ENGLISH AS A FOREIGN LANGUAGE: TEXTBOOK ANALYSIS, IDEOLOGY AND HEGEMONIC PRACTICES IN A BRAZILIAN CONTEXT

DISSERTATION

Presented in Partial Fulfillment of the Requirements for the Degree Doctor of Philosophy in the Graduate School of The Ohio State University by

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1995
To David

and our children
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CHAPTER I

INTRODUCTION

History of Classrooms in Modern Education

The textbook is a western medium of instruction that has become a part of educational systems worldwide. Textbooks followed the classroom and are the most used medium for knowledge transmission in school systems especially where financial resources are limited (Altbach, Kelly, Petrie, & Weiss, 1991). Prior to the spread of the western system of classroom education that relies heavily on textbooks, other organizations attended to the education of the youth in each society. Katz (1976) indicates that schools existed in the seventeenth and eighteenth centuries but that these organizations bear little resemblance to the institutions that developed in the mid-nineteenth century cities that were "age graded, hierarchically structured, primarily free, often compulsory, administered...by experts and...taught by trained staff" (p. 383).
In countries adhering to the Muslim religion education is conducted orally by a mullah using the Qur'an. In the African context, beyond education in formal institutions, there are secret societies that pass on the traditions and culture within groups. Societies worldwide have also used the apprenticeship system to transmit the traditions, culture and skills of each society (Rogoff, 1990). To these traditional pedagogies, the classroom is a modern western invention that is a mark of modernization. Though the western educational model has not entirely replaced traditional systems, it is being superseded by western texts which logically represent the values and culture of countries producing these textbooks.

Reproduction Theory, Classrooms and Textbook Analysis

Liberal accounts of the function of schools and the process of schooling adhere to the principle that schools are democratic institutions that promote cultural excellence and transmit value free knowledge (Katz, 1976). Giroux (1983) points out that theories of cultural and social production reject these assumptions recognizing that schools transmit the values of the society of which they are a part. Theories of cultural and social reproduction analyze the complex relationship between schools, culture, society and the economic system in which they operate. Katz
(1976) points out that within western society the role of schools, families and indeed society has changed and been modified by the system of production that developed in the early nineteenth century. He suggests that the role of socialization that was once the prerogative of the family shifted in part to schools. Additionally, the work roles that children were prepared for during a period of apprenticeship has also been assumed by the school. Theories of cultural and social reproduction assess the ways in which schools maintain a labor force adjusted to the capitalist system of production.

Althusser (1971) proposes that there are three moments of note that characterize production in industrialized societies. He is referring to the ways in which values are developed that maintain the relations of production, ways that ideology is used to sustain the dominant class and the way in which specific skills and knowledge are developed in a given society. To implement these three processes he suggests that the state makes use of ideological and repressive apparatuses. Repressive state apparatuses are exemplified in prison systems, army, courts, police. In other words, force is used to obtain compliance in the society. The repressive state apparatus resorts to force whereas the ideological state apparatus rules by consent. The ideological state apparatus is characterized by schools, family structure,
mass media and other related institutions. Schools, as a part of the ideological state apparatus, have now become the primary source in creating a consenting work force within the capitalist system. Schools accomplish this task by transmitting the skills and knowledge necessary for workers to adjust to their role in a capitalist mode of production.

Erben and Gleeson (1977) suggest that Althusser's understanding of the role of education in a capitalist system is overly deterministic, underestimating the resistance of teachers, students within non-repressive institutions. Althusser's analysis portrays schools as passively attending to the "needs" of society.

Bowles and Gintis (1976) develop their theory in a similar manner to Althusser in that they hold that schools in capitalist contexts develop a labor force and transmit the values that are needed to function within a capitalist system of production.

However, Bowles and Gintis propose a correspondence principle as their theoretical framework. The correspondence principle suggests that class interactions and hierarchical patterns of values, norms and skills are embodied in classroom interactions. The correspondence principle is exemplified in the hierarchical relationship between principals (administrators) and teachers and in turn between teachers and students.
Giroux (1983) suggests that the model proposed by Bowles and Gintis is overly deterministic in that it presents the working class as a homogeneous group whose subjectivity is developed as a result of domination. Giroux proposes that within the classroom setting students and teachers contest domination in the ways in which they utilize instructional materials.

Bourdieu and Passeron (1977) present a theory that includes the effect of social class on attainment in schools. They contend that the educational system serves to perpetuate rather than reduce social inequality. Speaking specifically about higher education in France, they suggest that higher education promotes inequality by "doing away with giving explicitly to everyone what it implicitly demands of everyone... (p. 494). They are referring to linguistic and cultural competence which becomes cultural capital in the educational context. Cultural capital is transmitted to the individual within the family, reinforced by the school and the social class to which the individual belongs. Bourdieu and Passeron (1977) suggest that individuals, depending on their "habitus", have access, in addition to cultural capital to economic, social and symbolic capital as well.

These theories of reproduction suggest that education through the formal school system provides socialization for youth that is geared toward
the maintenance of the current social order and economic system. The influx of students in this system thus creates a need for a technology that develops a coherent approach to the knowledge and skills to be transmitted to future generations within the context of a changing society. The textbook thus presents valuable content and provides for many learners the primary source of new information and insights. Altbach (1987) reported that textbooks are often the only books to which students have access.

EFL Textbooks

Language teaching has traditionally been associated with particular methods and their implementation. Essentially, the adoption of a method implies the use of techniques and instructional materials designed to produce language learning. Methods in a language learning context provide the learner and teacher with materials and techniques that will secure a successful language learning outcome for the learner. Within the context of foreign language education, an instructional method typically provides a textbook, teacher’s manual, student book, and sometimes a student workbook. A notable exception to this orientation is Community Language Learning (CLL) in which the speech of learners is recorded and used in the process of learning the language.
Recent methods of language teaching often provide audiotapes for listening comprehension exercises and with the advent of video cassettes, these have also become part of the material in language teaching. Despite these instructional resources, textbooks remain at the core of many language teaching programs throughout the world.

Language teaching methods have evolved over the years, and this evolution is reflected in the textbooks. Textbooks used in English as a Foreign Language (EFL) classrooms have provided the primary source of information on the culture and language (syntax, lexicon, and morphology) for studying a language. The method adopted by the teacher usually determines the type of textbook used in the EFL classroom. The Grammar Translation Method, for example, equated competence in a foreign language with a knowledge of the grammar. Textbooks were the source of exercises, activities and examples that the learner used when studying a foreign language via the Grammar Translation Method. This method has been used in teaching classical languages and is still used in some modern language classroom settings that rely on textbooks for instruction. The expected student outcome was the ability to analyze the target language.

The Direct Method avoided the use of textbooks in the early stages. As its name suggests, the Direct Method relied heavily on the use of the
target language as a means of instruction and avoids translation. Nonetheless, after an initial learning period, teachers depended on textbooks in the target language to provide learners with organized content and as a resource for studying the grammar. The expected student outcomes emphasized the ability to understand the language directly and with minimal contrasts between the target and native language.

Dialogues, pattern drills, memorization are some of the elements used in presenting the language to learners in the Audiolingual Method. Emphasis was on oral aspects of language, including pronunciation, but textbooks with the dialogues to be memorized by students learning the language were an essential part of the method. The focus of this methodology was the ability to understand and speak the language.

Textbooks developed for EFL classrooms organize a language based on theoretical principles that provide support for the method. Thus, in the Grammar Translation Method, for example, texts were structured around a grammar point and exercises focused on the rule to be learned. A typical chapter in the textbooks of this method included isolated elements out of context.

EFL textbook organization for different methods follows a general pattern. A typical chapter included the following components: chapter
opener (possibly a reading passage), vocabulary and structural exercises, and comprehension questions on the reading passage. Other aspects of the chapter sometime included cultural explanations and additional isolated language exercises.

More recently, the typical textbook includes culturally authentic readings, sometimes actual native texts, and a more communicative thrust. A four skills (listening, speaking, reading and writing) approach replaced the earlier audiolingual emphasis. With the change in emphasis to the four skills, listening comprehension exercises, comprehension practice and paragraph writing or a similar pattern was followed in subsections of the textbook. In a Notional/Functional syllabus, content is organized in terms of the notions (e.g., time, space, quantity) and functions (e.g., greeting, inquiring, informing) being taught in a given lesson. The focus of such textbooks is the presentation of the particular aspects of the language.

In summary, the expected student outcomes in language programs depended on the prevailing methodological approach during the past four decades. The textbook, however, remained an essential component whatever the approach. The present study did not include an investigation of outcomes, but the analysis of textbook content and development instead.
The Economic and Political Context

In addition to the issues of values and culture, economic and political factors are also important. Countries with less financial resources are often recipients of textbooks that have been discarded by the financially wealthier nations, the idea being that both countries benefit from the donations. The textbooks are put to good use, the financially poorer countries have less investment in texts and can use limited resources for other materials. Today publishing houses in countries involved in international exporting produce textbooks for broad markets. This is especially true of English as a Foreign Language (EFL) texts. There are general editions adapted for the African market, with somewhat different editions adapted for the Latin Americans.

Political considerations in the receiving countries are also an influential factor and may be especially so in the local production of classroom instructional materials. Educational officials as well as local teachers receive incentives from publishers to endorse their products. Phillipson (1992) describes the relation of local texts to imported ones as being "asymmetrical." He claims that locally produced texts are under pressure from foreign texts not only in terms of their costs and possibilities
for distribution, but also in terms of their content. Foreign texts introduce ideas that may lead to social and economic linkages between the producing and the receiving countries.

Textbooks require a publishing industry that depends upon an infrastructure, wholesale and retail outlets, roads, and means of transport to make books available to consumers, i.e., teachers and students (Altbach, 1992). In countries where the infrastructure is precarious, access to textbooks can be problematic. This leads to disruptions that affect the ongoing educational process.

From a pedagogical point of view, it should be noted that the welfare of students, as well as the efficiency of the educational/learning process, needs to be taken into consideration. From a cultural viewpoint, locally produced textbooks are a possibility for the transmission of beliefs and values that serve to strengthen and unify social groups locally and the nation in its entirety. When textbooks are imported, the opportunity for local cultural transmission is called into question. Through textbooks, alternative cultural views are presented to students which may be at odds with the values of the recipient country (Chakava, 1992). Rodono (1983) found that EFL textbooks reflecting the life experiences of a given
community in a direct and immediate manner, engaged learners in the educational process in a meaningful way.

Statement of the Problem

Textbooks that are used in high school and university systems of financially poorer countries for teaching EFL are principally imported from English speaking countries. Understandably, the socioeconomic conditions of these countries not are reflected in the content and presentation of the imported books. From personal experience and information provided by EFL colleagues, American texts, for example, often present the nuclear family as the norm and proffer roles appropriate for each member. The husband, patriarch, is the bread winner while his wife is at home cooking, sewing, and taking care of the children. The family travels about in their station wagon visiting grandparents and other relatives in distant parts of the country. Such orientations may confuse students from other nations who are attempting to learn the new language in that these students come from much different living situations involving any number of relatives in widely differing roles, households in which the mother may be the breadwinner and where economic conditions provide minimal opportunity for a family to own a car.
Irele (1990), from his experience in literature, provides support for this perspective when he states that "...African works are closer to a reality and to an experience of which I feel myself a part and therefore engage my responses in a way that is both direct and immediately real" (p. 3). Literary works produced in a context with which he is familiar makes it possible to see himself in the writing thus leading to a closer identification with the material at hand. The same may be said of material contained in textbooks.

Imported texts also reflect the ideology and hegemony of the countries where they are published. The image presented of the English speaking countries is primarily positive whereas the poorer or "Outer Circle" or "Expanding Circle" countries may be presented in a negative light. Furthermore, the production of knowledge is asymmetrical in that it is implied to be the domain of the wealthy, or "Inner Circle" countries, where these textbooks are published (Phillipson, 1992). These terms, "Inner Circle," Outer Circle," and "Expanding Circle" countries will serve as a classification of nations and will be used throughout the study as an alternative to "developed," "underdeveloped," or "wealthy," and "poor," adjectives that are customarily used.
Classification of Nations

The terms: "third world," "first world," "poor," "wealthy," "underdeveloped," "developed," or "developing" are used by colonial regimes that label difference as inferior. Such terms reflect value orientations, ideology and hegemonic practices of the type that are being examined in the present study. In search of terminology that is less judgmental, Kachru’s (1991) classification of nations, based on population size and on the spread of English, will be used.

Kachru (1991) notes that populations of countries that use English as their first language are a numerical minority when compared with countries to which English has spread. In his article, "World Englishes and Applied Linguistics," Kachru places the countries where English is used for diverse purposes, in concentric circles based on the population size.

Based on Kachru’s (1991) model an Outer Circle (OC) country is one that uses a variety of English for official purposes but whose population also uses other indigenous languages. The Expanding Circle (EC) refers to countries that use English for technological purposes but whose official language (not English) is used primarily by the population for daily activities. Although not listed by Kachru, Brazil (pop.
155,000,000), for the purposes of this research, is considered an Expanding Circle country.

An Inner Circle (IC) country is one that traditionally uses English as its primary language and exports EFL textbooks to countries of the Expanding Circle and the Outer Circle. For example, Australia (pop. 16,470,000), Canada (25,880,000), the United States (245,800,000) among others, are considered Inner Circle (IC) countries; India (810,806,000), Malaysia (16,965,000), Nigeria (112,258,000), among others are considered Outer Circle (OC) countries; China (1,088,200,000) and Egypt (50,273,000) among others are considered Expanding Circle (EC) countries.

Social and Educational Context

Ideological orientations and hegemonic practices contained in textbooks promote the values considered constructive to the target student populations. In the field of EFL, however, the use of imported textbooks that are not written with the EFL student in mind, is prevalent.

The goal of the present study is to analyze EFL textbooks at high school and university levels in Brazil to identify value orientation, ideology and hegemonic practices contained in them. Subsequently, an instrument will be developed for use by teachers and administrators to examine both
imported and local EFL textbooks for Brazilian students. The extent to which value orientations, ideology and hegemonic practices of the countries in which the text were written are present, will be examined, versus value orientations, ideology and hegemonic practices of the local community. Contrasting orientations will be examined for their significance in the teaching process. The instrument will tentatively provide a guide for identifying textbooks that are relevant to the contexts in which they are to be used, particularly those local conditions which will make the textbooks relevant to students.

Statements of ideological content transmit messages that are more related to international relations than to learning another language. The effect, as stated above, is that opportunities for strengthening national values may be lost and alternative values presented. Textbook examples based on familiar situations, by contrast, integrate the learner into a specified context and permit concentration on the language that is to be learned (Rodono, 1983).

In a study of instructional materials, the historical context is an aspect of relevance. In the Brazilian context, historical events of the past thirty years have involved changes in the government. Since that time, there has been a shift from a military to civilian government and elections
have been held at all levels including the election of a civilian president in 1989. Throughout this period, schools have had to continually adjust within the political climate. During the sixties and seventies some subjects were dropped from the curriculum. Sociology, Philosophy, Civics - and other subjects were restructured to meet the emerging interests of the (military) government.

The educational system in Brazil is directed from the National Ministry of Education. State and local school boards are responsible for presenting to teachers and administrators the national educational policy in effect at any given time. Although its realization is carried out at the local level, the Ministry of Education establishes a national currículo mínimo (minimum curriculum). Once this minimum is met, the states can develop further their own curricula. Schools within a given state, fulfilling the minimum required by state and federal law, have flexibility to meet the needs of particular community interests. Selecting and purchasing textbooks is left in the hands of individual school administrators and teachers who work at a given school. Textbooks are marketed through the mediation of bookstores or sold directly by the school. All texts must be purchased by the students themselves, from commercial book stores, even at primary school levels.
Within this context then, schools may select the textbooks that they will use. In recent years there has been a shift to the use of durable texts, as opposed to textbooks that would be discarded at the end of each school year. Students are therefore free to sell or donate their texts at the end of the school year. Whether durable or discardable, textbooks are expensive and acquisition presents a major obstacle for many students. While the national production of textbooks is well developed, costs to students have not been reduced. Importation of EFL texts still represents an alternative although prices are increased by copyright costs, inflation, the low international value of Brazilian currency and, not least, the profit motive. At the high school level, EFL textbooks are often selected from instructional materials published in Brazil.

Students in general and university students in particular, represent a privileged category that would benefit from EFL textbooks that are sensitive to Brazilian society and perspectives. Statements of ideological and hegemonic content, although often unnoticed or discounted in textbooks, carry important messages. In the present study, twelve EFL textbooks used at state supported high schools and a federal university were analyzed to identify value orientation, ideology and hegemonic practices contained in them. An additional factor in the analysis of textbooks used
in English language programs at the university level is that the students, often, upon graduation, teach at the high school level.

Significance of the Problem

Educational systems in the "Outer Circle" and "Expanding Circle" countries have increasingly been the object of criticism in the belief that they are not meeting the needs of the populations that they serve (Altbach & Kelly, 1988). Education, in these countries, has been promoted by the State as a means for developing national identity as well as a path to social mobility in an increasingly complex, status conscious and competitive environment where employment opportunities are limited. Nonetheless, education is held to be the means that will prepare people to face the future, even in view of dim economic prospects.

Carnoy (1982) explains the ways in which the goals of education advance the purposes of the State. His theory focuses on ideology as the commonly used instrument for educational systems to instill values and attitudes that are considered to be of worth in the social structure.

