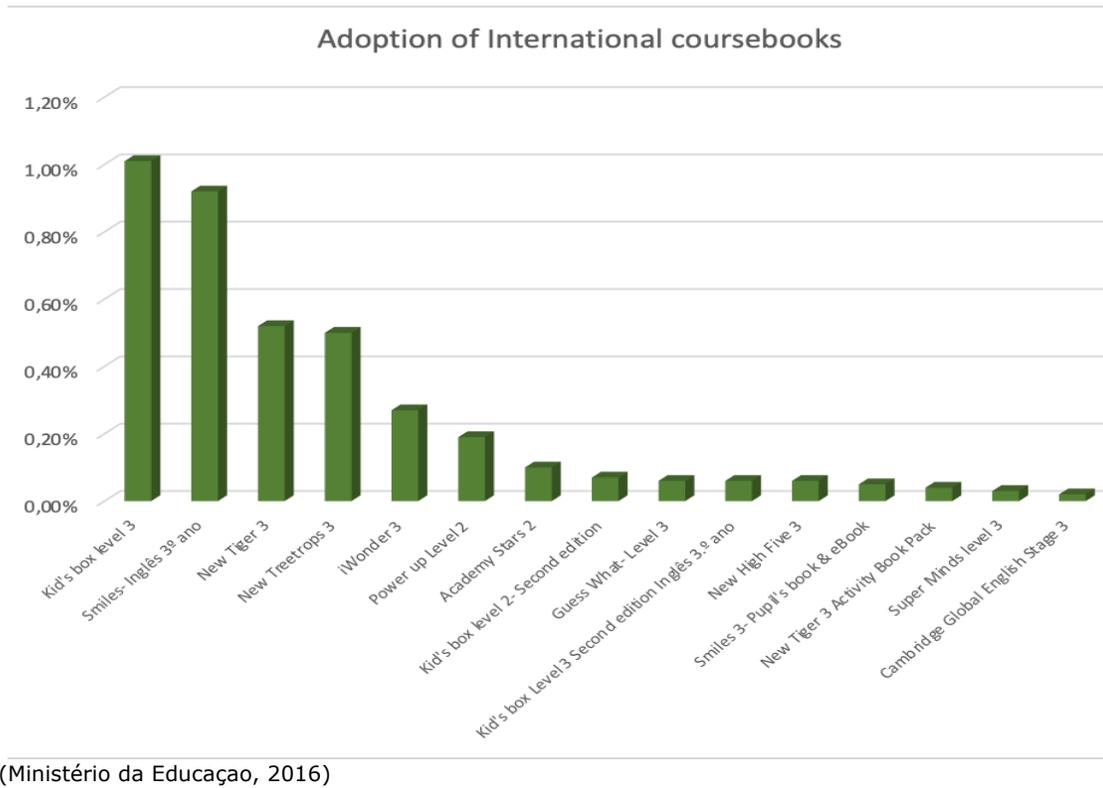


Figure 3: Percentage of adoptions for international coursebooks in 2015-2016

The increase of coursebooks in Figure 3 is explained by the fact that some private schools preferred to have the liberty to adopt a coursebook they felt better met the needs of their curriculum and change the adoption if necessary. By not placing the coursebook adoption on the Ministry’s official platform for adoptions for the year in question, they were at liberty to change coursebooks at any time. However, if an official adoption were made, it is valid for a six-year period as stipulated by the Ministry of Education in the *Decreto-Lei nº 47/2006* (Ministério da Educação e Ciência, 2006). The adoption of non-certified coursebooks is only possible when the Ministry of Education does not stipulate that the coursebooks for a particular subject in a particular adoption period have to be certified, as was the case of English in the adoptions of 2015-2016 and 2016-2017. In practice, this means that schools can adopt any national or international coursebook that has not been certified.

