



ANALYSIS OF THE ROLE OF BRAZILIAN CULTURE IN THE ENGLISH SECTION OF EJA'S TEXTBOOKS

DOI: 10.48075/ri.v25i1.29614

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ABSTRACT: The objective of this work is to analyze what concept of culture subsidizes the activities proposed by the English section of three EJA textbooks produced for the 6th, 7th, and 8th Primary Grades by Editora Moderna (2013) which are approved by the National Program of Textbook (Programa Nacional do Livro Didático – PNLD). In order to analyze how Brazilian culture is explored, we took into account the concepts of causal logic and/or logic of appearance, proposed by Fairclough (2003), alongside with Holliday's (1999) perspective on culture. The results of the analysis showed that the units approach the theme through the lenses of a large culture perspective (HOLLIDAY, 1999), since they perceive culture as an ethnic entity, solely based on nationality. Within this view, Brazilian culture is represented through inauthentic texts in virtue of exploring grammar, while avoiding activities of text interpretation, corresponding to the logic of appearance (FAIRCLOUGH, 2003). The results reveal a problematic teaching perspective, especially in regard to EJA students, since these textbooks are designed to young and adults, whom are not invited to participate actively in the discussion, despite holding experiences and opinions.

Keywords: EJA textbooks; Brazilian culture representation; multiliteracies.

ANÁLISE DO PAPEL DA CULTURA BRASILEIRA NA SEÇÃO DE INGLÊS DOS LIVROS DIDÁTICOS DA EJA

RESUMO: O objetivo deste trabalho é analisar qual conceito de cultura subsidia as atividades propostas na seção de inglês de três livros didáticos da EJA produzidos para os 6º, 7º e 8º anos do Ensino Fundamental pela Editora Moderna (2013) aprovados pelo Programa Nacional do Livro Didático. (Programa Nacional do Livro Didático – PNLD). A fim de analisar como a cultura brasileira é explorada, levamos em conta os conceitos de lógica causal e/ou lógica de aparência, propostos por Fairclough (2003), assim como a perspectiva sobre cultura de Holliday (1999). Os resultados da análise mostraram que as unidades abordam o tema pelas lentes de uma perspectiva cultural ampla (HOLLIDAY, 1999), pois percebem a cultura como uma entidade étnica, baseada unicamente na nacionalidade. Dentro dessa visão, a cultura brasileira é representada por meio de textos inautênticos em virtude de explorar a gramática, evitando atividades de interpretação de texto e correspondendo à lógica da aparência (FAIRCLOUGH, 2003). Os resultados revelam uma perspectiva de ensino problemática, principalmente no que diz respeito aos alunos da EJA, uma vez que estes livros didáticos são destinados a jovens e adultos, que apesar de possuírem experiências e opiniões, não são convidados a participar ativamente

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da discussão.

Keywords: livros didáticos da EJA; representação da cultura brasileira; multiletramentos.

INTRODUÇÃO

The fundamental reason for this work is that Youth and Adults Education (Educação para Jovens e Adultos – EJA) is still considered as a “non-consolidated field in the research areas” (ARROYO, 2011, p.19). Therefore, the pedagogical implications are established by the analysis of what is being produced for EJA participants. In addition, investigating the role of Brazilian culture in the English section of EJA’s textbooks can open the discussion of what and how this representation circulates among a Brazilian audience.

This work is part of the umbrella project called “Multiletramentos, interdisciplinaridade e formação colaborativa de professores de linguagem na escola”, which is part of the research line of the Post-Graduation Program of the Federal University of Santa Maria (PPGL/UFSM), named “Linguagem no Contexto Social”. This umbrella project focuses on the interdisciplinary production of knowledge about language, discursive practices and literacy considering the description, analysis and interpretation of language in use in different contexts.

Therefore, the objective of this specific work is to investigate the English section of three EJA textbooks produced for the 6th, 7th and 8th Primary Grades in order to analyze what are the Brazilian cultural aspects covered in the English section and how they are explored in/by the sections analyzed, considering Fairclough’s (2003) concepts on “logic of appearance” and “causal logic.”

REVIEW OF LITERATURE

In this section, we discuss the theoretical framework that supports this work. Firstly, we present a brief background of EJA education in Brazil; then, we discuss Critical Genre Analysis theoretical and methodological approach, once it provides the understanding of language and genre to investigate how culture is materialized in the English section of the *corpus* through Fairclough’s (2003) theoretical background; finally, the concept of multiliteracies, giving special attention to the importance of exploring cultural diversity in English teaching practices, considering Holliday’s (1999) concept of culture.

YOUTH AND ADULTS' EDUCATION (EJA)

EJA was established as a modality of teaching in 1996 in the Law of Guidelines and Bases of National Education (Lei de Diretrizes e Bases da Educação Nacional – LDB, nº 9.394/1996) for “students who did not have access or continue studies in elementary school in the proper age”² allowing them “to continue their studies regularly” (BRASIL. Parecer CEB nº 5/1997, 1997).