As suggested by Althusser (19771), Bourdieu and Passeron (1977), Bowles and Gintis (1976), educational systems as presently organized, not only provide knowledge and skills but also reproduce and repress.
Reproduction involves providing disciplined and trained workers for the purposes of the economic structure. Relevantly, Giroux (1983) suggests that "texts and social practices...function primarily to legitimate the interests of the dominant social order" (p. 157). Education is also repressive in that it silences dissident voices or effectively pushes them out if they should choose to rebel (Fine, 1991). Systems seek instructional materials that are consistent with their goals. It is thus understandable that use of a textbook in a different cultural situation, as is the case with imported EFL instructional materials, is likely to disseminate the values of one State in the territory of another. The language of the text may constitute a means for the promotion of the acceptance of domination. Bakhtin (1990) explains that language is the terrain where ideological intentions and hegemonic practices are realized. He states that

...language is not an abstract system of normative forms but rather a concrete heteroglot conception of the world. All words have the "taste" of a profession, a genre, a tendency, a party, a particular work, a particular person, a generation, an age group, the day and hour. Each word tastes of the context... in which it has lived its socially charged life; all words and forms are populated by intentions (p. 293).

These "tastes" and "intentions" constitute part of the social context of high schools and universities and thus transmit hegemonic messages in the textbooks in use.
Phillipson (1992) contends that the perception of English or any other language as being able to eschew politics is a myth. The language that is being taught in the classroom is inextricably linked to the economic, political and social reality in which it develops. He further suggests that language merely serves to hide the interests that are being promoted by implicitly sanctioning inequality and other aspects of the local social environment. Apple (1990) provides an example from a statement by William Bennett, ex Secretary of Education in the United States. Bennett, according to Apple, puts an "...emphasis on a common culture based on 'our' western heritage and on a romanticized past in which all students sat still and internalized 'our' values" (p. xii). Apple describes the statement as an attempt to "...regain hegemonic power that was threatened by women, people of color, and others" (p. xii). Green, Weade and Graham (1988) propose that the "form and content" of instructional materials are organized and put forward with a specific focus in mind. In turn, these materials shape and give direction to students' perceptions. Although dealing with history texts, Anyon (1979), reaffirms this position when she states that the content of educational materials is determined by an ideological perspective. The content of these materials can "...acquire the status of
truth, and the information will be less likely to be subjected to scrutiny in classrooms or compared with other points of view" (p. 363).

Although texts offer fixed information, there is a dynamic aspect in the sense that a dialog is created with the reader (Bernhardt, 1991). In the EFL frame of reference, this dialog may develop in ways that would be quite unforeseen by the author. The suggestion of Phillipson (1992) should be remembered, that the directionality of hegemonic relations is asymmetrical, formulated by the "Inner Circle" countries for application in the "Outer Circle" and "Expanding Circle" countries.

Freire (1972), an author from the Expanding Circle, has pointed out that "Authentic education is not carried on "A" for "B" or by "A" about "B" but rather by "A" with "B" mediated by the world..." (p. 82). The premise of "A" with "B" is used by Freire in the context of literacy education. However, it is also applicable and relevant to the analysis of EFL textbooks at high school and university levels. In this sense, the language and images used in a text should reflect the people who are using these books.

In view of the aforementioned characteristics and influence of value orientations, ideology and hegemonic practices in texts, an instrument will be developed to identify and evaluate these factors as they are found in textbooks in a Brazilian EFL context. The present study will therefore
develop such an instrument and guidelines for its use that will be applicable for both researchers and practitioners who deal with the production and use of textbooks at high school and university levels.

Objectives of the Study

The objectives of the present study are listed below. It is important to note that the objectives are interdependent:

- To identify foreign social and cultural value orientations contained in selected Brazilian and imported textbooks used in Brazilian EFL student programs.

Since the world views of students determine their understanding of the place their country holds in the international community, it is relevant to examine the world views presented in textbooks that pertain to individualism, family organization, and other aspects of students’ life situations. In the complex society that exists in Brazil, as in other Expanding Circle countries teachers, and students alike, are inclined to accept ideas that are unrelated to the context of their daily lives.

- To identify ideological statements in the textbooks analyzed.

Foreign ideological statements may affect the learning process of language as well as contrast with local, established values.
• To identify hegemonic practices in the textbooks analyzed.

If students believe that new ideas originate in the "Inner Circle" countries and are then disseminated to the "Expanding Circle countries," they may not develop the dynamic, inquisitive mental orientation required for innovative, basic research and informed citizenship.

• To compare EFL textbooks used at the high school and university levels in terms of the identified factors listed above.

A comparison of value orientations, ideology and hegemonic practices will be looked at in the texts selected for analysis.

✓ • To develop an analytical instrument that can be applied by Brazilian teachers of high school and university students to identify value orientations, ideological and hegemonic practices in their EFL textbooks.

In order to widen the scope of the present research, an instrument will be developed to provide local teachers and administrators with the possibility of analyzing their texts and choosing future texts from a knowledgeable point of view.

✓ • To use the findings of the study to establish a set of priority guidelines for presentation to the Brazilian Ministry of Education.
If texts were analyzed by the National government, interest might develop in the promotion of specified imported texts or in increasing the local production of EFL texts.

Description of Terms

Textbooks:

For the purposes of this study a textbook is defined as "a book designed to provide authoritative pedagogic version of an area of knowledge (Stray, 1994, p. 2). This definition will also be extended to textbooks at the high school level.

Value Orientation:

Value orientation refers to the interpretations of values made by segments or groups within the population to serve their own best interests. Values refer to the unifying beliefs and practices that are commonly held in a society. Examples of values range from honesty, a generally assumed benefit for all, to a more exclusive belief that those with certain occupations or levels of wealth should have more influence in determining the ongoing workings of a society.

Ideology:

For the purposes of this study ideology refers to the body of, norms, traditions, customs and laws developed by the privileged classes of each
society and promoted as the "truth" throughout all classes of the populations. Thus ideology can be found in texts by Brazilian as well as foreign authors as they seek to provide instruction in EFL for Brazilian students.

**Hegemony:**

Hegemony refers to those practices applied by social (political) entities involving the power to chart the direction to be followed by other entities, creating dominance. Hegemony thus permeates the fabric of social consciousness. In this manner the promotion of an entity's interests, expressed in instruments of ideology, constitute hegemonic practices. Examples of hegemony will be sought in texts by foreign authors as they provide instruction in EFL for Brazilian students.
Methodology:

The methodology to be used in conducting this study will involve use of content analysis and the experience of the researcher. Content analysis, as proposed in this study, will analyze texts, exercises that students and teachers work on in the process of learning English as a foreign language. The researcher's personal experience in the Brazilian context under consideration is deemed relevant to the study being undertaken and will be addressed more fully in chapter three.

A sample of textbooks from the period between 1980 and 1993 will be examined. Eight EFL textbooks used at the high school level and four EFL texts used at the university level will be analyzed. These instructional materials have been chosen to represent a cross section of the materials used in private language schools, public high schools, university language centers, and university foreign language programs (see Appendix A for a listing of the texts). The period chosen for the study, 1980 - 1993, represents an important phase in the social and political development of Brazil. This was a period of transition during which the country moved from a military to a civilian, representative government.
Summary

Chapter I has given a brief background, and definition of terms to be analyzed and focused on in this study. Chapter II will provide a review of the literature pertinent to this study. Chapter III will explore further the methodology to be used. Chapter IV will present the data and a discussion and analysis of the issues pertaining to value orientations, ideology and hegemonic practices found in the textbooks under consideration. Finally, Chapter V will present a summary, an instrument to evaluate EFL textbooks, guidelines, conclusions and recommendations for further study.
CHAPTER II
REVIEW OF THE LITERATURE

Introduction

Many issues are relevant when analyzing textbooks. The issues are wide ranging in nature and can be problematic in both the development and selection of textbooks for instruction. Textbooks may be examined from the perspective of Inner Circle (IC) countries, Outer Circle (OC), and Expanding Circle (EC) countries (Kachru, 1991). Although problems may be similar, there are disparities in the allocation of resources per capita in the different regions of the world. Farrell and Heyneman (1988) call attention to this topic when they state that per capita expenditure on textbooks, expressed in dollar terms around the world, ranges from less than $1.00 to $300.00 per year for elementary students’ instructional materials. Clearly, regular instructional materials represent different levels of investment in the various contexts.
Secondly, the content of textbooks may be problematic in that the information contained in them is selective. The question arises as to whose knowledge is to be included and by implication whose or what knowledge is to be excluded? Additionally, for many countries in the OC, the question of which language should be used in (re)producing knowledge—the language of the ex-colonizer or the language(s) of the country itself. On the one hand, if the decision is made to continue educating the populace through the medium of the colonizer’s language, then vast numbers of people will be automatically excluded from the educational system and all other parts of the institutional infrastructure that are conducted in that language, thereby perpetuating existing inequalities. On the other hand, selection of the language of one of the larger ethnic groups in the country may create internal dissension and a hegemonic relationship, as is the linguistic case in Ethiopia (Cooper, 1989). This description of textbooks and the language to be used therein is particularly true of countries in Africa and Asia (Phillipson, 1992).

In Latin America, many of the aforementioned problems are also true, but there are differences worthy of note. In the first place, Spanish speaking countries in this hemisphere achieved their independence in the last century. Secondly, the language of the ex-colonizers was universally
retained, often being temporarily rivaled only by the language of indigenous groups. Although these groups still speak their own language at home, the official policy is typically for teaching to occur in the language of the colonizer (Altbach, 1992; Kumar, 1988). Thus, textbooks are typically published in Spanish or Portuguese in Latin America.

Keith (1985) indicates that "...educational materials frequently reach a more massive audience than newspapers or magazines" (p. 175). The audience that is reached via textbooks represents the future of each country as well as the future constituents of each particular community (Altbach et al., 1991).

Textbooks are, however, the item within the educational system that has been least analyzed when considering ways in which to improve education (Altbach, et al., 1991). This is particularly true in the OC and EC countries where issues such as teacher preparation, school buildings, and funding for maintenance of the buildings take precedence over textbooks. Yet Heyneman, Farrell and Sepulveda-Stuardo (cited in Altbach & Gopinathan, 1985), call attention to the fact that "...the availability of textbooks appears to be the single most consistently positive school factor in predicting academic achievement" (p. 13).
Despite technological advances and the ubiquitous nature of computers, Altbach (1991) has suggested that textbooks will continue to exert an influence over the educational system for many years to come. The problems faced in the EC, IC and OC contexts are of different magnitudes as are the criticisms. Essentially, though, there is the recognition that textbooks are an inexpensive and reliable means of transmitting knowledge.

**Distribution of Knowledge**

Following a discussion of the dominant paradigms relating knowledge and power in the educational structure, Davies (1973) suggests that

The central feature of an educational system is the control of knowledge. This control is both societal and international as well as internal to the educational institutions themselves. What a system of pedagogy and research misses out is as significant as what it puts in, because the omissions will largely illuminate the operations of the power mechanisms.... The problem however, once we have located the power structures, is to decide how the power is used to control knowledge. (p. 331)

Phillipson (1992) argues that the relationship between IC and OC and EC countries was asymmetrical during colonial regimes. The undirectionality of knowledge flow and the monopoly within the publishing
industry is promoted by IC countries. Knowledge is therefore a saleable commodity related to power and control (Apple, 1991).

Altbach (1987) in his opening sentence in *The Knowledge Context: Comparative Perspectives on the Distribution of Knowledge*, states that "Knowledge in the twentieth century is an international *commodity*" (p. xi, italics added). Further, he points out that "Its creation and distribution..." are invaluable in higher education. Knowledge is therefore understood as an integral part of the economy.

There are other aspects to the creation and distribution of knowledge. These aspects refer to the type of knowledge that is disseminated in textbooks as well as whose knowledge is being presented in OC and EC countries. Undergirding this dissemination is the unspoken, but oft quoted, saying that knowledge is neutral and therefore exportable in its myriad forms to all parts of the globe.

Knowledge, however, unless it is elaborated (politicized) from the perspective of groups that are traditionally silenced and are invariably absent from texts, cannot help in making it possible for us to assume control of our daily lives (Giroux, 1983).
Textbook Publishing Industry

Textbook use in Brazil cannot be analyzed in isolation from the development of textbook culture in other countries such as the United States, England (IC countries) and other nations belonging to the EC. Any analysis devoid of an historical context would, in essence, present an inaccurate picture of textbooks and the knowledge that is passed along in a particular educational system. In light of the consistent and expanding use of textbooks, a brief account of their place in the context of the publishing industries of the United States, Britain, Brazil and selected countries of Africa and Asia, is given.

The United States and Great Britain: IC Context

The publishing industry in the US and Britain has undergone changes. Although it is not necessary to rehearse the complex issues that have surrounded this industry, it is relevant to mention how the industry has expanded and changed.

Feather (1988) has indicated that books were objects of commerce before printing came into being and that it was the invention of the printing press that spawned the modern publishing industry. Luke (1988)
suggests that textbooks reflect not only "knowledge and values, political ideologies" but also "economic interests" as well (p. 68).

In addition to its commercial nature copyright laws also affect the publishing of textbooks on an international scale. In the nineteenth century, copyright laws protected US citizens and permanent residents but not foreign authors. At that time, for example, some British publications were significantly cheaper in The United States because the fledgling nation ignored copyright laws (Griswold, cited in Apple, 1991).

**Textbook Publishing Industry: EC and OC Context**

Currently, EC nations face similar problems as they try to develop their industry and produce textbooks for internal consumption. The issue of copyright is of interest in that it serves to regulate the flow of printed material and consequently the knowledge flow as well in the international sphere (Altbach, 1989). Altbach (1991 & 1992) has pointed out that IC countries thus produce scientific information and also control its flow. IC countries furnish the majority of textbooks consumed at secondary and university levels in the sciences and English language in many OC and EC countries (Altbach, 1992).
Textbook selection and policy in OC countries are affected by the language policy in effect at the time of independence. In many countries in Africa, Asia and the Caribbean, English was the language of the colonizer and has become the official language of many new nations.

Textbooks constitute a significant portion of the profits made by the publishing industry, in the US and abroad (Altbach, 1992), and provide stable profits to stockholders (Keith, 1991). In Africa, Asia and Latin America the publishing companies that control the industry belong primarily to the IC (Altbach & Rathberger, 1980).

Altbach (1987) presented the advantages that accrue to nations in the OC who retain multinational companies or their subsidiaries in publishing textbooks. He claims that it is cost-effective, provides access to technology and facilitates the distribution of textbooks among other things. In addition, multinational corporations are much better equipped to furnish textbooks to countries of the OC and EC.

Altbach (1987) further points out that in the African context, many of the countries have emerged from colonial regimes without the infrastructure necessary to develop their publishing industry. Okwanya (1985) substantiates these observations when he states that "indigenous African publishers compete with the multinational giants in contracting
authors as well as in promotion and distribution. This has meant that "publishers with limited resources inevitably find their books have lower sales; hence, the collapse of indigenous publishing houses in the region" (p. 94).

Altbach (1991) points out that in nations with several languages it is more economical to retain the colonizer's language when publishing textbooks. He, nonetheless, concedes that there are disadvantages to this arrangement. Primarily the disadvantages stem from the fact that the multinational publishers are most concerned with their corporation and only secondarily with the nation. Another salient disadvantage in the publication of textbooks by multinationals for OC and EC countries is the limited relevance of these textbooks to the particular social context (Chakava, 1992).

Furthermore, Altbach (1985) noted that "Colonialism had contributed to an international system which emphasized the power of the metropolitan centers" and "...the organization of the publishing enterprise reflected this unequal distribution of intellectual resources" (pp. 15-16). Kelly (1988) suggests that the European interest in textbook policy in West Africa was aimed at providing guidelines for an African curriculum thus
preventing "metropolitan teachers...from importing French education wholesale" (p. 68).

**Language Planning**

Okonkwo (1988), in an analysis of the content of English textbooks, however, indicates that these instructional materials invariably showed the African child at a disadvantage. In addition he states that the content of European texts were tied to Biblical or European historical events. Okonkwo contrasts these texts with instructional materials produced with Nigerian cultural experiences in mind, that portray Nigerian children in all their complexity. The indigenous texts are thus more responsive to the need of the community in which they are to be employed. Increasingly, these nations have perceived that the dominance of IC countries is, in part, continued by the use of the language of the colonizer in the educational system (Phillipson, 1992).

Once the publishing infrastructure of the IC country has been implanted the resources to develop one or more indigenous languages are consequently limited. Nonetheless, most countries have either a language policy or a language planning commission whose goal it is to implement a coherent policy within the country.
The spread of English is not a unique phenomenon in world history. Witness the diffusion and use of Latin across Europe up to the seventeenth century and the expansion of Kiswahili in the East African context (Cooper, 1989). But the magnitude and rapidity of the spread of English is unprecedented in recent history (Kachru, 1991; Phillipson, 1992). Selecting instructional material is a complex process in IC, EC, or the OC contexts. In the OC context, this selection further involves issues of the language in which to publish these materials (Okwonkwo, 1988; Kumar, 1988).

To understand this phenomenon in contemporary society, it can be looked at within the framework of language planning. Phillipson (1992), for example, has defined language planning as an activity in which the abilities of linguists and other specialists are called upon to solve problems that related to the status and corpus of a given language.

Cooper (1989) has indicated that corpus planning refers to "...coining new terms, reforming spelling and adopting new script," (p. 31). Status planning is the "recognition of the importance or position of one language in relation to others," (p. 32). A third focus of language planning is acquisition planning, eminently pertinent within the context of the present study. Acquisition planning pertains to the increase of the "...numbers of users—speakers, writers, or readers—..." (p. 33) of a given

Language spread characterizes the process that English has followed in becoming an international language. Phillipson (1992) has pointed out that the spread of English has not been left to chance. It has been actively assisted by large financial investments from IC government agencies and private foundations. An international demand for English was thus created.