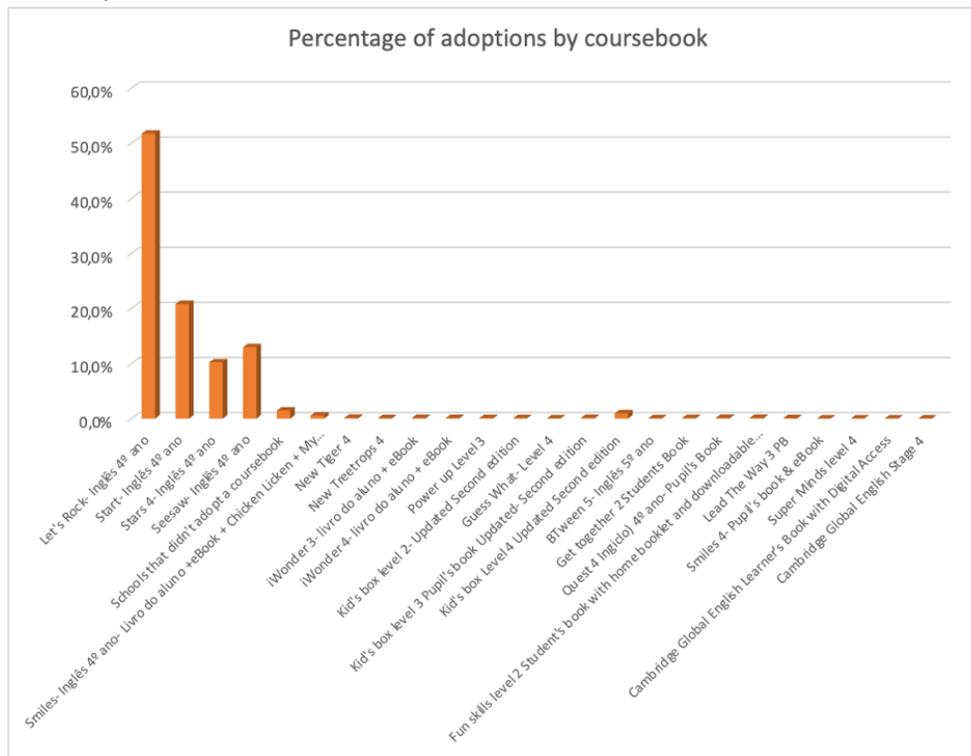
The tendency of Portuguese teachers to adopt locally produced coursebooks was once again confirmed in the adoptions of the fourth grade coursebooks for the academic year of 2016-2017. Table 2 lists the coursebooks offered during this adoption period.

Publishing house	ISBN	Coursebook title	Authors	Price
Areal Editores, S.A.	978-989-767-118-0	<i>Stars 4</i>	Carlos Lindade, Sofia Botelho (2016)	€11.21
Edições Gailivro	978-989-32-0146-6	<i>Start the Magic! Inglês 4º ano</i>	Joana Santos Silva, Vasco Costa, Carolyn Leslie (n.d.)	€11.21
Express Publishing	978-1-4715-4641-9	<i>Smileys 4º ano</i>	Jenny Dooley, Virginia Evans (2016)	€11.21
Oxford University Press	978-0-19-400356-8	<i>New Treetops 4</i>	Sarah M. Howell, Lisa Kester-Dodgson (2016)	€11.21
Porto Editora, S.A.	978-972-0-18152-7	<i>Let's Rock! 4</i>	Cláudia Regina Abreu, Vanessa Reis Esteves (2015)	€11.21
Texto Editores, Lda.	978-972-47-5371-3	<i>Seesaw-Inglês 4º ano</i>	Sandy Albuquerque, Susana Marques (2016)	€11.21

(Direção-Geral da Educação, n.d.)

Table 2: List of English coursebooks offered for 2016-2017 (Fourth grade coursebooks)

Table 2 demonstrates that the prices of the coursebooks were defined by the Portuguese government, as in the previous adoption year. However, in this adoption teachers could only choose from a total of six coursebooks because two publishers (Lusoinfo II-Multimédia Lda. and Santillana) opted not to submit a fourth grade coursebook to the Portuguese Ministry of Education. Adoption numbers from the previous year (presented in Figure 1) did not justify an investment of this type for these publishers. As in the case of the adoptions of the previous year, Figure 4 presents coursebooks that did not appear on the Ministry of Education's official adoption list.



(Ministério da Educação, 2016)

Figure 4: Percentage of adoptions for the EFL coursebooks for adoption in 2016-2017

Figure 4 demonstrates the difference between the coursebook that was most adopted (*Let's Rock! 4*) and the coursebook that got second place (*Start!*) continues to be significant (30.9%). However, the latter was able to increase the number of adoptions in Portuguese schools by 7.17%, thereby narrowing the distance between the first and second most adopted coursebooks. It should also be noted that this value represents four times the percentage of adoptions of international coursebooks, as demonstrated in Figure 5. As in the previous year, the top four adopted coursebooks were locally produced, making up a total of 95.7% of the market in comparison to 2.5% of international coursebooks. Furthermore, a small percentage of schools (1.5%) chose once again not to officially adopt any coursebook.