Additionally, the program’s relevance and value are demonstrated as far as it helps to “fight against the causes that promote illiteracy and guarantees the right of education by the universalization of school attendance” (BRASIL, 1988). In this sense, it also enables the permanence of those who work during the day, since EJA’s classes are commonly developed in the evening shift.

However, according to Arroyo (2011, p.20) EJA’s history is shaped by the “indefiniteness, voluntarism, emergency campaigns and cyclical solutions” and argues that EJA’s goal “cannot be to fulfill the lack of schooling, but to fulfill specific rights” (ARROYO, 2011, p.21) for students.

Another argument Arroyo (2011) points out is that the experiences EJA students gained outside the school need to be considered when they go back to the educational context. However, according to Barcelos (2009, p.47-48) “we are stuck in a determined comprehension of the role of the school, the teacher and the student” because the EJA system is “totally inadequate for the post-modern era” (BARCELOS, 2009, p.48) since it excludes and invalidates the students’ experiences outside the educational contexts and other kinds of knowledge they have. In the next section, we argue how genre studies support this applied linguistic research.

CRITICAL GENRE ANALYSIS

This work aligns with genre studies since it deals with social problems that are discursively constructed. In particular, genre studies started to consolidate in the applied linguistics field around the 1990’s, developed by at least four schools. They are: 1) the English

² Our version. In the original: “destinada àqueles que não tiveram acesso ou continuidade de estudos no ensino fundamental e médio na idade própria” (BRASIL. Parecer CEB nº 5/1997, 1997).

for Specific Purposes School, which deals with genre's "formal properties and rhetorical organization, and communicative purposes within social contexts"; 2) the New Rhetoric or Sociorhetoric School, which focuses on "speech acts realized by genres in specific institutional contexts" (MOTTA-ROTH; HEBERLE, 2015, p.2); 3) the Systemic Functional Linguistics School, which studies language as a socio-semiotics system that is instantiated in texts, which, in turn, are analyzed in relation to their cultural and situational contexts; and finally, 4) the Socio-Discursive Interactionism or Geneva School, which centers attention on the analysis of the language action combined with an agent, a motive and an interaction (BRONCKART, 1999, p.13 *apud* MOTTA-ROTH; HEBERLE, 2015, p.3).

These four schools of genre agree that "genres are the uses of language associated with social activities" and that "these discursive actions are recurrent, meaning that there are some level of stability in the form, in the content and in the style" (MOTTA-ROTH, 2008, p.350).

Based on that, Motta-Roth and Heberle (2015) discuss that CGA considers the concepts discussed by the four schools, because it aims at explaining how social problems are discursively constructed, taking genre as its unit of reference in the analysis. Still according to them, "from a CGA standpoint, teaching language in use in specific contexts depends on descriptions and explications of the connections between text and context" (MOTTA-ROTH; HEBERLE, 2015, p.6). Therefore, it is necessary to look at the purposes and the economical organization of social groups, in terms of daily life, businesses, means of production, ideological shaping, etc., that determine the content, the style and the compositional construction of genres (MOTTA-ROTH, 2008, p.351).

In accordance with that definition of genre, the National Curriculum Parameters (*Parâmetros Curriculares Nacionais – PCN*) reinforce the importance of developing pedagogies that focus on teaching socially situated practices mediated by different genres:

besides of mechanical memorization of grammatical rules or characteristics of a specific literary movement, the student must have means to expand and articulate knowledge and competence that can be used in various situations of language use with family, among friends, at the school, in the work field (BRASIL, 2002, p.55 *apud* MOTTA-ROTH, 2008, p.347).

Considering this perspective of genre as socially and culturally situated practice, as well as Fairclough's view on Critical Discourse Analysis (FAIRCLOUGH, 2003, p.210), we investigate how and to what extent the three textbooks from our *corpus* of analysis explore Brazilian culture, since this theoretical framework gives a clear view on how to perceive teaching

practices through genres. We also take into account Fairclough's (2003) concept on meaning relations. The author discusses two concepts to explain the relations among sentences and clauses in order to construe meaning: the "logic of appearance" and "causal logic". The first one is understood as a result of exploring ideas of addition (the process of adding different information) and elaboration (the process of adding more information about the same topic being discussed) that overlap without any previous explanation or contextualization. In other words, the concept of "logic of appearance" proposed by the author is the overlaying of information without connection, since it focuses on "listing appearances, rather than offering explanatory accounts of change in terms of causal relations" (FAIRCLOUGH, 2003, p.89). As for the second concept, "causal logic", the author argues the aspects of contrast, condition or time shape the relations in terms of reasoning, consequence and purpose among the clauses.