In many high schools in Brazil, where resources are limited, English, and sometimes French, are the only foreign languages offered. Through consistent efforts on the part of the Brazilian government and the Academia Brasileira de Letras (Brazilian Academy of Letters), however, Portuguese has been consolidated as an instrument of nationalism. Still, in the Brazilian context private English language institutes have proliferated. These institutes cater to the local elite and to other fractions of the society as they are able to afford them.

Most importantly, however, is the fact that these institutes use textbooks that are generally imported from IC countries. These texts do not reflect the Brazilian value orientation and often become instruments for the dissemination of an ideology which is foreign to the students.
Countries that have been governed by colonial regimes have thus retained the language of the colonizer in higher education and in the publishing industry. The condition of the publishing industry in these countries can be attributed to the legacy of their colonial regimes. In fact, Altbach (1985) affirmed that "Almost all Third World nations entered the post World War II period without the basic infrastructure of publishing..." (p. 15). Nwankwo (1992) made a similar point when speaking of Western style education imposed by missionaries in Nigeria. He stated that "They [missionaries] did not encourage the local production of textbooks, thus laying the foundation for the low level of local textbook production today" (p. 152). The policies of that era continue to affect textbook production in Nigeria.

The Nigerian and Kenyan Contexts

In Nigeria and Kenya, the development of national publishing industries prior to World War II was extremely limited and publishers that existed attended to missionary's needs for religious texts. Since independence, in 1960, the Nigerian Government has assumed the responsibility for publishing textbooks.
Nwankwo (1992) pointed out that Nigeria's greatest book need is for textbooks. Although solutions are proposed to end the textbook shortage, the issues of content, ideology or hegemonic practices have not been systematically addressed, despite the fact that some proportion of textbooks must still be imported at all educational levels. Apple (1991) reinforces this point when he suggests that "too little attention has been paid to the textbook" (p. 24).

The publishing industry in Kenya evolved along similar lines. Missionaries spurred the printing of texts in the late nineteenth century. Chakava (1992) also points to the fact that textbooks in Kenya are the "bread and butter" of the Kenyan publishing industry. Most of these publications are produced by multinational publishing companies. Chakava goes on to reflect on post independence books for children in which "imported books...transported [children] to strange places and people whose lifestyles did not bear the slightest resemblance to their own. Unknowingly, the country found itself producing a new breed of black Europeans" (p. 133). Children were distanced from the reality of their daily lives through the instructional materials used in the educational setting.
Okwonkwo (1988) analyzed textbooks in Igbo and English to determine how Nigerians and Europeans are projected in instructional materials. His findings suggest that the Igbo textbook centers around customs and values of the group—portraying Nigerians in an integrated manner—reflecting values and traditions of the group. The English texts gave a fragmented view of Igbo society subtly presenting racial stereotypes to and of African children and their environment.

The Brazilian Context

Brazil, although considered a part of the EC, is unique from both a linguistic and a political perspective. Linguistically, it is a Portuguese language island in a Spanish-language sea. From a political point of view, Brazil was one of the last countries on the South American continent to gain independence from its colonial regime. In terms of its publishing industry, it was also one of the last countries to receive printing equipment. Printing presses arrived in Brazil primarily because it was imperative to escape Napoleon’s occupation of Portugal (Hallewell, 1985). Despite an inauspicious beginning in the printing industry, Brazil has managed to establish itself as a printing hub for other Portuguese speaking countries in Africa and even for Portugal.
Altbach (1992) noted the profitability of textbooks in IC countries and the fact that in OC and EC nations textbooks come close to dominating the publishing market. Textbooks, worldwide, thus comprise an important proportion of the publishing market.

The Brazilian context presents similarities and differences from countries in Asia and Africa. Whereas countries in Asia and Africa achieved their independence in this century, Brazil became an independent nation in 1822. The similarity resides in the fact that Brazil also retained the language of the colonizer, with the exception of languages used by original inhabitants of the country.

Textbook selection in Brazil follows a decentralized policy. Although the Ministry of Education establishes a "currículo mínimo" (basic curriculum) to be followed by all schools at all levels, a set textbook policy is not instituted. In anecdotal reference teachers are free to select the textbook of their choice. In reality, teachers in a given school will select their textbook by consensus and although changes are not made each year, they are free to do so.
Textbook Selection and Content: IC tradition and criticism

Criticisms have been leveled as to the quality of textbooks not only in IC countries but also in OC and EC countries as well. But the criticism in IC countries stems from publishers yielding to pressures of different interest groups and to educators who are more concerned with readability formulas than with the content of the textbook (Altbach, 1991).

Apple (1991) has identified state adoption policies, issues of social class, race and gender as affecting the content of instructional material. In the United States there are two systems, a centralized and decentralized policy of textbook adoption. Yet even the centralized policy affords the individual school district the opportunity to select its textbooks.

A centralized system exerts considerable influence on publishers who respond to the requests of these states. Keith (1991) identifies alternative factors that play a role in establishing content of textbooks. She suggests that these alternative factors range from authorship, selection procedures and external pressure brought to bear by parents.

For Keith, (1991) authorship has changed significantly over the years. Initially, authorship referred to the effort of one author or a group of scholars in collaboration. Recent trends point to the advent of the
"managed" text. Managed texts are characteristic of elementary school textbooks but may also be found at high school and occasionally in colleges.

In an IC context, however, Keith (1991) points out that legal constraints require that publishers take into account the social environment in which the instructional materials can to be used. Parents too affect the selection of content in textbooks. Individually or organized in groups their primary goals is to exclude this material as opposed to using it in the learning process (Keith, 1991).

Textbook Selection and Content: OC and EC criticism

In the area of textbooks in OC and EC countries, criticism has included both lack of funds to publish textbooks in the language of the country, to problems of distribution within the country. Singh (1992) has pointed out that in India the infrastructure to disseminate books is not well developed. Bookstores, for example, are concentrated in the major cities and maintain a stock of international bestsellers, often catering to an elite readership. Rural areas and small town bookstores tend to be undervalued and poorly stocked.

Chakava (1992) has suggested that in Kenya the price of a textbook at the elementary level is approximately $2.00. This, however, does not
provide an accurate index of the cost to students. He stated that over a two year period inflation eroded the value of the Kenyan shilling by 50 percent.

In "Building democracy: Content and ideology in Grenadian educational texts, 1979-1983," Jules (1991) indicates the ways in which the political revolution brought about change in textbooks. He points to three domains that were addressed over these five years and their impact on Grenadian society. The domains looked at by Jules are "construction of revolutionary perspectives, construction of gender and the reclaiming of language" (p. 260).

The input of teachers was actively sought by the government to attend to these domains. Textbooks were developed drawing on the sayings of the people, the traditions of Grenadians and the Caribbean communities. The instructional materials produced in one instance were aimed at the adult population learning to read. At a subsequent point, texts were elaborated specifically for school aged children. In both instances, the process of reconstructing gender and issues of class were foregrounded. Jules (1991) states that the interest at that time was not replacing the values of one class (upper) with those of another (lower).
The language policy of the revolution aimed at using the language of
the people through textbooks to address issues of gender and class within
the literacy campaign. In the case of Grenada, for example, Jules (1991)
examines how the selection process includes heroines and heroes familiar in
the daily lives of the people. Jules concludes by pointing out that ideology
is an "inescapable dimension of text content" (p. 285).

From a Marxian perspective, ideology is understood as one aspect of
class conflict. This conflict occurs between dominant and dominated
classes. The ideas and interests of the dominant classes are not instilled in
an overt manner but in diverse, covert ways (Apple, 1982). Giroux (1983),
points out that an understanding of ideology provides a "starting point for
raising questions about the social and political interests that underlie many
of the pedagogical assumptions taken for granted by teachers" (p. 67).
These assumptions pertain to teacher's understanding of what is entailed in
becoming a successful foreign language learner. It also impinges on how
teachers and students relate to each other in classrooms and on the
understanding of how school authority functions within the social structure
(Giroux, 1983). Viewed in this manner, ideology thus provides the starting
point for analyzing learners experiences not only within schools but as
participants in their society. Undergirding value structures in western
societies promote ideas of harmony, justice, peace, tranquility and other
terms that serve as goals to an acceptable way of life for the individual and
her family. But this ideology also gives credence to an educational system
that perpetuates social inequality (Althusser, 1971; Bourdieu & Passeron,
1977; Bowles & Gintis, 1976). Giroux (1983) suggests that teachers should
recognize an ideology that focuses recognition on the individual as opposed
to collective action. Class relations that are embodied in educational
systems and is specific to each society, descriptions given of other societies
as well as specific societal characteristics become part of texts that may be,
for these reasons, questioned for classroom use in importing countries of
the EC.

**Foreign Language Textbooks**

In the field of foreign or second language learning textbooks are
central to the classroom acquisition process. The existence of textbooks
purporting to provide the language learner with a "new," "modern,"
"efficient," or "effortless" way to achieve competence in the language that
she or he chose to study recognizes that textbooks are an integral part of
the educational contexts in which languages are studied. Some methods
such as Community Language Learning (CLL) proposed by Curran,
advocate a break with the dependency on textbooks. In the context of CLL learners would build their own materials with the assistance of a "Counselor" (Stevick, 1980). This does not, however, reflect classrooms in general nor foreign language classrooms in particular.

Kramsch (1988) suggested that textbooks are at the center of the language learning process in the early years of second language acquisition as carried out in the classroom context. She points to the significance of the foreign language textbook as a "cultural phenomenon in itself" (p. 65) in that learners derive their understanding of the particular culture being studied from it. From the perspective of the second or foreign language teachers in different IC, OC, or EC countries where teachers do not usually have the time or resources to create their own materials, the use of published materials is a solution to a very real problem (Bartel, 1974). This "cultural phenomenon" may be interpreted to mean that from the perspective of the learner, the textbook provides an understanding of the culture via the language that is being studied thus permitting teachers and learners alike to achieve their goals—teach/learn a language.

In terms of the textbook for general content areas and the FL instructional materials, Kramsch (1988) posits that they possess specific commonalities. features common to all textbooks are that they systematize
the knowledge to be learned, are authoritative and consumers generally
take them at face value. Extending this idea, Venezky (1992) adds that the
role of the textbooks will vary depending on the subject area. Based on
Kuhn's (1970, cited in Venezky) analysis, Venezky proposes that in music
or graphic arts, for example, textbooks take on a secondary role in that the
learner will deal directly with the work under consideration. Venezky goes
on to indicate that in the area of history, textbooks are a major resource
for students. Original works serve as supplemental material in the
classroom context. In the natural sciences textbooks are used exclusively.
Within this framework, it would seem that the use of foreign language
textbooks is analogous to the history texts in that students in the early
stages of learning a language not only depend on instructional materials but
also have access to works of literature as their knowledge of the language
increases.

Apple (1991) extends Kramsch's analysis when he suggests that
textbooks are an economic artifact and politically inspired as well as
regulated by governmental agencies. He points out that twenty two states
in the United States have central adoption policies. Jules (1991) although
referring to an EC context makes a similar point on the political nature of
textbooks.
Macian (1986) analyzes 14 state adopted high school Spanish textbooks. She proposes that research has in effect "neglected systematic evaluation and description of foreign language texts" (p. 103). With this in mind, Macian analyzed first and third year university Spanish textbooks. Using the Annehurst Curriculum Classification System (ACCS) that provides descriptors for her analysis. The ACCS was designed by Frymier in 1977 to determine the appropriateness of curriculum materials at all levels. Macian (1984, 1986), however, employs a revised version of the ACCS to analyze foreign language textbooks. This revised version relates curriculum characteristics that are a reflection of human existence, to learning and it consisted of ten dimensions. These dimensions are: previous experience, intelligence, motivation, emotion/personality, creativity, sociability, verbal expression, auditory perception and motor perception. Dimensions were elaborated to reflect learner characteristics.

Macian found that these textbooks did not meet the needs of students who used them nor were they appropriate for the ends they purported to achieve, that is communication in Spanish. Issues that become relevant within this particular study are that textbooks have been studied in an IC context and have not addressed students needs. A second issue to be raised pertains to the descriptors used in this study. These
 descriptors are predetermined by the ACCS model but would not be appropriate for the present study.

Arizpe and Aguirre (1987) have examined ethnicity in Spanish FL textbooks. They suggest that the textbooks analyzed present distorted, confused and at times erroneous information of Mexican, Puerto Rican and Cuban groups in IC contexts. Similarly, Stern (1976) analyzes French, Spanish, Italian and German textbooks designed for elementary, high school and college students. She found that professional options for women were limited to a stereotypical array of careers, traditionally reserved to and for women. She points out that publishers update their textbooks periodically. However, the "essential representation of women" does not fundamentally change.

In English as a second or foreign language, issues of gender have been analyzed by Ittzés (1978), Grandcolas (1978), Rees-Parnell (1978) and other researchers. Grandcolas focuses on women in Speak-English (SE), a series used in French schools. Rees-Parnell focuses on Kernell Lessons, Intermediate used in English as a Second Language context.

Grandcolas (1978) analyzes the content of SE from the perspective of a teacher and parent. She points out that the portrayal of women in this series does not reflect the lived experiences of her female students or
herself as the teacher. This analysis does not, however, address the issues of value orientation, ideology and hegemony that are embedded in the text.

In the present study hegemony is viewed as part of the process through which ideas in imported texts are brought into use in the Brazilian language classroom. The implicit or explicit consent of the dominated entity is essential for hegemonic practices to succeed.

Rees-Parnell (1978) in identifying issues of gender in Kernell Lessons, pinpoints the traditional slots into which women as well as men are placed within these textbooks. Rees-Parnell suggests that although women from IC countries have been most vocal in advocating a more representative role in the society, EFL course books continue to represent women as "adjuncts" to the men in their lives. Men are presented in varied roles whereas women are "secretaries, receptionists, sales girls." She proposes additionally that if women are presented in these traditional roles, then men will also be confined to their conventional roles.

Illustrations in ESL Textbooks

In a cross-cultural study Pearson (1983) evaluates illustrations in English as a Second Language (ESL) textbooks. Participants in the study were teachers, teacher trainees and ESL students. These three groups were
asked to assess the style of drawings used in the ESL textbooks. The results indicate that ESL learners and teachers preferred the cartoon cute type illustrations. Pearson cautions that the evidence is not conclusive in that her study did not assess the effect of "illustrative style" as opposed to the "content of the illustration" (p. 12). Whatley (1990) suggests that photographs may have a greater impact in textbooks than cartoon type illustrations.

Summary

The review of literature presented here provides a background on the forces that affect selection of textbook content and the policies that are in effect in IC, OC, and EC contexts. Publishers play a role in the dissemination and distribution of knowledge. Their role and impact on OC and EC nations should be understood in terms of relationships developed during the colonial era. The issues of value orientation, ideology and hegemonic practices evidenced in textbooks of other subject areas are also a part of the foreign or second language textbook. Textbooks used in Brazilian classrooms to teach English as a foreign language provide the context in which to examine value orientation, ideology and hegemonic practices of instructional materials.
CHAPTER III
RESEARCH PROCEDURES

Introduction

Textbooks used in EFL courses express content that can be analyzed in terms of foreign value orientations, ideology and hegemonic practices. Methods that have been used to analyze texts will be reviewed and a selection will be made according to the specific characteristics of each and their applicability to the present research situation. In addition to the objective analysis, however, personal experience has demonstrated that the content of foreign texts, although apparently not value laden, sometimes contains information that interacts with local values due to the local social, political, economic context in which it is distributed.

Venezky (1992) suggests that the complexity of textbooks advocates for an eclectic methodological approach to their analysis. He states that "...no single framework can adequately encompass the different interpretive
structures, research methodologies and even language sets that exist for the study of this object. Instead, multiple frameworks are needed,..." (pp. 438-39).

In this chapter the procedures followed in analyzing twelve English as a Foreign Language (EFL) textbooks used at university and high school levels are presented. In conducting textual analysis there are several established methods that have traditionally been used to carry out a systematic assessment. Some of these approaches are: content analysis, analytical semantics, structuralism and hermeneutics (Lindkvist, 1981). Characteristics of each will be briefly presented.

Hermeneutics

As a method of textual analysis, hermeneutics has traditionally been associated with the study of sacred texts. In recent years, however, scholars have reassessed the heuristic value of hermeneutics. Gadamer (in Weinsheimer, 1985) has been instrumental in revitalizing a theory of hermeneutic interpretation. In his theory he suggests that the text in and of itself will direct the method that should be used in its interpretation. Whereas Gadamer places limitation on the possibilities of interpretation of a text, Ricoeur (in Lindkvist, 1981) understands that hermeneutics "lifts the
"veil" of language and reveals the multiple discourse contained within a text. He suggests a "non-totalizable plurality of interpretations." This multifaceted interpretation of language discloses the discourse of power and therefore serves to establish the widest meanings of a given text.

**Analytical Semantics**

Similarly, analytical semantics does not limit text to one exclusive understanding. From this perspective texts have "reasonable interpretations" based on linguistic, semantic, empirical and logical structures. The emphasis is on the internal textual context with the goal of demonstrating how the structures relate to the meaning of the text. It is possible to analyze texts even at the sentence level. However, sentence level analysis does not lend itself to use when considering extensive texts (Lindkvist, 1981). Analytical semantics as well as content analysis stress internal textual context whereas hermeneutics and structuralism stress the relationships between internal and external textual contexts.

**Structuralism**

Structuralism, from the methodological perspective developed by Levi-Strauss (in Lindkvist, 1981), stresses the nature of relationships within a cultural context. Through his analysis of language as well as myths within
a culture, he pointed to the similarities in the structure of language and myth. Levi-Strauss developed his theories from Jacobson's phonemic analysis applying it to kinship structures. However, Levi-Strauss found it necessary to refine the procedures followed in linguistics for analyzing texts. He arranges the elements of the text into groups based on their similarity of functional elements. Functional elements of a text are events, structures, persons and processes. According to Levi-Strauss one of these groupings constitutes the "real" structure of the text. Other structuralist, however, reject this idea of reducing texts to a basic model.