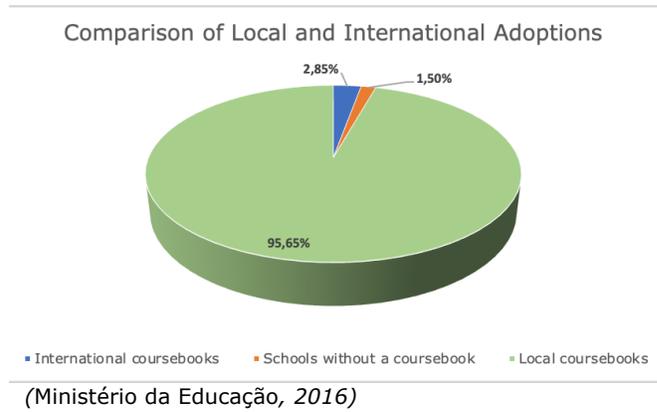


Figure 5: Comparison of the percentage of local and international adoptions in 2016-2017

Figure 6 compares the results of international coursebooks obtained in the third and fourth year adoptions. As this figure demonstrates, all the international coursebooks suffered a decrease in adoption numbers with the exception of the following coursebooks, which were adopted for the first time in 2016-2017, representing an adoption total of 0.4%: *Get Together 2*, *Lead The Way 3*, *Fun skills* and *Quest 4*.

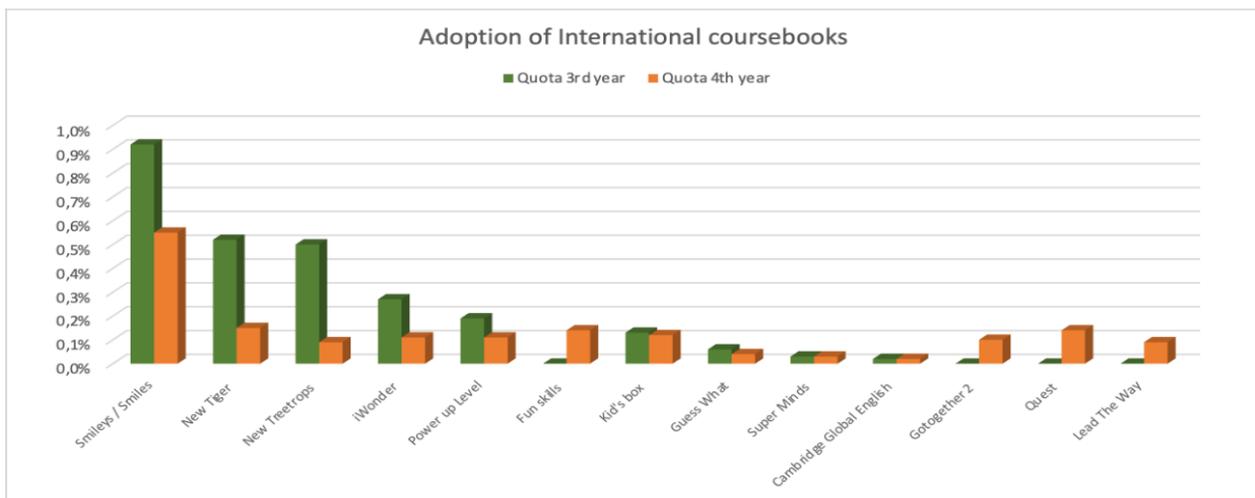


Figure 6: Comparison of the adoptions of international coursebooks in 2015-2016 and 2016- 2017

In light of the EFL coursebook adoption numbers for the third and fourth grades in the Portuguese educational system, it is possible to affirm that Portuguese teachers showed a clear preference for national coursebooks over their international counterparts. The next part of this paper aims to provide an analysis of the most adopted national and international coursebooks on the official list provided by the Ministry of Education in 2015-2016 and 2016-2017, in order to better understand the tendency of Portuguese teachers to adopt a national rather than an international coursebook.

Analysis of the most adopted national and international EFL coursebooks for YL in Portugal

To understand whether the above mentioned coursebooks implemented the stipulated curriculum, the *Metas Curriculares de Inglês* (English Curricular goals) (Bravo et al., 2015), which represented the official English programme to be followed by teachers in Portugal at the time must be investigated.

The *Metas Curriculares de Inglês* for the third and fourth grades published in 2015 organised teaching and learning for YL according to the following language skills: Listening, Reading, Spoken Interaction, Spoken Production, Writing, Intercultural Domain and, finally, Lexis and Grammar at an A1 level according to the Common European Framework of Reference for Languages. This document (Appendix 1) presents the core contents that YL are expected to learn in the third and fourth grades in Portuguese schools at a primary level. It is organised according to the four language skills, beginning with listening skills that should be developed from a sound to a word and, finally, to a sentence level depending on the grade in question, which became progressively more challenging in the fourth grade. The objectives associated with reading

were mainly linked to identifying and understanding the meaning of target vocabulary. However, in the fourth grade students were expected to read and understand short texts containing some of the target vocabulary they had learnt. The learning objectives associated with the skill of speaking were subdivided into two categories: spoken interaction and spoken production. In both cases, students were expected to express themselves with a limited range of vocabulary in previously prepared situations. This means that they were still not expected to react to any unforeseen circumstances. With regards to writing, in the third grade students were expected to develop their writing skills by ordering letters and words to form sentences or by filling in gaps with words that have been previously provided. This implies that students were only expected to recognise and copy words and not to write them from memory. Furthermore, it was only in the fourth grade that students were expected to produce very simple texts. In effect, there was some progression associated with all four skills between the third and fourth grades.