However, instead of looking at sentences and clauses as the author proposes, we consider the relations established among the texts displayed in the English section of our *corpus*, specifically within the framework of "logic of appearance" and "causal logic", to reflect on how these texts present and explore Brazilian culture. In the next section, we discuss how multiliteracies supports this research.

MULTILITERACIES

According to The New London Group (1996), education needs to help students to engage in the community and in the economic life as competent and reflexive citizens. This participation can be achieved by the understanding that literacy pedagogy should not focus on restricted processes of teaching and learning how to read and write, but on embracing the diversity of the culture and the texts. Therefore, the term multiliteracies emerges, associating multiculturalism of societies with the multimodality of texts.

This paper focuses on the first aspect, multiculturalism, trying to establish how the analyzed textbooks explore cultural diversity in its activities, giving special attention to how they explore Brazilian culture. Holliday's (1999) concept of culture is divided into two: "small" and "large" cultures, in which the first stands for "any cohesive social grouping" and the second for "ethnic", "national", or "international" (HOLLIDAY, 1999). Besides, the concept of large culture "the 'foreign' is reduced to a simplistic, easily digestible, exotic or degrading stereotype" (HOLLIDAY, 1999, p.245), and it reinforces that "the notion of culture has been

constructed for the purpose of explaining human behavior, but is then institutionalized into something that exists over and above human behavior” (HOLLYDAY, 1999, p.41).

Therefore, he concludes that one efficient way to study culture is to look through the lens of a small culture approach, as it is “more concerned with social processes as they emerge” (HOLLYDAY, 1999, p.240).

In agreement with that statement, Bauman (2011 *apud* SASS, 2012, p.636) claims “we (liquid) moderns are not only living with massive difference, ethnic especially, but we realize that we are bound to live with this difference”.

Similarly, Hall (2005 *apud* SILVA, 2018) reinforces that the more the social life becomes mediated by the global market of styles, places and images, international trips, media images and by the communication systems globally interconnected, the more the identities become unlinked in time, places, history and tradition.

These cultural perspectives adopted by the authors also represent the view of small culture proposed by Holliday (1999), since they argue the complexity of human identity and behavior go beyond nationality and ethnicity. This approach challenges the view of culture by distancing from racist stereotypes and creating critical awareness.

METHODOLOGY

In this section, we present the universe of analysis, the corpus selection criteria and the analytical procedures in this qualitative research. We share Moita Lopes’ concept (1994, p. 332) about qualitative research, since it “can be more enriching by allowing to reveal knowledges of a different nature”, that is, by allowing other areas of knowledge to understand genres and social practices.

UNIVERSE OF ANALYSIS

The National Program of Textbooks (*Programa Nacional de Livros Didáticos – PNLD*) seeks universal access to textbooks in Brazil since the 1980s, concerned, mainly, with students enrolled in public schools (BRASIL, 2014); however, the EJA remained excluded from PNLD until 2007. Throughout these years, the program managed to create and adapt the selection criteria regarding textbooks for its context.

The first official document directed to EJA context was published in 2010, specifically to primary grades, and in 2014, the program incorporated literacy, primary and secondary grades, as well as high school entitled PNLD EJA Textbooks Guide (*Guia de Livros Didáticos PNLD EJA*) (BRASIL, 2014). This document establishes criteria of acquisition and distribution of textbooks produced for the EJA context, since the audience is not the same as the one enrolled in the regular education system. Therefore, the materials for these different audiences cannot be the same. Similarly, the curricular components were determined by the National Common Curricular Base (*Base Nacional Comum Curricular*), established by the Law of Guidelines and Bases of National Education (*Lei de Diretrizes e Bases da Educação Nacional – LDBEN*, n. 9394/96), and their following alterations.

According to this legislation, the primary education curricular components are Portuguese, Mathematics, Physics and Natural World knowledge, Social reality (specially Brazilian), Arts, Africa and Africans' history, History of Cultures and Ethnicities (especially Indigenous, African and European), Environmental Education, Child and Teenager Rights, Ageing Process (in respect and appreciation of elderly) and Modern Foreign Languages.

In addition, there are other components permeating the curriculum, such as food and nutritional education (Law nº 11.947/2009), traffic education (Law nº 9.503/97: *Código de Trânsito Brasileiro*), Human Rights education (Law nº 7.037/2009: *Programa Nacional de Direitos Humanos – PNDH3*), as well as citizenship, health and economy.

It is also important to mention that, according to PNLD EJA (BRASIL, 2014, p. 24), the textbook's evaluators are experts in the areas of knowledge covered by the textbooks. The professionals must be researchers or professors (preferably a Doctorate degree) in a specific field; have experience in textbook production linked to primary and secondary education; and have experience with EJA without editorial bond. They must be able to analyze not only their own area of knowledge, but also the entire collection. Based on that, out of 135 professionals, four of them were selected to evaluate the English section of textbooks (BRASIL, 2014, p. 4) produced by different publishers, within a blind review process.