Eco (in Lindkvist, 1981) is concerned with the structuring process of the text and Barthes (in Sontag, 1982) perceives the text as possessing "infinite ambiguity." Barthes thus emphasizes the impossibility of analyzing a text to the point of discovering an "original internal order." Barthes, recognizes levels of linguistic description of points that by merely establishing a relationship between components of a text, at the same level, does not adequately explain how a text is constructed. It is thus necessary to establish the relationship between levels of the text (Lindkvist, 1981).
Content Analysis

Content analysis has changed and evolved over the many years of its existence as an instrument for dealing with text. Berelson (1954) defined content analysis as a method for "...objective, systematic, and quantitative description of the manifest content of a text" (p. 34). Holsti (1969), from a general point of view, sees content analysis as "...any technique for making inferences by objectively and systematically identifying specified characteristic of messages" (p. 14). Holsti also provides several definitions of content analysis furnished by other researchers. He points out that these definitions have commonalities that, although diverging on minor issues, broadly encompass three requirements: objectivity, systematicity and generality. Holsti includes these conditions and incorporates the characteristic of "manifest content" as a necessary ingredient to the realization of an appropriate definition of content analysis. Each of these "requirements" will be considered in turn.

Holsti (1969) suggests that objectivity is a necessary requirement in content analysis despite the fact that the researcher must make decisions pertaining to category selection and placement of items into a given category. These decisions are guided by "explicit rules" and should not
simply reflect the researchers "subjective predispositions." Holsti recognizes, however that total objectivity is an unlikely achievement.

Systematicity refers to the application of the rules established in the objective section in a consistent manner. Holsti suggests that the researcher brings other perspectives to bear on the document at hand, not merely those that lend support to his point of view. In other words canons of category construction are to be observed.

Generality as Holsti perceives it attends to the theoretical relevance between the sender and the receiver of the message. In this instance the IC or EC authors of EFL textbooks are the senders and the Brazilian teachers and students are the receivers of these messages.

In addition to the requirement of objectivity, systematicity and generality in the research procedure, Holsti addresses the issue of analyzing manifest and latent content. As its name suggests manifest content refers to the observable aspects of the document being analyzed. If objectivity is observed the manifest content would be the only facet of the document to be attended to during the coding of the textbooks under consideration.

Holsti (1969) suggests that "reading between the lines" analyzing the latent content is also significant, but must be limited to the interpretation phase of the research process.
Krippendorff (1980) understands content analysis to be a "...research technique for making replicable and valid inferences from data to their context" (p. 21). From the definitions presented it can be seen that there are quantitative as well as qualitative aspects to content analysis. Nonetheless, Krippendorff (1980) gives support to qualitative analysis when he states that "...messages do not have a single meaning" (p. 22) and that it is possible to approach data from diverse perspectives. In addition, of interest is his suggestion as to the inferences that the reader makes upon receiving a message. Krippendorf has stated that for any content analysis the analyst's interest and knowledge determine the construction of the context within which inferences are realized. It is therefore important that "...he reveals the assumptions that he makes about how the data and their environment interact" (pp. 27-28).

These four methods of textual analysis have two basic tenets in common. That is, texts hide something and, in trying to understand a text the analysis must be systematic.

The procedures followed in conducting this study are addressed in the subsequent sections. Questions were suggested that are applicable in obtaining the data from the textbooks under consideration.
The Researcher's Perspective

The researcher brings to the analysis of high school and university textbooks eighteen years experience in the context in which these textbooks have been used. As a member of the Departamento de Letras, the researcher has used some of these textbooks in her teaching activities at the university level and as supervisor of student teachers. As the director of the university's Foreign Language Institute which serves the community at large, university students in general and employees of the university, it was necessary, in conjunction with teachers, to select textbooks for use at the Language Institute. The selection process relied primarily on consensus and a review of the grammatical content of the textbooks under consideration. Further, the researcher has participated in an out-reach program of in-service education for high school foreign language teachers, sponsored by the Board of Education and the university. Among the issues discussed at in-service programs are the methods used in teaching foreign languages and the selection of textbooks for classroom use. Curriculum planning is an integral part of the researcher's professional experience.

In addition, it should also be pointed out that the researcher will bring the perspective of a citizen of an EC nation to bear on this study. The issues presented permits the analysis to be based on a career of
professional participation in the selection and use of textbooks in the context being studied. Familiarity with the context has provided the researcher with the motivation to analyze textbooks used at the high school and university levels.

**Data Collection**

Data were collected from twelve textbooks used at high school and university levels. Units in all twelve textbooks were read in addition to exercises (written, oral) as well as activities designed for listening comprehension. Reading passages were classified by themes (Berelson, 1954) (humor or factual) and content dealing with EC, IC, OC, race, age. Reading passages that did not fit the previous subcategories were listed as miscellaneous. Reading passages are narratives labelled by authors as a "text" or "reading." Reading passages of all twelve textbooks were analyzed in terms of themes and content. Initially, readings were classified by the researcher based on the theme and represented on a table expressing aspects "humor" and "factual" information contained in the reading passages. Humor and factual reading passages were then subdivided based on the gender of the individual referred to in the passage. Content of reading passages was also addressed in relation to its reference to the
setting in which an activity took place (EC, IC, OC), the gender, age, and race of the individual involved. Each reading passage was coded twice in this study. Tables two, three, four and five present the code data. Reading passages of high school and university textbooks were analyzed separately.

Listening comprehension exercises, exercises focusing primarily on writing or conversational interactions were excluded in this phase of analysis. Listening comprehension, writing, conversation exercises, and reading passages were coded at the sentence level and labelled as "statements." "Statements" recorded on paper and were initially coded in general and then in specific categories. Sheets were then divided into sections that listed the textbook number, a general heading, unit number, page number, and the statement to be analyzed. Comments, thoughts, ideas occurring to the researcher at the time the statement was taken from the context were also noted. General headings referred to broad categories to which "statements" could be assigned at initial coding. Headings used in the coding of "statements" these were of the types: elitism, representation of IC, EC, or OC countries; evaluative statements about males or females; roles assigned to males and females; use of totalizing discourse. Coding statements for specific headings involved separating statements into a more specific grouping. For example, in coding "statements" grouped as roles of
males and females, these were then divided in terms of nurturer, victim, worker school/intellectual, appearance, leisure, interpersonal. These were then placed under the category Gender. The decision to place "statements" into one grouping or another was based on the researchers assessment of the "statement" as an issue of ideology addressed through issues of race and gender. Race as a category was subdivided into specific and general. Value orientations as a category was divided into individualism, collective action and materialism. Hegemonic practices as a category was addressed through issues of representation of IC, EC, OC countries in terms of natural phenomena, products, people, discovery/independence, engineering accomplishments, events, and archaeology/ancient sayings. Categories such as "totalizing discourse" found in the data were not used in the analysis of the twelve textbooks. This decision was reached to keep the study manageable. The data are available for subsequent analysis and can be the basis of a future study. The categories listed above were determined by the researcher based on professional readings and practical teaching experience.

In addition to reading passages, illustrations were classified in all twelve textbooks. Illustration analysis involved counting all illustrations, separating the illustrations into groups based on artistic styles. Illustrations, based on artistic styles and for the purpose of this study, were placed in
four groups: "real", "semi-real", "cartoon cute" and "cartoon-real" (Pearson, 1983). Real and semi-real illustrations were analyzed in terms of gender and race represented in them. Cartoon-cute and cartoon-real illustrations were not similarly analyzed due to the "distortions" of the artistic style.

Categories and Subcategories

Initially reading passages in all twelve textbooks were read and classified based on themes. Themes refer to the underlying thought or impressions of a reading passage, providing the reader with its general sense and implications. Based on the themes reading passages were analyzed as being factual or humorous and subsequently grouped in terms of the gender of the participants of the reading passage. Humorous reading passages contain witticisms by the author and factual reading passages provide information about a topic.

Reading passages were also analyzed in terms of content. Content refers to the ideas contained in the text or narrative and the way they are handled in the context of textbooks by the author or adaptor. In the twelve textbooks, content of reading passages were classified in terms of EC, IC, OC, gender, race, and miscellaneous (misc.). Miscellaneous refers to those passages that were not identifiably in any of the other areas.
Three categories were established for analysis: value orientations, ideology, and hegemonic practices. Within these categories, subcategories were identified. Table 1 summarizes the categories and subcategories identified in the data collected from Brazilian and imported textbooks.

Subcategories identified with value orientations were materialism, individualism and collective action. Collective action as a subcategory was identified in statements of the type:

His family has been provided with food (Textbook 6, p. 148);

Geli saved the town from the commandant (Textbook 3, p. 40);

My neighbors offered to buy the newspaper for me (Textbook 1, p. 72).

These examples were located, respectively in multiple choice, vocabulary study, and fill in the blank exercises. The term "statements" is used to identify sentence level data taken from reading passages, listening comprehension exercises, writing and conversation activities identified in the textbooks being analyzed.
Table 1

Categories and Subcategories for Data Analysis

- Value orientations
  - materialism
  - individualism
  - collective action

- Ideology
  - gender
  - race

- Hegemonic practices
  - representation of IC, OC and EC nations

Individualism as a subcategory was identified through the literature. Individuals who place themselves as beneficiaries of events and, demonstrate competitiveness in activities in which they participate furnish examples of individualism. Individualism was identified in statements of the type:
My garden is prettier than yours (Textbook 11, p. 24);
Your house is larger than theirs (textbook 11, p. 24);
During Capone’s time, as always, Americans loved a man who got ahead (textbook 9, p. 68).

These examples were identified in a dialogue and reading passage.

Materialism emerged from the data collected in all the textbooks analyzed. Materialism represents the acquisition of cars, boats, possession of luxury apartments, consumption of goods. Examples of materialism were identified in multiple choice vocabulary and conversation exercises, such as:

Our neighbors are the owners of a plane. They must be very rich (Textbook 8, p. 22)
Tell me how you came by this luxurious apartment (Textbook 1, p. 43);
Mrs. Anderson asked her husband for a fur coat (Textbook 7, p. 132);
Luxury Motors salesperson wants to persuade a customer to buy an American dream car (Textbook 11, p. 55).
Ideology was identified in issues of gender and race. Gender as a reflection of ideology, was identified in the literature (Grandcolas, 1978; Itzles, 1978; Koelsch, 1986; and Sleeter & Grant, 1991). Data on gender were divided into seven subcategories for females and males. Subcategories identified were: victims, nurturer, workers, school/intelleetual, appearance and leisure. The subcategory "interpersonal" was identified for males in high school textbooks. Examples of "interpersonal" statements were:

Mike swears he is not lying but we don't trust him at all (Textbook 3, p. 214).

I don't believe a word of what he said; it's all nonsense (Textbook 1, p. 13).

He is a liar. I am sure he made up the whole story (Textbook 5, p. 177).

Examples in this subcategory were identified in vocabulary study, study of prefixes and two word verbs.

Examples of the subcategory victim were:

There is the lady whose car has been stolen (Textbook 6, p. 94).

She's having a problem with her health (Textbook 11, p. 73).
The animal which attacked the girls was a ferocious tiger (Textbook 3, p. 78).

Examples of the subcategory "victim" were identified in exercises of fill in the blanks, listening comprehension and vocabulary study.

Women and men as nurturers were identified in statements such as:

Pearl Gordon can get her children off to school...(Textbook 9, p. 25).

When I was returning home...some friends asked me to take care of their twins (Textbook 1, p. 26).

The air hostess is at the back of the airplane preparing the trays for lunch (Textbook 2, p. 63).

Billy made the cake by himself (Textbook 6, p. 12).

These examples were embedded in reading passages, sentence completion using two word verbs.

Examples of females and males in school and intellectual activity were exemplified in statements such as:

If Jim studies for the test I am sure he will pass

(Textbook 8, p. 180).

Jane always does her homework carefully (Textbook 4, p. 96).
She is not smart; she always runs after her boyfriend (Textbook 6, p. 51).

In 1905, when he was only twenty-six, he published an article in a scientific journal (Textbook 10, p. 55).

Examples in school and intellectual activities were found in translation exercises, sentence completion and vocabulary exercises.

Males and females as "workers" were exemplified in statements of the type:

Mr. Miller is a very well-known restorer (Textbook 2, p. 156).

I'm going to start working there as soon as my office is ready (Textbook 9, p. 88).

...[A]n executive who is very important....She says you can go on vacation next month (Textbook 11, pp. 84).

These examples were identified in conversation activities, fill in the blanks and reading passages.

The subcategory "appearance" refers to opinions about females or males and they are beautiful/handsome, on a diet, or if they are charming, type of clothing worn. Examples of this subcategory were:
Her mother is such a charming lady but everybody seems to be afraid of her (Textbook 8, p. 143).

Jane está usando um belo vestido [Jane is wearing a beautiful dress.] (Textbook 7, p. 18).

His hair was thin and looked greasy, it was parted in the middle (Textbook 10, p. 23).

Mary was at the hairdresser’s shop (Textbook 2, p. 157).

Terry must be crazy. She put on a yellow shoe and a red one (Textbook 6, p. 66).

Examples representative of the appearance subcategory were identified in sentence completion, vocabulary translation (English to Portuguese) matching comments to a picture.

The subcategory "leisure" was identified in statements of the type:

Tomorrow we are going skiing for a couple of days (Textbook 9, p. 94).

Will Charlie be playing tennis with Susan tomorrow morning? (Textbook 3, p. 39).

When he is playing soccer he forgets his studies (Textbook 4, p. 4).
He swims like a fish (Textbook 1, p. 4).

The previous examples were identified in dialogues, question and answer items, sentence completion exercises.

Race, as a reflection of ideology, was identified in statements such as:

The Bible says that all races had the same origin (Textbook 6, p. 120).

What do you think about racial prejudice? (Textbook 3, p. 190).

These poor people shouldn't be so humble. They ought to struggle for their rights (Textbook 3, p. 172).

Do you think that whites and blacks still hate each other in South Africa? (Textbook 3, p. 50).

Statements about race were identified in true/false items, vocabulary study and sentence completion activities.

Hegemonic practices is the third category used in the analysis of high school and university textbooks. Hegemonic practices were identified in statements describing IC, EC and OC countries. Seven subcategories were identified in the process of analyzing the statements. Subcategories were natural phenomena, products, people, discovery/independence,
engineering, events and archaeology/ancient sayings. Examples of
archaeology/ancient sayings, discovery/independence, feats of engineering
and events were:

In ancient Egypt they used to cut off the hands of
their surgeons (Textbook 5, p. 81).
I dreamed I was a butterfly. Chuang-Tse 3rd century B.
Lots of foreigners come to Rio each year for its famous
Carnival (Textbook 8, p. 172).
How long is the Rio-Niteroi bridge? (Textbook 4, p.
65).
Brazil was settled by the Portuguese; Mexico was
settled by the Spaniards (Textbook 8, p. 146).
The Spaniards discovered them in Peru in the 16th
century (Textbook 10, p. 39).
Archaeologists have found board games in ancient Egypt
(Textbook 11, p. 120).

These examples were identified in reading passages, matching exercises,
sentence completion, and formulating questions.
People as a subcategory was identified in statements such as:

Gloria Vanderbilt is from one of the richest families in New York (Textbook 11, p. 108).

Harriet Beecher Stowe was the author of *Uncle Tom's Cabin* (Textbook 12, p. 61).

He was an Indian, almost naked and he could not have been dead many minutes (Textbook 5, p. 170).

Fernando Pessoa who was born in Lisbon, wrote several great poems in English...(Textbook 5, p. 181).

The subcategory "products" was identified in statements of the type:

For centuries many other countries have imported ivory...to make jewelry and other expensive items (Textbook 10, p. 86).

Drink German beer at the biergarten (Textbook 9, p. 24).

Jane’s dress is made of a fine Chinese fabric (Textbook 6, p. 128).

Coffee is still an important part of the economy of Brazil (Textbook 8, p. 130).
The subcategory "Natural phenomena" was identified in the statements pertaining to the geography, climate, location of communities in IC, OC, and EC context. Examples of natural phenomena were:

Have you ever been up the Amazon River? (Textbook 11, p. 64).

Several years ago large numbers of locust destroyed crops in Africa (Textbook 10, p. 39).

San Francisco is more beautiful than New York (Textbook 7, p. 142).

Much of the importance of London has depended on its position at the head of the Thames estuary (Textbook 7, p. 55).

These examples were representative of the subcategories identified in the textbooks analyzed.

Textbook Selection and Description

Twelve EFL textbooks were selected for analysis. The twelve textbooks were divided into two groups: Textbooks used at the high school level and those used in teaching at the university. University textbooks were requested from publishers in the United States and are used or have
been used at a Federal university in the State of Minas Gerais. The copyright years of the university instructional materials range from 1981 to 1993. At the researchers request textbooks used at the high school level, in the same region as the Federal university, were supplied by a colleague in Brazil. The high school textbooks are used at State supported public schools. The EFL teachers who use these textbooks are holders of a BA degree in Portuguese and English or have a Complementação Pedagogica. Complementação Pedagogica was granted to individuals who had Bachelors degrees in other fields but are native speakers of English or another foreign language. Copyright years of the high school textbooks cover the years between 1980 and 1993.

The twelve textbooks will be placed in the context of their publication and the intention of the author pertaining to their use will be presented. Textbooks were numbered in the order in which they were analyzed from 1 to 12. Textbooks 1 to 8 are high school textbooks and textbooks 9 to 12 are university instructional materials (see Appendix A).