In addition, the *Metas Curriculares de Inglês* presented a further two categories that teachers should follow when teaching these levels. The first was called the Intercultural Domain. It consisted of the main contexts associated with the target vocabulary that students were expected to learn. The lexical topics chosen were always linked to cultural contexts that children would be able to understand and associate with their everyday lives. The implication was that they should be able to then apply and use the language they were learning to speak about their reality. The final section, entitled Lexis and Grammar, was extensive in comparison to the remaining sections of the document, presenting a detailed list of vocabulary and grammatical items that students were expected to learn in the third and fourth grades.

This document was therefore mainly focused on more formal contents like the four language skills and the lexis and grammar that students were expected to learn at the levels in question. It did not contemplate any of the more abstract 21st century skills which implied teaching the whole learner (not simply the language student) and preparing the child to become an active 21st century citizen of the world.

The most adopted national and international third grade EFL coursebooks in Portugal in 2015-2016 were then analysed using the criteria defined by the Portuguese Ministry of Education (Direção Geral da Educação, 2015) for coursebooks that had not been subjected to the certification process (which was the case of the coursebooks in question). The criteria have been translated into English and findings have been organised in a table for the sake of readability (Appendix 2), revealing that all three coursebooks under analysis presented units with a regular pattern and growing level of difficulty that scaffolded learning for students. Similarly, the three coursebooks contained a variety of additional resources and materials that catered to YL needs. Yet, only *Let's Rock! 3* and *Smileys 3* contained a revision unit that reactivated previous learning. In addition, although all these coursebooks contained a revision section at the end of each unit, only the locally produced coursebook (*Let's Rock! 3*) contained additional L1 support to ease the self-evaluation process for students. This is significant as it could facilitate the development of students' autonomy and empowered them to become more autonomous learners.

Regarding the implementation of the Portuguese programme, the only coursebook to implement the entire programme was a locally produced coursebook. In the case of the remaining two coursebooks, only *Smileys 3* had been adapted to cover some of the particularities of the Portuguese programme. *New Treetops 3* is a coursebook that has clearly been written for a global market as it failed to include a significant number of learning goals of the *Metas Curriculares de Inglês* (Bravo et al., 2015). This could further imply that it is a more challenging coursebook in terms of articulating learning with other subjects in the Portuguese curriculum.

Thus, out of the two international publishers that presented coursebooks for the 2015-2016 adoption, only one (Express Publishing) opted to adapt the international version of the coursebook to create a national version capable of meeting the needs of Portuguese teachers and students. The remaining international publisher (Oxford University Press) presented the Portuguese market with a global coursebook used in many other markets.

Similarly, the most adopted national and international fourth grade EFL coursebooks in Portugal, in 2016-2017, were also analysed (Appendix 3), using the same coursebook analysis grid (for uncertified coursebooks). Once again, findings allowed us to conclude that the more efficient coursebook in terms of teaching the Portuguese programme was a locally produced coursebook (*Let's Rock! 4*). However, this time the coursebooks in question were all more uniform regarding the tasks and rubrics they contained. An example of this was the fact that all three coursebooks contained a greater variety of arts and crafts activities and many of the resources (e.g., the stickers) that were present in *Let's Rock! 3* in the previous year). Yet, *Let's Rock! 4* continued to be the only coursebook that offered any L1 support throughout the coursebook.

In terms of the implementation of the Portuguese learning guidelines, it is also possible to observe that *Smiles 4* almost implemented the programme completely. The same cannot be said of *New Treetops 4*, which continued to follow an international programme to the detriment of the *Metas Curriculares de Inglês* (Bravo et al., 2015). This decision not to adapt the coursebook to the Portuguese programme may be due to the fact that the Portuguese market is limited. Thus, from the economic standpoint of an international publisher, it might not justify developing a coursebook that is suitable only for the Portuguese curriculum.

The data presented seems to suggest that Portuguese EFL teachers are sensitive to the needs of their teaching context and tend to adopt local coursebooks for YL that clearly map out the programme they are expected to teach by the Ministry of Education, rather than adopting international coursebooks written for a global market.