The evaluators must attain the following aspects

consider the specificity of EJA's participants, observing their potentialities; show coherence in relation to the teaching-learning process in EJA; serve effectively as a resource of mediation in the learning process of young and adults, giving support to the teacher's educational background; introduce quality content; lastly, involve the target audience background knowledge (BRASIL, 2014).

In the next section, we discuss the corpus selection and its organization.

CORPUS SELECTION CRITERIA

We selected three textbooks from 6th grade to 8th grade, all of them belonging to the same collection, which were approved by the National Program of Textbook (PNLD) and are published by Editora Moderna (2013). These textbooks were kindly given, as a courtesy, by pedagogic coordinators of different public schools located in Santa Maria (RS) in order to contribute with this research.

The textbooks are composed by different disciplines, such as Portuguese, Mathematics, History, Geography, Science, Arts, English and Spanish. Each discipline is organized in two main units and two sub-unit within it. Table 1 illustrates how the English section is organized, which is the focus of this work, as well as the codes we used in this analysis to identify each sub-unit.

Table 1 – Organization of the textbooks' English sections

TEXTBOOK GRADE	MAIN UNITS	SUB-UNITS	CODES
6 th	1. "Identity and plurality"	1. "English, for what?"	T6U1S1
		2. "I am Brazilian, and you?"	T6U1S2
	2. "Food"	1. "Eating habits"	T6U2S1
		2. "Do meals and social life go together?"	T6U2S2
7 th	1. "Housing"	1. "My house"	T7U1S1
		2. "Housing and its landscapes"	T7U1S2
	2. "Health and quality of life"	1. "Quality of life"	T7U2S1
		2. "Good choices, good health"	T7U2S2
8 th	1. "The country"	1. "Brazil and its national symbol"	T8U1S1
		2. "Moments of Brazilian history"	T8U1S2
	2. "The Brazilian society"	1. "Brazil and its political organization"	T8U2S1
		2. "The national culture diversity"	T8U2S2

Source: The author.

In the next section, we present the analytical procedures adopted to analyze the role of Brazilian culture in the English section of the selected *corpus*.

ANALYTICAL PROCEDURES


We analyzed the English sections of the textbooks to investigate to what extent they explore the themes defined by the PNLD EJA (presented in section 3.1). Second, we investigated how these themes being displayed explore cultural aspects, highlighting the protagonism of these cultures, especially the Brazilian one, in the English section. Finally, we


analyzed how Brazilian culture is approached in the units of the English section, considering Holliday's (1999) notion of small and large cultures and Fairclough's (2003) concepts on "causal logic" and "logic of appearance".

Fairclough (2003) explains that we can establish relations among sentences which promote the causal logic by exploring relations of contrast, condition, or time among sentences. In other words, these semantic relations focus on explaining events by highlighting their causes and consequences. On the other hand, the logic of appearance establishes semantic relations by exploring ideas of addition and elaboration. As a result, arguments are only added one to another without any previous explanation.

Table 2 illustrates the semantic categories identified in the English section of the 6th grade textbook considering the relations established among texts and also among exercise instructions. Within the macrostructure of textbooks, we establish these relations by understanding that the texts may be added side by side without any explanation in the instructions on why they are put together. Within the microstructure, the instructions will focus on establishing explanations, contrast or condition among the ideas explored in the texts.

Table 2 – Analytical categories based on Fairclough's concept of semantic relations (2003, p. 89).

ANALYTICAL CATEGORIES	SEMANTIC RELATIONS	VARIABLES	TEXTUAL MICROSTRUCTURE (Examples from the <i>corpus</i>)	TEXTUAL MACROSTRUCTURE (Examples from the <i>corpus</i>)
Causal Logic	Causal	Reason	No examples found in the units	No examples found in the units.
		Consequence		
		Purpose		
	Conditional			
	Temporal			
Contrastive/ Concessive				
Logic of Appearance	Additive		<p>8) Read the dialogue and answer what it asks. (EJA MODERNA, 2013a, p. 374)</p> 	7) Do you know the full name and nickname of the personalities in these photos? Write them down in your notebook and separate them into first name, middle name and last name. (EJA MODERNA, 2013a, p. 374)

				
	Elaboration	Exemplification		
		Rewording		

Source: The author.

The examples explored in Table 2 (Exercises 7 and 8) are proposed to be answered in sequence, however, they construe the logic of appearance by the lack of connections among the images being explored in exercise 7 and the inauthentic dialogue displayed in exercise 8. In other words, the activities may be organized in sequence, however they are independent from each other, since they are only sequenced with no explicit association. As for Holliday's concept, we consider the incidence of interpretative activities regarding culture, since the author proposes an approach that goes beyond nationality and ethnicity. In the following section, we present the results of the English section analysis of the three EJA textbooks.