Textbook 1, *Ingles: Textos e Testes* 2nd ed., is part of a three part series co-authored by Mary T. Azevedo and Cydhelia D. Santiago, published by Ao Livro Tecnico in 1980. Parts one and two are geared to students at the "primeiro grau" (junior high school) level, and part three is
designed for students who are preparing for the "vestibular" (university entrance) exams. The series provides a teachers manual with answers and a cassette with recordings of all text (reading passages). The cassettes were recorded by native speakers the goal being to assist students in improving their listening skills. Each unit has a reading passage of varying length, reading comprehension questions, grammar exercises and questions taken from different "vestibular" exams.

Textbook 2, English Point, 8th ed., is part of a three book series co-authored by Eliana, Maria Clara and Nueza, published by Saraiva in 1991. All three textbooks are geared to the high school students who plan to take the "vestibular." The first book of the series was felt to be representative of the type of exercises and issues addressed in the other two books. The textbook presents reading passages that are adapted and designed to motivate student interest in learning about another culture and help the students expand their vocabulary. Each lesson is divided into one, two or three parts with exercises to practice grammar. There is also a section called 'learning more' that is designed to teach, for example, the formation of compound adjectives or verbs not used in the present continuous tense. Textbook 2 also provides review questions from previous vestibular exams.
Textbook 3, English of Course 2nd ed., is part of a three part series designed for use at the high school level. It was published by Editora Scipione in 1992, and authored by Abel de Oliveira. The textbook is divided into four units and then subdivided into eight short lessons with a story. The stories are spread over the lessons constituting short chapters within each of the eight lessons. A different story is told in each unit. The stories are told in such a way as to create suspense and motivate students to continue reading. Lessons deal with grammar exercises such as the present perfect tense (p. 15) and tag question (p. 89). Vocabulary exercises are a part of the pre-reading activities given before each chapter in the units.

Textbooks 4 and 7, Ingles, are part of a three part series and represent the second and third books in the series. Both books were included for analysis in that Textbook 4 provides reading passages with a biographic note on the authors of the articles whereas textbook 7 presents adapted readings. The authors, Speeden and Sakuragui, introduce cloze exercises at the end of each chapter providing the teacher with suggestions as to the best way to use these exercises. Readings in textbook 4 are adapted excerpts from the work of different authors. Textbooks 4 and 7 were written by John A. Speeden and Shinti Sakuragui and published by
Editora Marco in 1981. Teacher Manuals with answers are also provided with the series.

Textbooks 5 and 8, English, were published in 1992 by Editora Atica and written by Abel Marques. However, textbook 8 is in its 20th edition whereas textbook 5 is in its 9th edition. Part one of the series presents elementary grammar and reading texts. Thirteen units are in Textbook 8 and textbook 5 has eleven. Textbook 8 was included in the analysis in that it contains advertisements that illustrate the use of advertisements in high school textbooks. The chapters begin with vocabulary study and provide a review in the reading passage in which the vocabulary is used. Multiple choice, fill in the blanks and sentence completion items are the type of exercises used to study grammar and vocabulary.

Textbook 6, Graded English, 3 by Eduardo Amos, Ernesto Pasqualin and Elisabeth P. Martins, is the third book in a series designed to benefit students preparing for the "vestibular" as well as those students who plan to go directly into the world of work. This textbook was published by Editora Moderna in 1983. Each unit begins with a reading passage and is followed by comprehension items, word study sentence completion items. There are ten units in Textbook 6. Grammar points are highlighted in each unit.
All eight textbooks have a glossary that provides translations from English to Portuguese. Additionally, language that can be problematic for Brazilian students is presented and discussed in each high school textbook. A total of 148 lessons were reviewed in all the high school textbooks.

Four textbooks used at the university level were also analyzed in this study. Textbook 9, Life Styles, was written by Francisco Lozano and Jane Sturtevant. The series was published by Longman's in 1981 and is a three book intermediate course consisting of three student books, and an equivalent number of teachers manuals, workbooks, and cassettes. The series is preceded by In Touch for beginners. Ten units in Life Styles, which is a function-based series, allows students to build upon the communication skills learned at the beginning level. Function-based activities are provided in each unit. Units have readings and dialogues that follow the activities of, Maria and Mac, students at Columbia university, and their friends and relatives. At the end of each unit there is a page that reviews functions studied in the unit, grammar needed to express these functions and vocabulary needed in working with these functions, in writing and speaking activities.

total of ten units and each unit has five sub-sections. Sub-sections have exercises for reading and thinking or reading and discussion activities. Exercises are designed to practice grammar, pronunciation, writing, and conversations. Summaries of the grammar studied are provided at the end of every two units. The resources provided by New Dimensions Intermediate are the student book, teacher's Manual, a workbook and a cassette.

Textbook 11, On Target, was published by Scott Foresman in 1991. The authors are James Purpura and Diane Pinkley. Textbook 11 has a total of 12 units with an extra unit designed to assist students in getting acquainted in the EFL class. Each unit highlights a grammar point in color-shaded areas and an explanation is provided for the student. In explaining the present progressive tense an example is given in the shaded area ("Carlos is reading a photography book." p. 16) in addition to the explanation ("We sometimes use the present progressive to talk about things that are happening at the present time"). In addition to the grammar exercises listening comprehension, and writing exercises are also provided. Textbook 11 provides the International Phonetic Alphabet (IPA) for student use.
Textbook 12, Coast to Coast, is divided in twenty units with a workbook, Teacher’s Manual, cassettes with readings from the student book and an additional set of oral practice tapes designed for pronunciation practice. Each unit has grammar usage that takes the student from a basic level to low intermediate. Coast to Coast is published by Longman’s and was written by Jeremy Harmer and Harold Surguine.

A total of fifty-two units were analyzed in university textbooks. The textbooks used at the university level provide a glossary of vocabulary at the end of each book. These twelve textbooks provide a range of instructional materials that are used at the high school and university levels.

In keeping with the objectives of this study, each textbook selected for analysis was examined to identify foreign cultural value orientations.

The first objective was:

To identify foreign social and cultural value orientations contained in selected Brazilian and imported textbooks in use in Brazilian high school and university EFL programs.

Individualism and collective action were identified in conversational interactions, writing and listening comprehension exercises. Individualism was found in statements promoting individual accomplishments and
competitiveness. Collective action was identified in statements in which individuals worked together to solve a problem. Materialism emerged from the data and was identified as a separate subcategory within the category value orientation. Questions foregrounding materialism, collective action, and individualism were used to identify these issues. "Was competitiveness stressed?" is an example of the type of questions used to identify individualism. An example is provided from Textbook 11, p. 93, in an exercise under the rubric "Thinking it over." The statement is "Many people are not happy just to be good at something. They want to be the best." A question identifying collective action: "Are people identified as contributing to benefit others? Materialism was identified in response to the question "Is the character in the textbook purchasing cars, houses, luxury items?"

The second objective was:

To identify ideological statements in the textbooks analyzed.

Issues relating to the presence or absence of racial groups present in the population at large were identified. The analysis was based on questions of the type:

- Were blacks/native Americans (Brazilians) represented in the Brazilian EFL textbooks?
- Were blacks/white Americans (United States)/aborigines represented in the imported IC country textbooks?

- Were there illustrations (photographs, drawings) of these groups used in the two types of textbooks?

In terms of gender relations the representation of women and men in the texts were analyzed focusing on the roles that are assigned to women; what professions were women portrayed as participating in? How were men portrayed? What professions were men portrayed as participating in? In the illustrations/graphics what is the ratio of women to men? What topics are discussed by women? By men?

Two colleagues volunteered to assist the researcher in examining one aspect of gender relations. The colleagues who analyzed these textbooks have a combined teaching experience of eleven years. One is a candidate for a master's degree in TESOL and the other is a doctoral candidate and had taught Spanish in an IC country. She was a Supervisor of Spanish language student teachers who work in the Columbus metropolitan school district. She currently works with non-native speakers of English.

One textbook was analyzed by each colleague in terms of gender relations (professions) and the results compared. In order to use a
systematic approach in locating professions a training session was organized. Time and locale were established via telephone. A one hour training session followed. Initially, a definition of "profession" was provided from Webster's Encyclopedic Unabridged Dictionary (1989) as being "a vocation requiring knowledge of some department of learning or science."

To attend to conditions pertinent to this study the definition was expanded to include "an occupation that provides legal economic support for an individual or individuals and must be explicitly stated in the context in which it is used."

Using the expanded definition, colleagues were asked to locate professions in Chapter 6, Textbook Two using photocopied material. Professions were present in Chapter 6 then listed by gender on a sheet of paper and the results compared. When no gender was specified these professions were listed in separate column.

The third objective was:

To identify hegemonic practices in the textbooks analyzed. Hegemonic practices are those practices applied by a social or political entity to promote their own interest. Additionally, issues related Hegemonic practices were identified in statements referring to EC, IC, or OC countries. Questions used in identifying relevant information were of
the type: Were countries of the EC, and OC described in all their complexity? Were countries of the IC portrayed in all their complexity? Issues of this type were addressed in analyzing the twelve textbooks.

An example of hegemonic practices could be the understanding that technological innovations originate in IC countries thus eliminating the need to participate actively or contribute to research efforts within the EC and OC communities.

The fourth objective was:

To compare EFL textbooks used at the high school and university levels in terms of the identified factors listed above.

The fourth objective will provide a comparison between IC produced and EC produced EFL textbooks for high school versus universities in terms of value orientation, ideology and hegemonic practices.

The final two objectives were:

To develop an analytical instrument that can be applied by Brazilian teachers of high school and university students to identify value orientations, ideology and hegemonic practices in their EFL textbooks; and

To use the findings of the study to establish a set of priority guidelines for presentation to the Board of Education
Objectives five and six will be discussed and presented in Chapter V. This discussion will include ways in which teachers can address EFL textbooks from a critical stance as opposed to using instructional material simply because it is available. The goal being to raise the consciousness of teachers and students in appraising classroom material, not merely "working through the exercises" but using a principled method in the selection of these materials.

The sixth objective will also be presented in Chapter V. In view of the fact that there are currently no guidelines for textbook adoption at the local or national levels, the findings of this study will be presented to the Board of Education. The goal, however, not being to secure a blanket or broad adoption but as a possible resource for future policies pertaining to textbook adoption at the high school and university levels.

Textbooks were gathered from among those in use in high schools and universities in central Brazil. They were reviewed to identify the types of statements they contain that are of interest to the study. Categories will be developed (as suggested by the Commission on inter-racial Books for Children) as they emerge from the review. Holst (1969) has stated that categories must be sensitive to the themes and symbols within the data being analyzed.
With the selection of content analysis comes the necessity to identify personal assumptions, as prescribed above, by Krippendorf (1980). The personal assumptions involved in this research task include:

- A personal interest in the topic exists because of having used Brazilian and imported textbooks in the classroom.
- The learning process is complex in and of itself. The insertion of extraneous information in the text increases its complexity.
- Information of a persuasive nature that emphasizes comparisons between IC, OC and EC countries may not be constructive to the learning processes of students in EC countries.
- The research problem has developed from a perceived necessity for instructional materials that reflect Brazilian reality.

The inferences of texts concerning the characteristics of citizens of EC countries, specifically Brazilians, and the way gender relations and race, are portrayed, are relevant to her/his perception of self as a foreign language learner in this particular social context.
CHAPTER IV
FINDINGS AND DISCUSSION

Introduction

Twelve English as Foreign Language (EFL) textbooks were examined to identify value orientations, ideology and hegemonic practices contained in these instructional materials. For the purposes of this study, the textbooks were separated into two groups: textbooks published for use at the high school level (eight) and textbooks published for use at the university level (four). Chapter IV presents the results and analysis of the instructional materials.

The chapter is divided into three parts. Part one summarizes the description of the textbooks examined. Part two presents the objectives of the study, and the findings. Part three discusses the findings. References to the textbooks analyzed, where appropriate, are placed in parentheses following the citation. The first number refers to the textbook and the second number to the page being cited. A numbered list of textbooks is
provided in Appendix A. Although not every high school graduate will go on to become a university student the instructional material published for use at the high school level, is geared to university entrance exams. University textbooks are generic in that they can be used in an EC, IC or OC context.

General Description of the textbooks

High School Textbooks

Eight textbooks used at high schools in a Central region of Brazil were analyzed. These textbooks presented characteristics common to EFL texts in Brazil. The features that can be pointed out as commonalities to these instructional materials are the graphic display, texts, and exercises. Additional examples of these features are provided in Appendix B.

Graphic display relied on illustrations (line drawings, caricatures) of the different groups present in the textbooks. Based on Pearson's (1983) categories, illustrations are classified in three groups: "real", "cartoon-cute", and "cartoon-real." Cartoon real are represented in illustrations that lack the excess distortions of cartoon cute; cartoon-cute are graphics with distortions and simplifications and "real" are photos or illustrations with photo-like quality (Pearson, 1983). A total of 732 illustrations were
recorded in the high school textbooks. The majority of the illustrations (83.2%) were of the cartoon-cute artistic style; cartoon real represented 12.0% of the total and real represented 4.8% of all illustrations in the eight Brazilian high school textbooks analyzed. Given the distortions of the "cartoon-cute" and "cartoon-real" graphics, analysis of gender and race was limited to illustrations termed "real." Picture analysis of "real" illustrations in high school textbooks indicated that of the individuals in these photo-like illustrations 20.5% were Afro-Americans or Afro-Brazilians; 79.5% were European-Americans. Other groups (Asians, native-Brazilians) were not identified in "real" graphics. Further analysis of "real" illustrations indicated that 87.8% of the individuals in this subarea of the high school textbooks illustrations were male and 12.2% were female.

Photographs of famous authors with a brief biography were used in textbook four. Illustrations in the textbooks analyzed were pertinent to the reading passage or the exercises that were analyzed.

Authentic advertisements for different products were used as part of a cloze translation (English to Portuguese). One ad gave reasons for purchasing a phonograph by Edison another was more contemporary suggesting the use of Clairol's "Nice 'n easy" (see Figure 1).
An explanatory foreword in English or Portuguese provides objectives, format of the instructional materials for teachers and students (see Figure 2). A foreword was not given in textbook three. All eight textbooks were designed for students who plan to take the "vestibular" (university entrance exams). University entrance exams are administered in January and, depending on the university in July as well. The school year extends from March to December, but universities may adopt either a semester or a year-long system.

Units begin with a reading passage varying from one paragraph to stories adapted for the EFL classroom and developed over several units. Table 2 summarizes the themes addressed in each Chapter of the eight textbooks analyzed.
Do you want to look as charming as she?

When you use 'Nice'n Easy', you look more beautiful than ever.

You can make your hair lighter, darker, deeper or brighter. And even if you chemically treat your hair, 'Nice'n Easy' will leave it softer and silkier than before it was colored.

All you need is a little help from 'Nice'n Easy'.

CLAIROL

Nice'n Easy

---

Figure 1. Authentic advertisement
Prezado aluno,

Foi pensando na dinamização e na atualização do seu conhecimento da língua inglesa que a série English Point 2º grau foi elaborada.

O livro possui dez lições, cada uma delas com uma, duas ou três partes assim estruturadas:

Text: textos motivadores e informativos, adaptados de diversas fontes, para que você, primordialmente, entre em contato com outras culturas e aumente o seu vocabulário.

Emphasizing and practicing the structures: as estruturas gramaticais são enfocadas de maneira simples, clara e gradativa para que você perceba a sua importância no funcionamento da língua. Os exercícios que seguem aos quadros sinóticos, por vezes ilustrados, são em número suficiente para que você fixe o que foi visto de forma eficiente.

Learning more: assuntos diversos da língua inglesa que não requerem muitos detalhamentos e explicações, são abordados nesta seção.

Review: você testará a sua aprendizagem no final de cada lição, resolvendo exercícios de revisão bastante variados, incluindo-se diversos retirados de vestibulares.

Dedique-se ao estudo de Inglês, pois você sabe a sua importância em qualquer atividade que venha a exercer.

as autoras

Figure 2. Foreword to students
Table 2

High School Textbooks: Humor or Factual Information in Reading

Passages

<table>
<thead>
<tr>
<th>Textbooks</th>
<th>Humor</th>
<th></th>
<th></th>
<th>Factual</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>--</td>
<td>4</td>
<td>--</td>
<td>15</td>
</tr>
</tbody>
</table>

Note: Numbers in each cell refer to reading passages.

At the end of a unit, the textbooks included various questions from previous vestibular exams administered at different federal, private and state supported institutions. Textbooks five and eight provide a diagnostic test at the beginning of the book to "enable the teacher to assess the level of his class,...and...give him the opportunity to review..." (Textbook 8, p. 3).
Themes are classified based on use of humor or factual information. Narratives that present fiction, science issues or biographies are considered factual. Humor in a reading pertains to farcical situations or witticisms used by the authors. Instructions, exercises designed for listening comprehension, conversation interaction or writing are not included as reading passages. Both types of reading passages are subdivided by gender. Men were presented 41.1% in factual readings and 7.5% in humorous reading passages. Women are presented in 7.9% of the humorous texts and 2.3% in factual reading passages. Neutral factual reading passages represent 38.1% of the total and neutral humorous 2.8% of the total.

Textbook two, unit four gives an example of a humorous text and textbook six, unit four presents what is termed factual information (see Figures 3 and 4).

Reading passages were also analyzed in relation to the content. Content in reading passages dealt with issues relating to EC, IC, or OC countries, gender, race or were unrelated to any of these topics. Table 3 summarizes the content of all high school textbooks in this study.

Textbooks five and eight begin units with vocabulary study to acquaint the students with the words that are found in the reading passage. Exercises relevant to the reading passage presented comprehension
LESSON FOUR – PART 1

I – TEXT:

THE WRONG DOOR

The air hostess is at the back of the airplane preparing the trays for lunch. A little old lady comes in and speaks to her: "Where's the ladies' lavatory?"

"It's right at the other end of the airplane — at the front!"