Discussion and Conclusion

Coursebooks are a widely used resource in the teaching of EFL around the world, and in Portugal the situation is no different. However, although many studies have been conducted in the field, few have been carried out in relation to the Portuguese market in the first cycle (primary/elementary school). Therefore, the present study set out to understand what tendencies Portuguese teachers have when it comes to adopting a coursebook. This leads to the question of whether they favour an international coursebook that does not necessarily implement the Portuguese programme in vigour, or if they prefer a locally produced coursebook that has been tailored to meet such programme. This investigation set out to find the answer to this question and, consequently, to also determine whether local or international authors were in a better position to cater to Portuguese teachers' needs.

Findings revealed that the vast majority of Portuguese teachers favoured locally produced coursebooks, which were written by local authors who had a more thorough knowledge of the Portuguese educational context, thus putting them in a better position to cover to the needs of the Portuguese market. Furthermore, findings indicated that Portuguese EFL teachers valued primary coursebooks that guided them to successfully implement the orientation provided by the Ministry of Education.

The mission of writing a coursebook which successfully meets the needs of a national market may be interpreted differently by national and international publishers. However, in the case of the Portuguese market, the adoption numbers of 2015-2016 and 2016-2017 revealed that authors and publishing companies need to invest in a coursebook that reflects the Portuguese teachers' educational beliefs and helps them cater to their teaching context if they aim to improve their adoption results. The present study also supports the opinion of Hutchinson and Torres (1994) that a coursebook can indeed constitute an agent of change in terms of a teacher's practice. In addition, it corroborates their claim that when authors and publishers produce coursebooks, they should recognise their potential in terms of teacher development and actively build this into the coursebook design. This is an aspect that is yet to be researched in relation to the first cycle of the Portuguese market and that merits future study.

This study is limited to a detailed analysis of only the most adopted national and international EFL primary coursebooks. Yet, there were more players in the race, as shown in Tables 1 and 2. Thus, it would be pertinent to analyse the remaining coursebooks in question. Furthermore, following the 2015-2016 and 2016-2017 adoptions, the Portuguese Ministry of Education introduced the *Perfil dos Alunos à Saída da Escolaridade Obrigatória* (Student Profile Upon Completing Obligatory Schooling) (Martins et al., 2017) and the *Aprendizagens Essenciais* (Essential Learning) (Direção Geral da Educação, 2018), which replaced the former *Metas Curriculares de Inglês* (English Curricular goals) (Bravo et al., 2015) to help Portuguese schools guarantee that learning be more inclusive, learner-centred, and in tune with the local and cultural context of each school. Under the *Perfil dos Alunos à Saída da Escolaridade Obrigatória* and the *flexibilidade curricular* (cross-curricular learning), schools are now being given the opportunity to introduce multidisciplinary, learner-centred approaches that develop 21st century skills and create competent 21st century learners in classrooms across the country. In light of these new orientations from the Ministry of Education, future studies would be pertinent to determine whether the tendencies revealed in the 2015-2016 and 2016-2017 adoptions are repeated or whether the situation changes significantly.

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Appendices

Appendix 1

Metas Curriculares for English for the 3rd and 4th Grades (English translation)

(Bravo et al., 2015)