RESULTS

In this section, we present the results found in this investigation considering how Brazilian culture is approached by the English sections.

To discuss the Brazilian aspects that are the most recurrently explored, we firstly highlight the 8th grade textbook, since it explores the highest percentage (55,1%) of Brazilian culture along the English section. After presenting the analysis of the 8th grade textbook, we present the analysis of the 6th, and lastly, the 7th, following the order of recurrence in terms of Brazilian culture being mostly explored.





Despite the high percentage, the English section of the 8th grade textbook does not start by covering Brazilian culture, rather, the opening activity deals with the New Zealand culture. In the sequence, the next activity is about "important people in the history of Brazil", which presents short biographies, written in English, of Cora Coralina, Castro Alves, Machado de Assis, Candangos (the workers who built Brasília), and Pracinhas (Brazilian soldiers who were sent to fight in the Second World War). The activity supports the idea that these Brazilian references are essential to the acknowledgement and recognition of personalities who

contributed to the country in different areas, even though there is no connection between them in any aspect, resulting in a fragmented view of Brazilian culture and history.

Figure 1 – Short biographies of Brazilians that contributed to Brazil's history T8U1S1

2 A long time ago...

Leia os textos sobre personagens importantes na história do Brasil.

	
<p>▲ Cora Coralina. Sem data.</p> <p>Cora Coralina, a Brazilian poet, was born in Goiás in 1889. Her father was Francisco de Paula Peixoto and her mother was Jacinta Luiza Brandão. At the age of 14 she was already a talented poet, but her first book was published when she was 75.</p>	<p>▲ Castro Alves. Foto de 1865.</p> <p>Antônio Frederico de Castro Alves was born in 1847. He was very important to our Literature as he changed the focus in poems written at that time; that is, he began to deal with social issues. He became famous for his poems against slavery, among them; "Vozes d'África" and "O navio negreiro", taken from his book <i>Os escravos</i>.</p>
	
<p>▲ Candangos, em Brasília (DF). Foto de 1959.</p> <p><i>Candangos</i> were the workers who built Brasília, the capital of Brazil, during the 1950s. This city, planned by the architect Oscar Niemeyer and the urbanist Lucio Costa, was inaugurated in 1960. These workers were from the Northeast Region and faced many difficulties, such as bringing machines.</p>	<p>▲ Pracinhas em desfile na Avenida Rio Branco, no Rio de Janeiro (RJ). Foto de 1944.</p> <p><i>Pracinhas</i> were Brazilian soldiers from the <i>Força Expedicionária Brasileira</i> (FEB) who sent to fight in the Second World War. This war started in 1939 and Brazil became part of it in 1942. <i>Pracinhas</i> were important in many battles, especially in Monte Castello in Italy.</p>

Todos esses cidadãos brasileiros contribuíram significativamente para a formação cultural, política e social do país. Em que tempo verbal estão os verbos em destaque? Justifique sua resposta.

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Source: 8º ANO (EJA MODERNA, 2013c, p. 348).

After the introduction of these biographies, the Brazilian National Anthem is presented alongside with the United Kingdom Anthem. This activity does not reflect the rest of the unit, since it only explores student's previous knowledge about countries where English is the official language. Throughout the rest of the unit, only Brazilian personalities and cultural aspects are approached, through short biographies, texts that present historical and political viewpoints, as well as typical Brazilian festivities, as an excuse to explore grammatical aspects of the English language, such as verb tenses.

The reading activities that follow the short biographies of Brazilian personalities only explore grammatical aspects, for instance, verbal tenses, especially the verb to be in the past simple tense highlighted in bold in the texts (Figure 1), disregarding possible discussions on how these personalities influenced and impacted Brazilian history. Another aspect that reinforces this argument is the connection established among two personalities (Cora Coralina and Machado de Assis) and two different historical events (the construction of Brasília and the participation of Pracinhas in the Second World War) with “all these citizens build up Brazilian culture” (EJA MODERNA, 2013c, p. 348).

Afterwards, there are six exercises, which consists in two “true, false or not mentioned” activities, one listening activity that focuses on fill in the gaps with the missing words, followed by another fill in the gaps, then an oral activity that includes interviewing classmates, and, finally, a writing activity about Machado de Assis.