She walks to the front of the airplane and opens the door. She sees the captain and the other officers. They are all busy. They don't see her. Then she returns to the air hostess.

"Is everything O.K.?" the girl asks the lady.

"Yes, but there are four men in the ladies' lavatory watching TV!"

Adapted from Intermediate Stories for Reproduction by L. A. Hill

VOCABULARY

air hostess – azouga
at the back of – derka
tray – bandja
ladies – bejma
to come in – entar
to speak — ilah
right — bon
others — otro
end — porja
at the front — na frane
to walk — adhmar
open — ofik
official — ofisal
busy — ocupado
return — vokar
everything — todo
to ask — par-darker
man — homen
watch — soukla

Figure 3: Humorous text.
Meningitis, an inflammation of the membranes that cover the brain, is sometimes caused by bacteria, at other times by viruses. It is contagious, but only to a certain extent. Actually, it is infectious rather than contagious. In other words, it can be transmitted by intimate contact with the afflicted individual. When two people in a family contract the condition at the same time, the infection has probably originated from the same source. Contrary to common belief, meningitis is curable in the majority of cases; however, though most patients make a complete recovery, a small number may suffer permanent aftereffects such as impairment of sight or hearing, or a weakness in one of the limbs.
Table 3

High School Textbooks: Content of Reading Passage

<table>
<thead>
<tr>
<th>Textbooks</th>
<th>EC</th>
<th>IC</th>
<th>OC</th>
<th>GENDER</th>
<th>AGE</th>
<th>RACE</th>
<th>MISC</th>
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<tbody>
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<td>9</td>
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<td>11</td>
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</tbody>
</table>

Note: Numbers in each cell refer to the incidence of each topic in textbooks.

Questions of the multiple choice format. True false type responses were also elicited as were sentence completion, translation, synonyms and antonyms. A given exercise (e.g., cloze) once selected was consistently used throughout a unit and within a textbook. Textbook eight, however, presents vocabulary study through crossword puzzles, or general
information in a novel way. Exercises tended to focus on grammar points that are prominent in the "vestibular."

All eight textbooks presented language issues that can be problematic for Brazilian students when studying EFL. Some examples of these problematic areas are the use of false cognates (pretend "fingir" vs. "pretender" intend to), use of to do and to make (one word in Portuguese "fazer"). Lists of two word verbs were also made available with translations and exercises that require the use of these words. One text suggests that alternative answers were acceptable in these exercises. All textbooks concluded with a glossary that gave translations of vocabulary items and lists of irregular verb forms.

Three reference formats were distinguished by the researcher in identifying sources of reading passages. A reference list was given in textbook one, four, and seven. Textbooks two, three, five and eight gave sources immediately after each reading passage. Textbook six did not give a list of sources for the reading passages. Famous people were cited in reading passages and exercises 42 times. Three of the people referred to were women.

Authors of the textbooks were evenly distributed between female and males (six of each) and in four textbooks there was joint authorship.
Based on their names, ten authors are considered Brazilian, two are of other nationalities. One author is listed as having "Complementação Pedagógica" which indicates that his area of concentration might not have been English but that he is a native speaker. Complementação Pedagógica was instituted by the Brazilian government when there was an acute shortage of foreign language teachers for junior and senior high schools. The copyright years of textbooks are listed in Appendix C.

University Textbooks

Four textbooks designed for use at university level were examined. The features that are similar in these EFL instructional materials are the graphic display, texts and exercises. Picture analysis of the four university textbooks indicated a total of 375 illustrations. Illustrations were classified in four groups based on the artistic style of the pictures: "Real", "semi-real", "cartoon-cute" and "cartoon-real". Cartoon-real represented 13.1% of the illustrations and cartoon-cute represented 22.9% of the pictures. Semi-real were 27.2% of the pictures and real 36.8% of the illustrations.

Textbooks included exercises and activities in each of the four skills-reading, listening, writing and speaking. For example, ads for a clothing company, United Airlines and Coca-Cola, were used to practice writing
commercial letters. Conversational activities involved interviewing a classmate, filling out a questionnaire, and completing cloze exercises. Reading passages are presented in random paragraphs and students were to sequence the passage correctly. Textbooks nine, ten, and twelve developed reading activities via a story sequence, with protagonists, their work, school, family relationships, and social activities. Textbook eleven developed independent units and themes in each chapter. Comprehension questions followed each reading passage.

Two books provided lists of irregular verbs and one provided the International Phonetic Alphabet (IPA). Two books did not provide vocabulary indexes. Textbook ten concluded every unit with a language summary which is equivalent to the grammar summary in the other three textbooks. Textbooks ten and eleven also used the meta discourse of foreign language teaching in providing writing instruction and some grammar points. Famous people were cited in reading passages at least thirty-eight times. Nine of these famous people were females.

A total of 121 reading passages were identified and analyzed according to themes and content. In the four university textbooks the reading passages were essentially "factual" with only one classified as humorous. Table 4 summarizes the information.
Table 4

University textbooks: Humor or factual information in reading passages

<table>
<thead>
<tr>
<th>Textbooks</th>
<th>HUMOR</th>
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<th>FACTUAL</th>
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</table>

Note: Numbers in each cell refer to the reading passages.

University textbook reading passages were divided following the procedures established for high school textbooks. Of the reading passages analyzed, men were the focus of these passages 39.7% of the time. The lives of women were the focus of the reading passages 30.6% of the time. Neutral factual reading passages represented 28.9%. Humor was used in one textbook representing 0.8% of the total.

The content of university textbook reading passages is summarized in Table 5. Content relating to IC countries represents 60.3% of the readings, with gender representing 27.3%. Illustrations were primarily of
Table 5

University Textbooks: Content Reading Passages

<table>
<thead>
<tr>
<th>Textbooks</th>
<th>EC</th>
<th>IC</th>
<th>OC</th>
<th>GENDER</th>
<th>AGE</th>
<th>RACE</th>
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<td>27</td>
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<td>2</td>
</tr>
</tbody>
</table>

Note: Numbers in each cell represent incidence in each textbook.

the "cartoon cute" type and nine photographs of Afro-Americans are used.

Each textbook was co-authored and copyrighted materials were acknowledged.

Results

Six objectives were proposed to orient the research. Statements from twelve textbooks were examined and categorized to determine their relevance to four research questions. Research questions five and six are addressed in Chapter V.
Value Orientation

The first objective of the study was:

To identify foreign social and cultural value orientations contained in selected Brazilian and imported textbooks in Brazilian high school and university programs.

Value orientations were identified in the textbooks through the examination of individualism, collective action and materialism. The data obtained from the textbooks being analyzed suggested that materialism tends to be encouraged. Based on an analysis of the content of each textbook reviewed in the study, results showed that high school textbooks did not focus on individualism, but the university textbooks did. Collective action was not stressed in either set of textbooks.

Individualism as a category is derived from the literature. Cagan, (1978) and the Council on interracial books for children (1976), suggest that individualism promotes the acquisition of the best for self whereas collective action seeks to benefit the welfare of the group. Collective action is understood as the opposite of individualism. The Council on interracial books for children (1976), points out that individualism is part of a value system that privileges the individual and fosters competitiveness. Individual welfare is
considered the goal as opposed to collective progress. A third category emerged from the data namely: materialism which as its name suggests, promotes consumption of goods.

A total of 104 statements reflecting individualism, collective action and materialism were identified in all textbooks. A statement that exemplifies individualism is found in Textbook Eight "Who answered the most questions correctly?" (Textbook 8, p. 117). Another example can be taken from Textbook Nine "During Capone's time...Americans loved a man who got ahead" (Textbook 9, p. 68).

Collective action in turn refers to group effort to solve a problem within a community and to "collectively change the condition of our lives" (Lather, 1991). Collective action is evidenced in the statement from Textbook Six "To live well everybody has to give in a little" (Textbook 6, p. 51).

Materialism was illustrated in Textbook Seven in the sentence: "George bought a new Mercedes car. He must have spent a lot of money" (Textbook 7, p. 96). Of the statements analyzed in high school instructional materials, individualism represented 6.7%, collective action 8.3% and materialism 85%. Textbooks used at the university level 31.8% of the statements reflected individualism and 68.1% materialism. Collective action was not included in any of the four university level textbooks.
Ideology

Ideology was examined through statements of gender relations and representation of race in the context of EFL textbooks. Categories of race and gender were derived from the literature.

The second objective of the study was:

To identify ideological statements in the textbooks analyzed.

Based on the analysis of high school and university textbooks, women seemed to participate in a limited number of professional tasks. Women and men were placed in conventional careers in the high school textbooks studied. In university textbooks studied, men were sometimes shown in an unconventional career (e.g., secretary). High school and university textbooks showed men occupying 50% of occupations listed.

Gender

Statements pertaining to women and men's roles in the twelve textbooks were analyzed. Women were presented as victims, nurturers, participants in school and intellectual activities, and as workers. Statements relative to the appearance of women were also examined in the textbooks. Of
the 232 statements about women in high school textbooks, 22.8% were related to the physical appearance of females.

Physical appearance of women finds expression in positive and negative statements about beauty, personality, style and diet. Statements pertaining to diet were exemplified in sentence completion exercise in Textbook Six such as "Tina is (thinner than) Sally..." (Textbook 6, p. 63). Statements dealing with style were phrased in sentence transformation—changing sentences from affirmative to the interrogative such as "Did Mary have her nails done?" (Textbook 7, p. 73).

School related activities shows women participating 16.4% of the time. School related activities are evident in statements about women who read, study, prepare for exams or do homework, go to class or through direct references to intelligence. Textbook eight gives an example from the university entrance exam of Cesesp-PE (Centro de Estudos Superiores do Estado de Pernambuco) on question tags "She’s a brilliant student, (isn’t she)?" (Textbook 8, p. 128).

Women as paid workers outside the home are accounted for in 5.2% of the statements made in the eight textbooks examined. Examples of women as workers are presented through accomplishments outside the home as in
Textbook Four (fill in the blanks). "Those women have worked very hard, however, they don’t seem tired" (Textbook 4, p. 19).

Women as nurturers represented 31.5% of the examples from the high school textbooks analyzed. This subcategory represented the activities that women and girls do as unpaid labor in homes. Within this context taking care of children accounted for 45% of the 73 statements examined and cooking, kitchen work accounts for another 25%. These two activities, taking care of children and cooking, represented 71% of the references to women. Women as victims represented 24.1% of the 232 statements.

Women were ill, injured or presented emotional disturbances within this category of "woman as victim." Textbook Six provided an example of "emotional disturbance" in a sentence completion type exercise: "Judy was very sad yesterday but she told me she had (no) problems" (p. 142). Table 6 summarizes the statements about men and women.

The roles of men were also examined in the context of the high school textbooks. Men were similarly portrayed as victims, workers, in school/intellectual, leisure activities. One subcategory emerged for men that was not evidenced for women. The term "interpersonal" was used to identify statements about male sensitivity. Statements of the type "His insensitivity astonishes me. His nerves seem to be made of steel" (Textbook 3, p. 84). Of
Table 6

Gender: Roles of Females and Males in High School Textbooks

<table>
<thead>
<tr>
<th>FEMALE</th>
<th>SUBCATEGORIES</th>
<th>MALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>56</td>
<td>Victims</td>
<td>21</td>
</tr>
<tr>
<td>73</td>
<td>Nurturer</td>
<td>5</td>
</tr>
<tr>
<td>12</td>
<td>Workers</td>
<td>65</td>
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<tr>
<td>38</td>
<td>School/Intellectual</td>
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</tr>
<tr>
<td>--</td>
<td>Leisure</td>
<td>25</td>
</tr>
<tr>
<td>--</td>
<td>Interpersonal</td>
<td>16</td>
</tr>
</tbody>
</table>

Note: Numbers in columns refer to statements about females and males.

the 185 statements about men in high school textbooks men as workers represent 35.1% of the instances. Textbook five provides an example "He worked hard to finish the report on time" (Textbook 5, p. 123). Men as participating in school/ intellectual activities ranges along a continuum from doing actual school work to having someone express an opinion of the person's intelligence (see Appendix D). Table 6 provides a summary of the roles in which men are featured.
Gender roles were also examined in the four university level textbooks. A total of 128 statements were identified. Subcategories of "victim," "nurturer," "worker," "school/intellectual," "appearance," "leisure" were identified in the imported university textbooks. Table 7 summarizes the information on females and males in university textbooks.

Eighty-two statements referred to females and forty-six statements referred to males. Females were presented as victims in 13.4% of the statements analyzed. Females as victims can be exemplified in a language focus exercise about "Sylvie." Sylvie wanted to write postcards at the beach but couldn't because she is sunburned (Textbook 12, p. 69). Women were identified as nurturers in 34.1% of the statements about women. Textbook Nine in the introduction to a dialogue between "Maggie" and "Paula stated "When Paula went out to the kitchen to fix lunch, Maggie went with her" (Textbook Nine, p. 6). School/intellectual activities for women in university textbooks were identified in 17.1% of the statements. School/intellectual statements were evidenced in statements such as "I used to do my homework in the kitchen every evening" Textbook 9, p. 6). The exercise was a fill in the blank type activity.

Women were depicted as workers in 14.6% of the statements. Statements examining the appearance of females were identified in 11% of the
Table 7

Gender: Roles of Females and Males in University Textbooks

<table>
<thead>
<tr>
<th>FEMALES</th>
<th>SUBCATEGORIES</th>
<th>MALES</th>
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<tbody>
<tr>
<td>11</td>
<td>Victims</td>
<td>2</td>
</tr>
<tr>
<td>28</td>
<td>Nurturer</td>
<td>–</td>
</tr>
<tr>
<td>12</td>
<td>Worker</td>
<td>15</td>
</tr>
<tr>
<td>14</td>
<td>School/Intellectual</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>Appearance</td>
<td>10</td>
</tr>
<tr>
<td>8</td>
<td>Leisure</td>
<td>11</td>
</tr>
<tr>
<td>–</td>
<td>Interpersonal</td>
<td>–</td>
</tr>
</tbody>
</table>

Note: Numbers in columns refer to statements about females and males.

statements and women participating in leisure activities were in 9.7% of the statements analyzed in university textbooks.

The role of males was also analyzed in university textbooks. A total of forty-six statements were identified and analyzed. Males as workers were in 32.6% of the statements. Examples of men in work sites were evidenced in a letter from "Tony" to his roommate "Mac" at Columbia. Tony informs Mac that he is managing the family restaurant and will not return to the US for awhile (Textbook 9). Men are involved in leisure activities in 23.9% of the
statements analyzed. Textbook Twelve in a dialogue between "Marc" and "Josh", Marc suggested to Josh "Let's go to the gym tonight" (Textbook 12, p. 40). Statements on the appearance of males represented 21.7% of the statements analyzed. Examples of statements pertaining to masculine appearance were identified in Textbooks Ten and Eleven. An example from Textbook Eleven in a pair work exercise where students develop a dialogue from the cue "Tim/get fat/ stop eating desert" (Textbook 11, p. 116). Textbook Ten asked learners to match a description to the photographs provided. The descriptions given of a male was that "His hair was thin and looked greasy, and it was parted in the middle" (Textbook 10, p. 23).

School/intellectual activities were identified in Textbooks Nine, Ten, Eleven, and Twelve, representing 17.4% of the statements. Men as victims were identified in 4.3% of the statements. Statements identifying men in the role of nurturer or as insensitive were not found in the university textbooks.

**Professions in high school textbooks**

Within the contexts of statements pertaining to women, textbooks were analyzed to determine the professions in which both men and women were employed. A total of 147 professions were listed throughout the textbooks. Professions listed were based on the gender of the individual performing tasks
within a given occupational category. Professions were defined as "a vocation requiring knowledge of some department of learning or science and that provides legal economic support for an individual or individuals and must be explicitly stated in the context in which it is used." This definition is derived from Webster's Encyclopedic Dictionary (1989) and a consensus with two EFL colleagues.

Seventy-four different professions were listed for males (see Appendix E). These professions represented jobs that are traditionally referred to as "blue collar" (carpenter, mechanic) to others conventionally termed "white collar" (doctor, novelist) and other jobs that are not as frequently encountered in communities (masseur, shepherd, magician). Jobs for males represented 50.3% of the total number of professions.

In the high school textbooks examined, women were recorded in a professional capacity twenty-one times in blue collar as well as in white collar occupations (see Appendix E). These jobs represented 14.3% of all the occupational categories listed in the eight textbooks. The remaining 52 jobs listed did not refer to the gender of the individual and were therefore listed separately. The fifty-two occupations represented 35.4% of the total (See Appendix E).
A total of 130 professions were listed in the university textbooks. Of these sixty-five were jobs for males. This represented 50% of the total number of occupations. Women were in twenty-six occupations representing 20% of all the jobs. The remaining thirty-nine jobs, or 30% were not associated with any gender. Both men and women were characterized in unconventional professions. For example, a male was the model in an advertisement for a secretarial school and a female worked as a computer programmer.

Race

Ideology was examined through statements on gender relations and representation of race in the context of EFL textbooks. The statements from the eight high school textbooks examined were divided into two groups: Statements that referred to race in general terms and those that made specific reference to a given racial group.

Statements of the type "The word 'race' is primarily a biological term and denoted a group of men differentiated by anatomical characteristics" (Textbook 6, p. 119) are classified as fitting into the subcategory "general." General statements were identified in 42.8% of the texts and exercises examined. Specific references to race are reflected in exercises and texts such
as "The Pemberton's have brought up a colored kid" (Textbook 3, p. 174).

Of the statements examined 57.1% made specific reference to race. Textbook three developed a unit on race relations through a story written by Langston Hughes. Race was examined in the context of IC, OC and other EC countries.