Skills	3 rd grade	4 th grade
Listening	<p>1. Understand sounds, intonation patterns and rhythms of the language</p> <ol style="list-style-type: none"> 1. Identify different sounds and intonation patterns in the foreign language in comparison to the native language. 2. Identify rhythms in rhymes, chants, songs and audio / audiovisual recordings. <p>2. Understand simple words and expressions</p> <ol style="list-style-type: none"> 1. Identify different greetings (hi, good morning). 2. Identify different ways of saying goodbye (bye, see you later). 3. Identify different ways of thanking (thanks, thank you). 4. Identify different ways of praising and incentivising (good, well done). 5. Identify different ways of accepting and rejecting (yes, please / no, thank you). 6. Understand brief instructions given by the teacher (come in, colour the sun yellow). 7. Identify numbers and dates. 8. Recognise simple vocabulary related to the topics studied. 	<p>3. Understand simple words and expressions</p> <ol style="list-style-type: none"> 1. Tell the time. 2. Identify words and expressions in rhymes and songs. 3. Identify words and expressions in short known stories. <p>4. Understand simple sentences, articulated in a clear and paused manner</p> <ol style="list-style-type: none"> 1. Understand direct instructions to complete small tasks (pick up the paper, put your hat on). 2. Understand sentences about the topics studied. 3. Accompany the sequence of short known stories.
Reading	<p>1. Understand simple words and sentences</p> <ol style="list-style-type: none"> 1. Identify numbers. 2. Identify names of people and countries. 3. Identify familiar and illustrated vocabulary. 4. Read short sentences with target vocabulary. 	<p>2. Understand simple sentences and texts</p> <ol style="list-style-type: none"> 1. Identify illustrated vocabulary. 2. Read short illustrated stories with target vocabulary.
Spoken Interaction	<p>1. Adequately express oneself, with help, in various contexts</p> <ol style="list-style-type: none"> 1. Use interjections / expressions to show happiness and surprise (Great! Wow!). <p>2. Interact with the teacher using simple expressions/sentences</p> <ol style="list-style-type: none"> 1. Greet (good morning Miss Santos, bye James). 2. Thank (thanks, thank you). 3. Say goodbye (bye, see you later). 4. Answer about personal identification (When is your birthday, Pedro? / In May). 5. Answer about personal preferences (I love summer. And you? / Me too!). 6. Answer about previously presented topics with the support of images. 	<p>3. Adequately express oneself in simple contexts</p> <ol style="list-style-type: none"> 1. Use the appropriate register when speaking to the teacher (Mr Silva, Miss Costa). <p>4. Interact with the teacher / classmates in simple and previously prepared situations</p> <ol style="list-style-type: none"> 1. Use words / expressions to agree (me too, so do I). 2. Use words / expressions to accept and refuse (sure / no, thank you). 3. Ask and answer questions about personal preferences (What's your favourite drink? / Orange juice.). 4. Ask and answer questions about previously presented topics.
Spoken Production	<p>1. Produce sounds, intonation patterns and rhythms of the language with help</p> <ol style="list-style-type: none"> 1. Repeat the letters of the alphabet. 2. Repeat sounds and memorised words. 3. Pronounce target vocabulary with relative clarity. 4. Repeat rhymes, chants and songs heard on audio / audiovisual sources. <p>2. Express oneself, with very limited vocabulary, in previously prepared situations</p> <ol style="list-style-type: none"> 1. Communicate basic personal information (name, age, family). 	<p>3. Produce sounds, intonation patterns and rhythms of the language</p> <ol style="list-style-type: none"> 1. Say rhymes, chants and sing songs. <p>4. Express oneself, with limited vocabulary, in previously prepared situations</p> <ol style="list-style-type: none"> 1. Express likes and dislikes (I love Christmas pudding, I don't like turkey). 2. Describe ability (I can ride a bike, I can't swim). 3. Speak about the studied topics.
Writing	<p>1. Use target vocabulary with help</p> <ol style="list-style-type: none"> 1. Label images. 2. Order letters to form words that are associated with images. 3. Fill in the gaps in simple sentences with the words given. <p>2. Produce simple sentences with help</p> <ol style="list-style-type: none"> 1. Order words to write sentences. 2. Fill in the gaps in postcards and invitations. 	<p>3. Use target vocabulary</p> <ol style="list-style-type: none"> 1. Label a sequence of images. 2. Fill in the gaps in simple texts with the words given. <p>4. Produce a very simple text with limited vocabulary</p> <ol style="list-style-type: none"> 1. Fill in speech bubbles in a sequence of images. 2. Write about oneself (My name is Pedro. I'm 9 years old...). 3. Write about preferences (I like pizza, I don't like fish, I love cats).