Based on the amount of compiled Brazilian references, the English section seems to be quite diverse – considering the choice for different genres (biographies, national anthems, maps, website articles) and the acknowledgement of historical events and personalities. However, these aspects are explored through the lenses of logic of appearance (FAIRCLOUGH, 2003), by simply evidencing different pieces of information without an explanatory element to discuss or reflect about them. This is questionable, since the “interpretation is sometimes unproblematic and effectively automatic, but sometimes highly reflexive, involving a great deal of conscious thought about what is meant, or why something has been said or written as it has” (FAIRCLOUGH, 2003, p. 11). In this sense, by approaching culture without engaging EJA participants to reflect on the national and international references, it can easily turn a reflexive discussion about culture into what the author defines as “effectively automatic”.

In agreement to the previous statement, the English section presents, without any contextualization, Tiradentes’ life and death in a listening activity, in which two classmates are discussing his biography. However, the exercise explores the biography through a fill in the gap activity to complete the missing words from the audio, leading to an unproblematic interpretation of the text.

Similarly, the next activity approaches the same structural pattern, but it explores verb to be in the past tense while using two inauthentic dialogues, with participants identified as A and B, in which the first one is about the American Civil Rights Movement and Martin Luther King and the second one is about Chico Mendes’ activism.

All personalities – Tiradentes, Martin Luther King Jr and Chico Mendes – belong to different historical periods. Nevertheless, they appear in the unit without any contextualization or explicit purpose, as they are only used as a means of completing missing words in activities, but without problematizing this historical information.

Finally, this section ends with a writing activity in which students have to write a short biography of Machado de Assis, following the models previously presented (Figure 2). However, the activity turns out to be similar to the fill in the gap exercises, since the information about the author is already displayed in the exercise and students only have to add the verb to be in the correct tenses to connect the ideas.


Figure 2 – Example of the writing exercise in T8U1S

8 Write about the Brazilian author Machado de Assis. Follow the steps below.

- Use the cues given and the texts about Cora Coralina and Castro Alves as models.
- Use a dictionary if necessary.
- Write a draft and show it to your teacher.

born in Rio de Janeiro in 1839 / very poor and son of a wall painter / known as *Bruxo do Cosme Velho* / considered one of the greatest Brazilian authors / fluent in many languages / the president of *Academia Brasileira de Letras (ABL)* / wrote many novels / masterpieces are *Memórias póstumas de Brás Cubas* and *Dom Casmurro*

Machado de Assis. Foto de 1890. ▶



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Source: 8º ANO (EJA MODERNA, 2013c, p. 350).

Brazil's histories and personalities are used to support grammatical exercises instead of reflecting on the influence these people had in Brazilian literature, as well as in our society. As Fairclough (2003) discusses, one of the categories to analyze semantic relations is to identify the process of adding and/or explaining information, which is evident throughout the English section of the 8th grade textbook. Since a variety of Brazilian references are only added, side by side or in sequence, without any connection that explains why these events/personalities are explored together, following the logic of appearance discussed by the author. That is, they are only added as a compilation of additive semantic relations.

Table 3 demonstrates how these texts are organized in the English section and the semantic relations established among them, while considering the section as a whole. The sequence of texts in the English section without any connection in the instructions promotes the logic of appearance, once the activities do not make any reference to these texts, rather they focus on grammar, avoiding interpretation through contrastive ideas, comparison of arguments and explanation of the chosen theme. For this reason, the texts are organized following additive and elaboration relations, once they are overlapped and do not present any clear connection. The short biographies follow the same pattern, establishing an elaboration relation among themselves, but establishing an addition relation when compared perceived independently within the English section.

Table 3 – Semantic Relations established among texts in 8th grade textbook

TEXT THEMES	TEXT EXAMPLES FROM THE <i>CORPUS</i>	SEMANTIC RELATIONS ESTABLISHED BETWEEN TEXTS	
Facts of New Zealand	Introduction to New Zealand's culture	Addition	
Short biographies of Brazilian personalities	Cora Coralina	Addition	Addition
	Castro Alves	Elaboration (Exemplification)	
	Candangos		
	Pracinhas		
	Machados de Assis		
	José Bonifácio		
Maria Bonita			
National Anthem	United Kingdom	Addition	
	Brazil	Addition	
Forms of government	Dictionary definition of Monarchy	Addition	
	Dictionary definition of Republic	Addition	
	What does it mean to be a citizen in a democracy?	Elaboration (Exemplification)	
Facts of Brazil	Facts of Brazil – Culture and People	Addition	

Source: The author.

In relation to the English section of 6th grade textbook, since it is related to identity and plurality, it explores both Brazilian and international referents. However, they are assuming supporting roles, since grammatical exercises are the focus of the activities, assuming the leading role, similar to the English section of the 8th grade textbook. Therefore, their images are only used to support these grammatical exercises, lacking, for example, personal information about the characters explored in these images, as in Exercise 6 (Figure 3). In short, this “cultural diversity” is materialized by non-verbal texts along the textbook, but mainly through inauthentic images.