The four university textbooks did not address the issue of race. There were photographs of famous people (e.g., Michael Jackson, and Louis Armstrong) and Textbook Nine has a black female and her male friend, as the classmate of the main characters of the story line. Textbook Twelve showed international students (e.g., Japanese and Mexican) participating in dialogues. The female was secretary and he was a lawyer.

**Hegemonic Practices**

The third objective of the study was:

To identify hegemonic practices in the textbooks analyzed.

Hegemonic practices were identified in high school and university textbooks through descriptions of EC, OC and IC countries. The IC is presented as technologically oriented, as urban, and industrial whereas EC and OC countries are rural, without industry or urban centers. Exotic aspects of EC and OC countries were featured.
Description of EC and OC nations

Statements that describe EC, IC and OC nations were identified and analyzed in the twelve textbooks. A category that emerged from the data was the representation of EC, IC, and OC countries. Representation of EC, IC, and OC nations pertains to the ways in which a country, its cities were referred to or its people constituted in a text. The contexts in which these portrayals occur, range from reading passages, explanation of usage to fill in the blank type exercises.

An example of how people from the EC or OC are constituted in texts can be derived from textbook five. The author provided the meaning of collective nouns. He stated: "a collective noun refers to a number of people, animals or things considered as a whole: a crowd (a number of people); a flock (a number of sheep, goats or birds)." The example of the usage of a collective noun, quoting from the text then states "They flocked out of the houses and followed me" (Textbook 5, p. 170).

Seven subcategories were identified: "discovery and national identity," "people," "events," "archaeology/ancient sayings," "natural phenomena," products," and "engineering accomplishments." Subcategories were constructed from statements identified in texts and applied to EC, IC, and OC nations. These subcategories were identified in EC and OC countries
separately from IC nations. Table 8 summarizes the information from all high school textbooks analyzed in the study.

These representations are developed in the following section. As a subcategory "natural phenomena" refers to the geography, climate, communities, location of these communities, and the construction of people's identity in a specific context. Statements referring to EC, OC or IC countries totaled 145. Natural phenomena, as defined here, was used twenty-six times, when mentioning EC or OC or 17.9 percent of the time in describing communities or their locations. Textbooks refer to communities in the OC or EC as being part of the jungle. Access to communities is difficult because "The forest was so thick that we couldn't find our way to the Indian village" (Textbook 6, p. 137). Another example from Textbook Eight, a multiple choice item states that "Volcanoes have brought: a) death and ruin to thousands of people; b) thousands of people death and ruin; and c) thousands of people to death (Textbook 8, p. 172).

"Natural phenomena" were exemplified in IC nations through a sentence completion exercise in Textbook Seven. The sentence completion exercise stated that "The river Thames (flows) through London" (Textbook 7, p. 56). Another example can be cited from textbook four which stated "The Rocky Mountains are a (huge) mountain chain" (Textbook 4, p. 14). This
Table 8

Composite references to country type as constituted in high school textbooks

<table>
<thead>
<tr>
<th>Country</th>
<th>Natural Phenomena</th>
<th>Products</th>
<th>People</th>
<th>Discovery/Independence</th>
<th>Engineering Accomplish</th>
<th>Events</th>
<th>Arch./Ancient Sayings</th>
</tr>
</thead>
<tbody>
<tr>
<td>EC/OC</td>
<td>26</td>
<td>14</td>
<td>13</td>
<td>12</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>IC</td>
<td>11</td>
<td>9</td>
<td>19</td>
<td>-</td>
<td>16</td>
<td>17</td>
<td>--</td>
</tr>
</tbody>
</table>

Note: Numbers in the cells refer to subcategories in country contexts.
represented 7.6 percent of the statements pertaining to IC nations in high school textbooks.

People and events referred to historical deeds and the people that were instrumental to the action of that event. Literary accomplishments, wars, inventions, entertainment, leaders of social movements, or political leadership were the types of statements included in this sub-subcategory. In the EC and OC countries people are embedded in naturally occurring phenomena. An example of this insertion of the OC or EC individual in naturally occurring phenomena is taken from textbook five which states... "meanwhile some Burmans arrived and told us that the elephant was in the fields below only a few hundred yards away" (Textbook 5, p. 170).

An example presenting a literary figure of an EC nation was found in Textbook Five in a sentence completion activity. The sentence stated "Fernando Pessoa, (who) was born in Lisbon, wrote several great poems in English..." (Textbook 5, p. 181). "People" in EC and OC contexts represent 9.0 percent of the instances. High school textbooks presented people of IC countries in contexts of wars, e.g., Wellington and the battle of Waterloo, literary figures such as Shakespeare, Dickens, Maugham and mention of their work. Contemporary entertainment artist such as the Beatles, Woody Allen were presented in texts and exercises. A leader of a contemporary social
movement (Martin Luther King) was presented in a reading passage and subsequent exercises. Political leaders also constituted categories of people and events. Respectively, the subcategory people and events represent 13.0 percent and 11.7 percent of statements.

University textbooks described EC and OC countries primarily through products and natural phenomena. "Products" were identified in 16.9 percent of the statements about EC and OC nations. Examples of references to products were identified in Textbooks Ten and Twelve. Textbook Ten in a writing exercise suggested an outline for a composition with items such as:

* visit the land of the Maya
* fly to Guatemala City
* swim in the Caribbean
* eat exotic food.

Textbook Twelve also referred to products of OC countries in sentence completion exercises such as: "For centuries many other countries have imported ivory (in order to) make jewelry and other expensive items from ivory" (Textbook 10, p. 86). Natural phenomena represented 10.8 percent of statements in this subcategory. Examples were found in Textbook Eleven which stated "Have you ever been up the Amazon River?" (Textbook 11, p.
64) as well as in Textbook Ten "In East Africa tigers, elephants, zebras and other wild animals have been hunted for sport..." (Textbook Ten, p. 86).

People in the EC were in 9.2 percent of the statements identified in university textbooks. Statements were of the type "Pedro Martinez lives in Toluca near Mexico City" (Textbook 12, p. 11). Events and ancient sayings were, respectively, in 1.5 percent and 4.6 percent of the statements.

"People" in an IC context in university textbooks represented 35.4 percent of the statements about the IC. References to Michael Jackson "...was born in the United States in August 1958" (Textbook 11, p. 33), or Lee Iacocca who defined success as "The ability to concentrate and use your time well..." (Textbook 12, p. 55), are examples from this subcategory.

Engineering accomplishments were identified in statements of the type "And do you think we'll have time to go to the Sears tower too?" (Textbook 9, p. 66), representing 7.7 percent of these statements. "Products" were identified in 9.2 percent of the statements analyzed in university textbooks.

An example is selected from Textbook 12 which stated "Levi Strauss made the first blue jeans in the 1850's..." (Textbook 12, p. 31). "Natural phenomena" were exemplified in Textbook Nine in the statement "Yeah, the Grand Canyon (is) fantastic" (Textbook 9, p. 82). Statements pertaining to "discovery/independence" for EC and OC or IC countries were not found in
the contexts of the four university textbooks. Archaeology and ancient sayings pertained to nations of the EC being represented through their past accomplishments and dietary habits. An example from Textbook Ten was "Locust (were eaten) by ancient Egyptians" (Textbook 10, p. 39). A total of 65 statements were analyzed. Table 9 summarizes the data.

The fourth objective of this study was:

To compare EFL textbooks used at the high school and university levels in terms of the identified factors listed above.

A comparison of value orientation, ideology and hegemonic practices in the textbooks published for use at high school and university levels indicated that the categories of materialism and individualism were evident in both sets of textbooks. Materialism was evident in all twelve textbooks. Individualism was prevalent in university textbooks whereas collective action was not found in any of the statements analyzed in the university textbooks. A limited number of statements referring to collective action was found in high school textbooks.

Statements of gender and race were the subcategories used to identify ideology in high school and university textbooks. Gender issues in high school textbooks showed subcategories relating to women and men. Women were depicted as victims, as having mental and physical ailments or being involved
Table 9

*Composite references to country type as constituted in university textbooks*

<table>
<thead>
<tr>
<th>Country</th>
<th>Natural Phenomena</th>
<th>Products</th>
<th>People</th>
<th>Discovery Ind.</th>
<th>Engineering Accomplish</th>
<th>Events</th>
<th>Arch/ancient sayings</th>
</tr>
</thead>
<tbody>
<tr>
<td>EC/OC</td>
<td>7</td>
<td>11</td>
<td>6</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>IC</td>
<td>3</td>
<td>6</td>
<td>23</td>
<td>-</td>
<td>5</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Note: Numbers in cells refer to subcategories in different country contexts.
in a number of accidents. University textbooks present women and men in work contexts that were less conventional yet, on the whole, women were under-represented. In less conventional professions women and men were debt collectors, computer programmers and a man was a secretary. Nonetheless, in the analysis women are found in fewer career contexts in either set of textbooks. Women are constructed as nurturers. Reading passages portray men of high socioeconomic professional level and fewer women in a professional capacity.

Issues of race are dealt with in the high school textbooks in reading passages and in exercises. The presence of different groups of people were evident in all textbooks but some more than others. Textbook Three addressed racism through a narrative about Arnie, an Afro-American yet other groups present in the society (native-Brazilians, Japanese, Afro-Brazilians) are not part of the exercise contexts. Omission of people of color—either from the EC, IC, or OC—does not reflect communities in which language learners find themselves. It does however, reflect the power structure existent in the societies.

Hegemonic practices were in all the textbooks and were evidenced through the representation of IC, EC, and OC nations. EC and OC nations
were embedded in the context of natural phenomena (high school) and products (university).

Discussion

**Value Orientation**

Value orientation was analyzed in textbooks by examining individualism and collective action in contexts of exercises of the fill in the blank type, speaking, writing and reading. Materialism was found as a repeated theme in the data and it was also exemplified in statements that encourage purchasing luxury items. In a typical conversation exercise students are asked to describe their "dream car" in detail. For some people, the American dream may be summed up in a car that costs $2 million. The reading suggests that by hard work an individual can acquire the best things in life. The idea of the American dream suggested that a meritocracy privileges individuals striving to improve themselves in society. What the text suppressed were the issues of class and the ways in which socioeconomic conditions control access to the American dream. From the contexts of the statements examined the people depicted in EFL textbooks are upper class. Sleeter and Grant (1991), referring to social studies textbooks used in the United States, reported that the many socioeconomic levels present in the society were not represented in the
textbooks. The same may be said for the EFL textbooks analyzed. The image conveyed in foreign language texts is that poverty is not a problem in countries of the IC or that poverty can be overcome by hard work. A student might conclude from using these textbooks that people who work hard will achieve material success. Consumption of material goods, becomes a metaphor for the American dream.

Individualism, as it is reflected in competitiveness, is also part of value orientation. In a dialog studying comparatives the neighbors are watching a family move into a new home. They compare the size of the houses "theirs is bigger than yours or mine" and compare TV sets, couches, as they are carried into the new house.

A contrast can be established between the wealthy family standing outside on a bright Summer day, watching their neighbors move in (textbook 11, p. 12) and a poor family on a dark winter evening with a bill collector at their door (Textbook 10, p. 46). Light, dark; hot, cold; rich, poor are the contrast set up in the text. People living in the poorer section of town were hostile ("the woman gives them a dirty look" and "the man shouts") and yet are resigned to their fate. The working poor were present in EFL textbooks. However, poverty was assessed as a problem of the individual as opposed to resulting from the effects of the system in which people find themselves.
University textbooks addressed the issues of poverty in two pages. In the illustration garbage men and people in the "poorer" section of town were juxtaposed (Textbook 10, pp. 45-46).

Class diversity exists in the IC but was shown to the language learners as a divergence from the norm. Thus a limited, partial view of IC countries was projected and one segment of the population is rendered invisible to the language learner. Okonkwo (1988) from an OC perspective, in discussing Igbo texts alludes to the qualities of Igbo texts that promote group solidarity in contrast to the English language texts that emphasize individualism.

**Ideology**

**Gender Relations**

The examination of the 12 textbooks indicates that women are presented as nurturers 31.5% of the time, victims 24.1%, concern with appearance 22.8% and in school and intellectual activities 16.4% in the examples. Gender relations describes interaction between females and males in different contexts. Martusewicz (1992) poses the question of what it means to be an educated woman. Paraphrasing her question allows us to ask what it means to be a woman in EFL textbooks. The question is multidimensional, Martusewicz suggests. From a gendered perspective in the EFL textbook it signals a
recognition of underlying assumptions about women. Issues of gender were brought out in the ways that women were constructed in high school and university EFL instructional materials.

An underlying assumption when presenting women in high school and university textbooks was that women were limited to their role of nurturer. As nurturer, a woman in the EFL context was understood as capable of caring for the "knower" but unable to be the knower herself. This capacity to care for the "knower" is illustrated by Maggie who states that "I just cook and clean and run errands for Billy and George" (Textbook 9, p.15).

Another assumption about women in EFL textbooks is the "deficit model" proposed by Acker (1983). Like Kachru's (1991) reference to deficit linguistics, a deficit model of women was constituted in EFL textbooks. Women in high school textbooks were portrayed in conventional professions such as teachers, air hostesses, nurses. University textbooks represent women acting in a variety of professional capacities. Textbook Twelve, however, provides a stereotype of women as "secretary" in the opening dialogue. Women are moving toward fuller participation in a variety of fields and women in EFL textbooks can be shown as active participants in this on-going transformation.
The social contexts in which these textbooks are used, the roles of women have changed and are changing. As presented in the EFL textbooks the tendency is to limit women to conventional roles.

Textbook representation of women as nurturers unidimensionalizes the lives of women. Women are constructed as belonging to the private sphere. The image of women, as part of the private sphere, builds upon a long tradition. Koelsch (1986) suggests that the distinction between public and private spheres has served as a means of excluding women's experiences as legitimate sources of knowledge.

In the high school textbooks women were constructed as belonging to the private sphere through the role to which they are assigned. Women make sandwiches," "mother makes dinner," "washes the clothes" or "shops." Knowledge from the private sphere does not transcend into the public sphere.

Ítznés (1978) in analyzing EFL textbooks used in Hungary, found that women, in these English language materials, functioned primarily in the private sphere. In the eight high school textbooks examined women were consistently placed in the private sphere although the social context in which these textbooks are used women can be found in a variety roles. Brazilian women work as doctors, engineers, lawyers as well as in a secretarial
capacity, office manager or maids. Women participate in activities considered part of the public sphere.

Reading passages were both humorous and factual. Both men and women were the subject of the authors' humor. Women, however, were more often than not, portrayed negatively. The following excerpt is presented as an example of humor at the expense of women. It is presented to illustrate a clear pattern in high school textbooks.

"The Art Student"

A zealous art student went to a gallery and spent a bewildered hour looking over abstract and cubist works. She was finally attracted to a painting consisting of a black dot on a field of white framed in brass.

"How much for this?, she asked.

"That's the light switch," she was told (Textbook 1, p. 15)

Women in contemporary societies are an integral part of the public sphere. The presentation of men and women as being active in only one or another sphere, constructs both groups in a very limited way. Actions or
judgments leading to the exclusion of an individual or group on the basis of gender is construed as sexism. EFL textbooks offer 21 professional options for women. Under-representing women in educational contexts promotes a distorted image of them to male and female learners. Men are offered a range of career possibilities, men are seen in the arts and sciences, as laborers but, in a limited capacity in the private sphere.

Michel (1986) also points out that stereotyping the behavior of men and women in which men are beneficiaries is an enduring aspect of contemporary societies. The opening statement of Textbook Eight, page three refers to the teacher as "him." This could pose a conflict for the female student who aspires to become an EFL teacher. Of the students enrolled in EFL courses at an institute in the central region of Brazil 63.7% are women. Women and men are presented in both the public and private spheres of society but are under-represented in the EFL textbooks analyzed.

Olson (1989), in reference to the authority of texts, argues that the textbook embodies the authoritative version of the knowledge of a society and students feel that it is their responsibility is to master that knowledge. Learning a language through these instructional materials can thus have a negative impact on women and men.
Assumptions pertaining to women were in the university textbooks and are detailed in Textbook Nine. Two students are at university pursuing their education. Mac is an engineering student at Columbia University and Maria is in Hotel management. Their relationship evolves throughout the textbook. Mac’s role as student is reinforced because he is seen studying in the Library, preparing a paper. Maria, who is also a student goes into the Library to invite Mac to the International Fair. Mac goes home to study while Maria goes to the Macy’s to do her Christmas shopping. The language used in this textbook is not sexist but the stereotypes of men and women are.

Christian-Smith (1991) in tracing the historical evolution of feminine discourse points out that there are residual and emergent meanings that coexist within this discourse. Residual meanings that encourage "Maria" to pursue a relationship that leads to marriage. Emergent meanings are those that encourage educational goals, careers for women.

Reading passages present famous men and women as role models. However, working class men and women provide the daily labor that propels societies. Working class people are participants in the economic system, contributing to its functioning. The EFL learner is provided with the perceptions of the dominant class. The contributions of women and men as workers are given limited exposure in EFL textbooks.
Race

Racism, as a concept, was examined in the high school textbooks. Racism is understood as the systematic oppression of a group on the basis of racial characteristics. Systematic as it is used in this definition suggests that the treatment of an entire racial group must be understood in the context in which they are presented. The authors of the high school instructional EFL materials present racial issues from the perspective of the dominant group. The perspective is detached in that racism is addressed as a South African and North American problem. Students are encouraged to give their opinion on racial issues. The author asks students to express their feelings on racism and empathize with "Arnie." Arnie does not form relationships with people in his community because of his race. Racism prevented Arnie from becoming an active member of the society in which he was raised. Students are asked to empathize with other racial groups and are explicitly constructed as being a homogeneous group who do not experience racial conflict in their society.