Intercultural Domain	<p>1. Learn about oneself and others</p> <ol style="list-style-type: none"> 1. Identify oneself and others. 2. Identify nuclear and extended family members. 3. Identify pets. 4. Identify clothes and footwear. <p>2. Learn about the average school day</p> <ol style="list-style-type: none"> 1. Identify objects and routines in the classroom. 2. Identify games. 3. Identify some means of transport. <p>3. Learn some characteristics of one's country and the countries of others</p> <ol style="list-style-type: none"> 1. Locate various countries on a map. 2. Identify various climates. 3. Identify natural elements. 4. Identify yearly festivities. 5. Identify various activities associated with the seasons. 	<p>4. Learn about oneself and others</p> <ol style="list-style-type: none"> 1. Identify festivities in various parts of the world. 2. Identify activities associated with festivities. 3. Participate in games and drama activities. <p>5. Develop knowledge of one's world and the world of others</p> <ol style="list-style-type: none"> 1. Identify the spaces at school. 2. Identify human body parts. 3. Identify food and drinks. 4. Identify the spaces around us. 5. Identify animals. 6. Identify the five senses. 7. Identify open-air activities.
Lexis and Grammar	<p>1. Learn simple everyday vocabulary</p> <ol style="list-style-type: none"> 1. Recognise proper nouns (António, Sue). 2. Recognise the names of some countries (England, USA). 3. Recognise different origins (Portuguese, English). 4. Identify nuclear and extended family members (mother, grandfather). 5. Identify numbers up to 20. 6. Identify the days of the week. 7. Identify the months of the year. <p>2. Learn vocabulary related to school</p> <ol style="list-style-type: none"> 1. Identify people in the classroom (teacher, student). 2. Identify objects in the classroom (desk, chair). 3. Identify activities and games inside and outside the classroom (reading, playing hide and seek). 4. Identify means of transport from and to school (car, bus). <p>3. Learn simple and contextualised vocabulary related to the seasons</p> <ol style="list-style-type: none"> 1. Identify vocabulary related to autumn. <ul style="list-style-type: none"> • Weather (chilly, cloudy). • Clothes and footwear (jumper, shoes). • Colours (grey / clouds, brown / leaves). • Activities (collecting leaves, eating chestnuts). • Festivities (Halloween). 2. Identify vocabulary related to winter. <ul style="list-style-type: none"> • Weather (raining, snowing). • Clothes and footwear (coat, boots). • Colours (white / snow, brown / mud). • Activities (skiing, drinking hot chocolate). • Festivities (Thanksgiving, Christmas). 3. Identify vocabulary related to spring. <ul style="list-style-type: none"> • Weather (warm, mild). • Clothes and footwear (dress, sandals). • Colours (black / bees, red / flowers). • Activities (picking flowers, having a picnic). • Festivities (Easter). 4. Identify vocabulary related to summer. <ul style="list-style-type: none"> • Weather (hot, sunny). • Clothes and footwear (t-shirt, shorts). • Colours (yellow / sun, blue / sea). • Activities (swimming, eating ice cream). <p>4. Implicitly learn some basic structures of the language</p> <ol style="list-style-type: none"> 1. Use lexical chunks or sentences which contain: <ul style="list-style-type: none"> • Nouns in the singular and in the plural forms (boot / boots, pen / pens). • Adjectives (brown dog, sunny day, hot chocolate). • Determiners (this is my book, that's your pencil). • Personal Pronouns (I'm from Portugal, he's 8 years old, they're English). • Prepositions of Place: in, on, under, near (put a tick in the box, the pen is on the table). • Prepositions of Time: in, on, at (in the morning, on my birthday). • Imperative (clap your hands, stand up, look at the picture). • Verb to be. • Verb to have (got). • Present Simple (I love summer, he hates winter). • Present Continuous (the man is wearing boots, they are playing hide and seek). • Question Words: what, where, when, how, how old (What's your name? How are you?). 	<p>5. Learn simple everyday vocabulary</p> <ol style="list-style-type: none"> 1. Identify cardinal numbers up to 100. 2. Identify ordinal numbers in dates. 3. Tell the time (eight o'clock, half past nine). <p>6. Learn vocabulary related to the following topics</p> <ol style="list-style-type: none"> 1. Identify vocabulary related to school. <ul style="list-style-type: none"> • Different spaces at school (playground, library). • Activities at school (singing, running). • Recycling at school (don't litter, pick up papers). • Recycling bins (yellow bin, green bin). 2. Identify vocabulary related to the human body. <ul style="list-style-type: none"> • Face (eyes, mouth). • Body (legs, arms). 3. Identify vocabulary related to food and drinks. <ul style="list-style-type: none"> • Healthy food (fruit, milk). • Snacks (sandwiches, juice). 4. Identify vocabulary related to the spaces around us. <ul style="list-style-type: none"> • Types of homes (house, flat). • Parts of the house (kitchen, bedroom). • Places and buildings (park, hospital). 5. Identify vocabulary related to animals. <ul style="list-style-type: none"> • Animals and the sounds they make (cat / meow, mouse / squeak). • Farm animals (cow, horse). • Zoo animals (lion, zebra). 6. Identify vocabulary related to the five senses. <ul style="list-style-type: none"> • Taste (taste the sweet orange). • Touch (feel the fluffy dog). • Sight (look at the photos). • Hearing (hear the dog barking). • Smell (smell the flowers). 7. Identify vocabulary related to the sun. <ul style="list-style-type: none"> • Open-air activities (playing on the beach, having a picnic). • The beach (sand, sea, sun). • Sun protection (hat, sunscreen, sunglasses). <p>7. Learn some basic structures of the language</p> <ol style="list-style-type: none"> 1. Implicitly recognise and use the structures learnt in the 3rd grade. 2. Use lexical chunks or sentences which contain: <ul style="list-style-type: none"> • Articles: a / an, the. • Nouns in the singular and in the plural forms: -s / -es. • Possessive Case: 's/. • Connectors: and, but, or. • Determiners: this, that, these, those. • Prepositions of Place: next to, behind, in front of (sit next to João, stand behind the table). • Prepositions of Time: at, on, after (at two o'clock, after school). • May, can / can't. • Let's (Let's go to the beach!). • Positive, negative, question forms and short answers with to do. • Question Words: who, whose (Who is your teacher? Whose book is this?).