Figure 3 – Images of celebrities as supporting role in T6U1S2

6 Leia o diálogo abaixo. Em seguida, com um colega, converse sobre as pessoas das fotos usando os dados da legenda.

A: What's his name?
 B: He's Luciano Huck.


A: Where is he from?
 B: He's from Brazil. He's Brazilian.

A




▲ Jackie Chan/China. Foto de 2010.

B



▲ Beyoncé/The USA. Foto de 2010.

C



▲ Shakira/Colombia. Foto de 2010.

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Source: 6º ANO (EJA MODERNA, 2013a, p. 383).


Furthermore, there are also many images of people to illustrate exercises of dialogues in different scenarios, such as greeting a neighbor and welcoming guests in a hotel. However, by identifying these people by names, such as Kate, Phil, Emir Abdul-Fattah, Peterson and George, it also indicates a tendency to value the Anglo-Saxon culture more.

On the other hand, Brazilian culture is represented in the next activity (Figure 4). There are images of Brazilian celebrities being displayed, such as Pelé, Xororó, Alexandre Pato and Xuxa. The following exercises still explore inauthentic dialogues among fictional characters, through fill in the gaps activities regarding first and last names, nicknames and personal titles (Exercise 8, Figure 4). That is, Brazilian culture is only a theme, but it is not actually explored and questioned.


Figure 4 – Brazilian celebrities being briefly explored in T6U1S1

ATIVIDADES


7 Você sabe o nome completo e o apelido das personalidades destas fotos? Escreva-os em seu caderno e separe-os em **first name**, **middle name** e **last name**.




▲ Foto de 2011.



▲ Foto de 2010.




▲ Foto de 2011.



▲ Foto de 2007.

8 Leia este diálogo e responda ao que se pede.

Paul Mann: Good morning.
Susan Keys: Good morning, Paul.
Paul Mann: This is Nicholas Sellers, our new assistant.
Susan Keys: Hello, Ms. Sellers. Pleased to meet you.
Nicholas Sellers: Pleased to meet you, too, Ms. Keys.
Susan Keys: Please, call me Sue.



a) Qual é o nome do novo funcionário? _____
 b) Qual é o apelido de Susan? _____
 c) Qual é o sobrenome de Susan e do novo colega de trabalho? _____
 d) Quais são as formas de tratamento usadas para Susan e o novo funcionário? _____

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Source: 6º ANO (EJA MODERNA, 2013a, p. 374).

The choice of adding celebrities into the English section seems to function as entertainment means to explore diversity. However, there is not a main text that supports the concept of plurality, resulting in a simplistic unit that does not address the theme critically. Rather, it displays some images to explore grammatical aspects, which contributes to the establishment of the logic of appearance through the exposition of decontextualized images.

Since the English section of the 6th grade textbook does not explore authentic texts, we considered the connections among the instruction to the proposed theme of the sub-unit “Inglês, para quê?” (T6U1S1) and found that these instructions do not make connections nor establishes “dialogues” among the topics highlighted. Instead, the activities focus more on grammar than on culture, and, by rewording the same commands by using imperative clauses, students are not invited to interpret nor question what is being proposed. Table 4 shows that the instructions do not focus on interpreting or reflecting on the cultural aspects presented in the English section.

Table 4 – Examples of Elaboration through commands in T6U1S1

UNIT	SUB-UNIT	EXERCISES
Identity and plurality	English, for what?	Read the dialogues below and match them to the situations in which they occurred. (EJA MODERNA, 2013a, p. 371)
		Match the types of greeting below with the images. (EJA MODERNA, 2013a, p. 372)

	Complete the <u>dialogues</u> with the words from this chart. (EJA MODERNA, 2013a, p. 373)
	Read this <u>dialogue</u> and <i>answer</i> to what it asks. (EJA MODERNA, 2013a, p. 374)
	Complete properly this <u>dialogue</u> using the pronouns treatment Mr. e Ms. Then, <i>listen</i> to the audio and <i>check</i> your answers. (EJA MODERNA, 2013a, p. 375)
	Write your <u>name</u> and last name. <i>Spell</i> them in English to a classmate. (EJA MODERNA, 2013a, p. 376)
	Match the <u>names</u> of your family members, friends, coworkers or classmates with their personal pronouns. (EJA MODERNA, 2013a, p. 377)
	Read the <u>situation</u> below and <i>create a dialogue</i> to the context presented. <i>Follow</i> these orientations. (EJA MODERNA, 2013a, p. 378)

Source: The author.


Concerning the English section of the 7th grade textbook, it explores housing and health themes and the only Brazilian reference is a short biography about Daniel Dias, a Paralympic swimmer (Figure 5). In addition, it is interesting to observe the absence of other Brazilian references which reveals a choice: Brazilian culture assumes a secondary role in the English section, since grammatical exercises are the primary role. As Fairclough and Halliday argue, “representations of events, activities, and processes, entail choice” (FAIRCLOUGH, 2003, p. 144), being language “a resource for making meaning, and meaning resides in systemic patterns of choice” (HALLIDAY; MATTHIESSEN, 1985, p. 23). Therefore, the choices made in the textbook collaborate with the artificiality being built and presented so far in the collection.