Appendix 2

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

Coursebook	<i>Let's Rock! 3</i>	<i>Smileys 3.º ano</i>	<i>New Treetops 3</i>
ISBN	978-972-0-18150-3	978-1-4715-3704-2	978-0-19-400345-2
Subject / Year	English – 3 rd grade	English – 3 rd grade	English – 3 rd grade
Publishing house	Porto Editora	Express Publishing	Oxford University Press

Analysis Criteria

1. Organisation and Method

1.1 Presents a coherent and functional organisation.	Yes. The coursebook begins with unit 0, which allows students to revise / learn contents taught at preschool or in the 1 st and 2 nd grades. The level of difficulty increases from unit to unit throughout the coursebook.	Yes. 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 st and 2 nd grades. The level of difficulty increases from unit to unit throughout the coursebook.	Yes / No. 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.
1.2 Presents an organisation that is suitable for students.	Yes. 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.	Yes. 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.	Yes / No. 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.
1.3 Presents essential steps for knowledge acquisition and the development of skills.	Yes. 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.	Yes / No. 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.	Yes / No. 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>1.4 Motivates students to learn.</p>	<p>Yes. 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>Yes / No. 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>Yes / No. 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>
<p>1.5 Includes suggestions of practical / experimental activities.</p>	<p>Yes. 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>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 11 games and 2 arts and crafts activities throughout the coursebook. 12 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 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>
<p>1.6 Stimulates autonomy and critical thinking.</p>	<p>Yes. 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>Yes / No. 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>Yes / No. 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>
<p>2. Information and Communication</p>			
<p>2.1 Respects the curriculum, the <i>Metas Curriculares</i> and the Ministry guidelines.</p>	<p>Yes. The coursebook implements all the <i>Metas Curriculares</i> without exception.</p>	<p>Yes / No. The coursebook implements all the <i>Metas Curriculares</i>, with the exception of the following: - Listening: 2.7 (dates); - Intercultural Domain: 2.1 (classroom routines); - Lexis and Grammar: 2.1 (people in the classroom).</p>	<p>No. The coursebook fails to implement a significant amount of the <i>Metas Curriculares</i>, namely: - Listening: 2.2 (ways of saying goodbye), 2.3 (ways of thanking), 2.4 (ways of praising and incentivising) and 2.7 (dates); - Reading: 1.2 (names of people and countries); - Spoken Interaction: 1.1 (interjections / expressions to show</p>

			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.	Yes. 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.	Yes / No. 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.	No. 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.).	Yes. Fonts and font size are easily readable. The coursebook is very colourful and contains appropriate titles and subtitles.	Yes. Fonts and font size are easily readable. The coursebook is very colourful and contains appropriate titles and subtitles.	Yes. 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.).	Yes. The coursebook contains photographs, maps, graphs and graphic organisers that are age-appropriate and support learning.	Yes. The coursebook contains photographs, maps, graphs and graphic organisers that are age-appropriate and support learning.	Yes. The coursebook contains photographs, maps, graphs and graphic organisers that are age-appropriate and support learning.
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.	Yes. The coursebook contains a resistant cardboard cover and the paper used is matt and thick enough to offer the necessary resistance.	Yes. 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.	Yes / No. 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.	Yes. 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.	Yes. 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 st - 4 th grades and foreign language coursebooks).	Not applicable.	Not applicable.	Not applicable.

Appendix 3

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

Coursebook	<i>Let's Rock! 4</i>	<i>Smiles 4.º ano</i>	<i>New Treetops 4</i>
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.	Yes. The coursebook begins with unit 0, which allows students to revise core contents taught in the 3 rd grade. As in the 3 rd grade, the level of difficulty increases from unit to unit throughout the coursebook.	Yes. The coursebook begins with a unit called "Let's Start!", which allows students to revise core contents taught in the 3 rd grade, as well as classroom language. As in the 3 rd grade, the level of difficulty increases from unit to unit throughout the coursebook.	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 3 rd grade. As in the 3 rd grade, the level of difficulty increases from unit to unit throughout the coursebook.
1.2 Presents an organisation that is suitable for students.	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.	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.	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.
1.3 Presents essential steps for knowledge acquisition and the development of skills.	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 3 rd 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.	Yes / No. There is no opening spread at the beginning of each unit recycling previous learning. As in the 3 rd 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 3 rd grade, no L1 support is provided. This represents an additional challenge for language learners whose learning rhythms are slower.	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 3 rd 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 3 rd 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 4 th grade coursebooks under analysis. As a result, this coursebook does not contain sufficient exercises for students to practise and acquire language effectively.

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: - Spoken Interaction: 3.1 (use the appropriate register when speaking</p>

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.

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

Yes. 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.).

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

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

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

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

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

Yes. 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.

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.

Not applicable.

Not applicable.