Figure 5 – Example of Brazilian personalities being explored in T7U2S1

8 Leia o texto do boxe e faça o que se pede.

Jogos Paralímpicos

Em 2008, nos Jogos Paralímpicos de Pequim, o Brasil teve o melhor desempenho paralímpico da história do país, com destaque para o nadador brasileiro Daniel Dias, 20 anos, que foi considerado o melhor atleta paralímpico do evento. No entanto, esse cenário mudou tanto para a história do país como para o nadador brasileiro com as Paralimpíadas de Londres, em 2012. Mudou para muito melhor: o país ficou em 7º lugar no quadro de medalhas, e Daniel Dias quebrou recordes, tornando-se o maior atleta paralímpico da história do país.



▲ Daniel Dias mostra sua medalha de ouro, em Londres. Foto de 2012.

Texto elaborado com base nas informações extraídas do site http://globoesporte.globo.com/paralimpiadas/noticia/2012/09/daniel-dias-leva-ouro-e-vira-o-maior-brasileiro-paralimpico-da-historia.html. Acesso em: 14 jan. 2013.

a) Responda oralmente: como é o nome em inglês da modalidade esportiva que Daniel Dias pratica?

b) Pesquise com um colega outras modalidades esportivas dos Jogos Paralímpicos. Escrevam, no caderno, os nomes dessas modalidades em inglês.

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Source: 7º ANO (EJA MODERNA, 2013b, p. 369).

In addition, there is also a contrastive cultural representation explored in the cover units of the 7th grade textbook that reveals an attempt of connecting students' social context with foreign references. While the cover of unit 1 shows an image of a condominium of popular houses in São Paulo, the cover of unit 2 presents the Opera House in Sydney to open the discussion on classified ads to rent houses or apartments.

Figure 6 – Cover of T7U1S1 and Cover of T7U1S2



Source: 7º ANO (EJA MODERNA, 2013b, p. 346, p. 355).

It suggests a disparity of “living in Brazil” and “living in another country”, while implying that the image used in the cover of unit 1 is representing students' houses, since the units present images to exemplify the title (“my housing), as well as the proposed theme. In other words, it results again in the presence of logic of appearance throughout the English section.

FINAL CONSIDERATIONS

Throughout the English sections, it is possible to identify Fairclough's (2003, p. 89) semantic relations concept called “logic of appearances”, since the author's understanding relies on the contrast of how national and international cultural representations “go any ‘deeper’ than listing appearances which evidence change, rather than offering explanatory accounts of change in terms of causal relations”. In other words, the English sections do not

focus on establishing causal relations among events, because by simply adding information and keeping the themes on a surface level, the textbooks avoid the process of reflecting on social change and systemic issues that are reinforced by European standards. In this case, it also delays the process of acting upon them by leading EJA participants to come up with initiatives to overcome cultural stereotypes and stigmas.

As Gray (2000) suggest, textbooks should allow students to “voice their own opinions, and reverse the one-way flow of information”, in order to provoke “cultural debate and, concomitantly, a genuine educational tool” (GRAY, 2000, p. 281).

Additionally, even though the textbooks incorporate the PNLD themes visually, such as plurality and diversity, the English sections are composed mainly by inauthentic texts and characters, leading to an artificial representation of culture. Throughout the analysis, we could identify how the textbooks support “European justifications of colonization through simplistic cultural definition of subject peoples” (HOLLIDAY, 1999, p. 243), since the textbooks perceive culture as ethnic and connected to a particular nationality, materializing the large culture perspective.

However, the analyzed collection goes in the opposite direction once it avoids to approach culture critically and determines that EJA’s participants cannot collaborate or engage with the proposed themes. Instead, the students may only play a passive role by filling the gaps of several exercises in the same format. This perspective is especially problematic in EJA, since the analyzed textbooks are designed to young and adults, whom hold experiences and opinions, but they are not invited to participate actively in the discussion.

Hillard (2014) discusses the need of effective cultural materials and proposes that textbook publishers should include “explanation of cultural practices and traditions and also present several different viewpoints so that students do not assume that culture is a monolithic institution applicable to all members of a society” (HILLARD, 2014, p. 246).

In conclusion, cultural researches on Brazilian textbooks is particularly relevant, in order to investigate if the cultural diversity present in the country is also presented to the students, while acknowledging differences and integrating the participants into their own learning process.

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Recebido em 08 de agosto de 2022.

Aprovado em 14 de dezembro de 2022.