Afro-Brazilians, native Brazilians and native North Americans are portrayed as occupying certain stations in society. For example, in the story "Poor little black fellow," Arnie's parents are the servants of the Pemberton's. The image of Afro-Americans is thus one of "belonging" to a specific place in the social structure of the community. Another example can be found in the
"newspaper clipping" about drug use. The many nicknames for illicit drugs are given and the article ends with the following statement "Here according to experts, is a quick guide to some of the most dangerous drugs now plaguing Black America" (Textbook 3, p. 3). "Expert" evidence is offered about a community without specifying who the experts are or their sources for the conclusions reached. Despite a sympathetic portrayal of Arnie, there is the contrasting image of "Black America" that stereotypes an entire community. Distorted images thus lend support to conceptions held by the EFL student whose primary contact with the culture depicted is through the textbook.

The authorial voice in both the high school and the university textbooks is removed from the instructional material. Textbook Three provides an example of this distance from the EFL student on several levels. The stories are told in serial fashion and deals specifically with racism. Langston Hughes is the author and the story was adapted by the textbook author. Langston Hughes wrote with a given society in mind aiming at analyzing a discourse of oppression from the perspective of the oppressed. The adaptor(s) wrote form a perspective of privilege, however, appropriating the discourse of the under privileged in a different society, a different era. The author addresses the student and succeeds in developing a consensus between himself and the students. The unspoken understanding is that this conflict does not exist here
among us - we are a cohesive group. This buries the existence of conflict, in a positive sense, conflict that creates awareness of the existence of racism in the society in which students find themselves.

Arnie was portrayed as "Other" and the Pemberton's were portrayed as rigid. Arnie and the Pemberton's are a stereotype of what racism in another social context is like. Racism is distanced from the contexts in which it is experienced: schools, work, social encounters. Arnie was the child of a servant and is presented as part of the underclass. The Pemberton's are stereotyped as a rich family solving a problem for the "Other."

Superficially there is movement—they go to Paris, Arnie remains in Paris to attain a better life. Physical displacement is thus constituted as improvement for the individual. But the system that gave rise to an unequal social structure, unequal relationships, continues in place. The Pemberton's still retain the power and privilege of race and class. Arnie, by race and economics, continues as he was before.

The discourse addresses the particular issue of race within the specific context without addressing underlying economic and social issues that lead to persistent racism and oppression. Human values in children's books (1976) suggests that the issues of power and economics are ignored and racism is
conceptualized as a problem of the individual. The interplay of authorial voices distances the reader from the text.

**Hegemonic Practices**

Hegemonic practices were examined in high school and university texts through the representation of EC, OC, and IC countries. Representation occurred in statements dealing with natural phenomena, products, people, engineering accomplishments. Descriptions in high school textbooks focus on EC and OC nations through geography, climate, communities, location of these communities and the construction of people's identity. Textbook Six provides an image of the EC and OC as impenetrable forests where there are many diseases. The image coincides with the description of Hong Kong a century and a half ago as "a barren island" with hardly a house upon it. IC countries are urban centers consolidating wealth and power. Textbook Two describes the Hudson River as navigable and the skyline as an "exhilarating wall of steel" (Textbook 2, p. 90). Textbook eight shows San Francisco and Los Angeles as important American cities versus "few big cities in Bahia." Rural versus urban contrasts, in EC, IC, and OC, are present in the twelve textbooks.
University and high school textbooks introduce products from IC, OC, and EC countries. The products from IC nations are processed goods (drinks, clothing) that can be placed directly in OC or EC markets. The "products" from EC and OC nations are natural (cacao, fabric) requiring additional processing.

People in both high school and university textbooks are rich and famous and from IC countries. Their ideas represent the accomplishments of IC nations. "People" from EC and OC countries are anonymous and rendered in limited ways. References to people in these contexts are general. "Meanwhile some Burmans arrived (Textbook 5, p. 170) or in a statement such as "The Japanese often have their meals sitting on the floor" (Textbook 4, p. 30).

Discovery and national identity are present only in high school textbooks. References are to the discovery of Brazil by the Portuguese explorer, Pedro Alvarez Cabral or the British acquisition of Hong Kong. University textbooks do not refer to discovery of EC and OC nations. Engineering accomplishments are in both types of textbooks delineating the qualities of these feats. The Golden Gate Bridge is "one of the world's most eye-catching" and exemplifies engineering accomplishments (Textbook 2, p. 84).
Events and ancient sayings were evidenced in both high school and university textbooks. Sayings of a Chinese philosopher Chang-Tse, 3rd century BC, or the ancient Egyptian surgeons were ways in which the EC and OC were constituted in EFL textbooks.

Summary

Statements from twelve EFL textbooks were examined to identify value orientations, ideology, and hegemonic practices. Two groups of instructional materials were analyzed: those published for use at the high school level and those published for use at the university. Reading passages were analyzed in terms of themes and content. All textbooks were examined using content analysis. Categories were derived from the literature and some emerged from the data examined.
CHAPTER V

RESULTS AND RECOMMENDATIONS

Introduction

The present study had as its objectives the analysis of English as a Foreign Language (EFL) textbooks used at the university and high school levels. The analysis was designed to identify value orientation, ideology and hegemonic practices contained in these instructional materials. Content analysis was employed to determine percentages of categories and subcategories occurring in exercises and reading passages in these instructional materials. Kachru's (1991) model on the spread of English as a world language was used in this research project to situate countries that use English for diverse purposes. This model describes nations based on their use of English within the context of their own country rather than from the perspective of an outsider looking in. Nations were classified as part of the Expanding Circle (EC), Inner Circle (IC), or Outer Circle (OC).
Chapter V is divided into four parts.

The first part presents the summarized results from Chapter Four. Part two addresses objectives five and six. Part three presents conclusions and summary and part four provides recommendations for EFL teachers, publishers and researchers.

Twelve EFL textbooks used in the central region of Brazil were used as the source of data for the present study. Textbooks were initially divided into two groups: instructional materials used at high school level and textbooks used at university level. Descriptions of high school and university textbooks were provided. Value orientations were identified through statements referring to individualism, collective action or materialism. Ideology was identified in statements pertaining to gender and race contained in the textbooks analyzed. Hegemonic practices were identified in statements describing EC, IC and OC countries.

**Value Orientations**

Value orientations were evident in the twelve textbooks either through statements referring to individualism, collective action or materialism. Individualism and collective action as categories were derived from the literature. Individualism was emphasized in the university textbooks and
was also identified in high school textbooks. Individualism was manifested through competitive relationships among individuals. The contexts in which statements of individualism were identified varied from the work place to schools, social settings to the home. High school textbooks did not emphasize individualism.

Collective action was exemplified in high school textbooks in contexts that showed the individual contributing to the good of the community and at other times the community working to assist the individual. Brazilian communities demonstrate collective effort on a day-to-day basis through contributions to families in need. In the experience of the researcher, collective action on the part of students has yielded positive results in the EFL classroom. Statements reflecting collective action were not found in the four university textbooks.

Statements reflecting materialism were in all twelve textbooks. Materialism was exemplified in statements that provided an incentive to purchase luxury items. The category "materialism" evolved from repeated examples in which individuals mentioned the type of car their parents bought or owned. References to purchasing real estate in exclusive locations were also used as indications of materialism. The source of these
funds were never evident in the textbooks although people were able to acquire goods based on personal wealth.

Human Values in Children’s Books (1976) has addressed the issues of individualism and materialism in children’s books. It suggests that books transmit the idea that problems are individual and not a reflection of asymmetrical societal relations. The value orientations represented in the twelve EFL textbooks consistently represented individuals in control of material goods.

Ideology

Ideology, as manifested through statements of gender and race, was evident in the twelve textbooks analyzed. Gender and race as categories, were identified in the literature (Commission on Interracial Books for Children, 1976; Grandcolas, 1978; Ittzes, 1978; Rees-Parnall, 1978). Statements in the twelve textbooks depicted women as nurturers, workers or victims. Women as nurturers make a contribution in the private sphere. In addition to their role of nurturance, women in the high school textbooks were assessed in relation to their physical appearance. Professionally, women were observed in conventional employment and engaged in non-managerial functions in high school textbooks. Women were consistently
shown as subordinates who did not exercise authority nor demonstrate creativity in the contexts in which they worked.

In high school EFL instructional materials men were portrayed as workers, participating in school/intellectual activity, engaging in leisure activities. Men as nurturers appeared in a limited number of statements. Men were defined as belonging to the public sphere. Professions identified for men were varied and were ones conventionally accepted as appropriate for males. Men and women were stereotyped by the activities in which they participated and the roles assigned to them. The historical basis for the continued existence of stereotypical roles assigned to males and females were traced by Koelsch (1986) and Michel (1986). Michel traces issues of gender stereotyping to the development of the bourgeois family in France. In feudal societies, women managed property and were free to conduct their own legal affairs. Koelsch (1986) finds the source of female oppression further in the past in the establishment of the Greek city states where the dichotomy between public and private spheres developed.

University textbooks portrayed women as nurturers but as involved in the school/intellectual and leisure activities also. Men were depicted as workers, participants in leisure and school/intellectual activities. Men and women participated in conventional as well as non-conventional
professional roles. Men, however, were mentioned in a professional capacity fifty percent of the time in both high school and university textbooks. Although the university textbooks depicted men and women in professions conventionally considered for males or females, the overall percentage of representation was similar in both sets of textbooks.

Ideology was examined through issues of race in the context of EFL instructional materials. High school textbooks presented race in the context of reading passages or exercises. Race was problematized but as an issue in South Africa and the United States. Students were encouraged to empathize with Afro-Americans who are oppressed by racial discrimination. Race, as an issue, was not presented in university textbooks. However, in the four university textbooks analyzed, illustrations and photographs of Afro-Americans are part of the graphics. Gender and race reflect the ways in which relations of domination and exploitation are transacted within the context of society and displayed in the context of the textbooks analyzed.

**Hegemony**

Hegemonic practices were identified in statements describing EC, IC and OC countries. Findings in the twelve textbooks examined suggest that EC and OC countries are described reflecting rural dominance and
negligible technology. IC countries are depicted in relation to urban
development and technological accomplishments. Subcategories of natural
phenomena, products, people discovery independence engineering
accomplishments, events and archaeology and ancient sayings were
evidenced in the twelve textbooks. High school and university textbooks
focus their description of EC and OC countries around the topography and
climate. High school and university textbooks present famous individuals
and their contributions to the arts, science and technology. Products of EC
or OC countries are not processed and products from IC are ready for
immediate use.

Protocol Development

A fifth objective was:

To develop an instrument that can be used by Brazilian teachers
at high school and university levels to identify value orientations,
ideology and hegemonic practices in their EFL textbooks.

The present protocol was designed to furnish EFL teachers with an
additional resource in selecting instructional materials. Field testing will be
carried out by the researcher and adjustments made to reflect the concerns
of EFL teachers of the region where the textbooks analyzed are used.
Specific characteristics derived from categories present in the data of the twelve textbooks analyzed in this study will be assessed.

The protocol will assist teachers in identifying value orientations, ideology and hegemonic practices evident in reading passages, vocabulary items, conversation exercises, grammar practice or other types of exercises used in EFL textbooks. The exercise types suggested above, however, are not exhaustive. The framework for this protocol is adapted from Williams (1983) who developed criteria for evaluating EFL or English as a Second Language (ESL) textbooks. Williams proposes evaluation of linguistic and pedagogical content. The present protocol will take into account social, economic factors by assessing value orientations, ideology and hegemonic practices contained in textbooks used in an EC context.

The protocol is divided into two parts. Part one contains open ended and closed questions to which the teacher will respond. Part two presents a checklist designed to rate the textbook(s) under consideration in terms of value orientation, ideology and hegemonic practices as defined in the context of this study. Parts one and two of this protocol provide teachers with the possibility of including items pertinent to their context. This protocol will be given to teachers who participate in the twice a year seminar sponsored by the Board of Education and the university.
Completion of the protocol will be preceded by readings and discussions to incorporate items of relevance to each group of teachers. The results from the protocol will be submitted to the Board of Education, Brazilian publishers and authors to stimulate new approaches in textbook development in an EC context.

Title of textbook: ________________________________

Publication date: ________________________________

Do you use a textbook in the classroom context? ________________________________

If yes, how long have you used your current textbook? ________________________________

If no, what instructional materials do you use? ________________________________

I (use) (don’t use) a textbook because ________________________________

Ideally, what are some of the characteristics that you would like to see in an EFL textbook? ________________________________

In terms of content? ________________________________

In terms of method? ________________________________

If you had a choice would you choose another textbook? __________________

Why? ________________________________

Figure 5. Textbook Assessment.
Table 10

Checklist: Please preface items with the phrase: Textbooks or instructional material that I currently use.

<table>
<thead>
<tr>
<th>Writing Exercises</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stress competitive activities</td>
<td>4</td>
</tr>
<tr>
<td>Suggests composition topics that require unusual financial resources</td>
<td>3</td>
</tr>
<tr>
<td>Selects atypical topics as writing assignment</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>0</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Sentence Completion</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focuses on individual accomplishment</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>0</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Conversation Activity</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suggests group work to accomplish task</td>
<td>4</td>
</tr>
<tr>
<td>Provides authentic situations for dialogues</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>0</td>
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</tbody>
</table>

*(table continues)*
Table 10 (continued)

<table>
<thead>
<tr>
<th>Reading Comprehension</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4 3 2 1 0</td>
</tr>
<tr>
<td>Selects positive topics about women</td>
<td></td>
</tr>
<tr>
<td>Shows women in non-traditional occupations</td>
<td></td>
</tr>
<tr>
<td>Provides humor that is not demeaning to females</td>
<td></td>
</tr>
<tr>
<td>Shows men in non-traditional roles</td>
<td></td>
</tr>
<tr>
<td>Provides humor that is not demeaning to males</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sentence Completion</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4 3 2 1 0</td>
</tr>
<tr>
<td>Presents different racial groups cooperating</td>
<td></td>
</tr>
<tr>
<td>Presents Afro-Brazilians in non-traditional roles</td>
<td></td>
</tr>
<tr>
<td>Presents native Brazilians in non-traditional context</td>
<td></td>
</tr>
<tr>
<td>Presents Afro-Americans in non-traditional roles</td>
<td></td>
</tr>
</tbody>
</table>

*(table continues)*
Table 10 (continued)

<table>
<thead>
<tr>
<th>Vocabulary Study</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides realistic context of Brazilian society</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provides realistic context for North American society</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Focuses on contemporary aspects of any culture presented in vocabulary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Selects positive vocabulary to depict cultures</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Guidelines**

The sixth objective of this study was:

To use the findings of this study to develop a set of priority guidelines for presentation to the Brazilian Ministry of Education.

Based on the results of the study conducted on instructional materials, the following guidelines will be proposed to the Board of Education as opposed to attempting implementation at the Ministerial level. Hence, the guidelines will be addressed to the Board of Education.

The findings from the twelve textbooks suggest that materialism and individualism are promoted in EFL textbooks. Additionally, the portrayal of women and men in the twelve EFL instructional materials stereotypes
both genders. Further, descriptions of EC and OC nations are linked to natural phenomena whereas IC nations are described in terms of technological development. The guidelines proposed here are directed to the Board of Education, teachers, parents and students, publishers. It is understood that textbooks are part of the many factors that contribute to learning a language in an EC content.

1. Greater sensitivity in the selection of reading materials used in EFL textbooks.

2. Use of materials from EC and OC contexts.

3. Recognition of other forms of English (Kachru, 1991) as viable sources of reading passages in EFL textbooks.

4. Presentation of the lives of working class people in EFL textbooks.

5. Greater contact between publishers of EFL materials and consumers of EFL materials.

6. Recognition that English is used for purposes other than the vestibular (university entrance exam) when preparing EFL textbooks.

7. Presentation of males and females to reflect the reality of students' lives.

8. Recognition of the complexity of EC, IC, and OC social and economic contexts.
Recommendations

Twelve EFL textbooks used at high school and university levels in the central regions of Brazil were examined to determine value orientations, ideology and hegemonic practices contained in the instructional materials. Content analysis was used to identify categories and subcategories of the data selected for analysis. Recommendations presented here are based on the findings and the researcher's reflections on these data. Recommendations will be addressed to researchers, teachers and publishers.

Researchers

Textbooks were analyzed from the perspective of a researcher and teacher who has taught using some of these EFL instructional materials. The researcher's analysis does not, however, capture how students from an EC country interact with EFL textbooks published in Brazil or imported from an IC country. An additional area of research could be the attitudes that students develop toward and about the EC, OC and IC nations based on the descriptions provided in Brazilian and imported textbooks from the IC. Information relevant to learning a foreign language will assist teachers
as they attempt to teach English to high school students and future English teachers.

An additional issue that needs to be addressed is the pedagogical consequences of learning English through a textbook which is sensitive to value orientations, ideology, and hegemonic practices analyzed in the present study. Suggested research questions are: What benefits accrue to students when using an EFL textbook that presents different groups in all their complexity? Does the student learn more English, or any other language better in this particular context? Is the language learning process speeded up? It is recognized that language learning is a complex process and that many factors are involved in learning another language. Nonetheless, research on these issues can contribute to a deeper understanding of how a language is learned in a classroom setting which a textbook is a primary instructional tool. It was beyond the scope of the present study to research student outcomes as they relate to the variable of textbook content in English as a foreign language.

**EFL Teachers**

In the context under consideration teachers rely on a limited number of textbooks. Due to reduced options, teachers adopt textbooks provided by
publishers. Teachers should become aware of the omissions in EFL instructional materials and be prepared to problematize these issues. Additionally teachers should be cognizant of the portrayal of men and women in their textbooks and develop strategies in their teaching to interrogate the textbooks used. One possible strategy would be to encourage teachers to be reflexive on their teaching and use of instructional materials analyzing the relationships that are prioritized, assessing the contexts in which different groups are depicted and the roles to which men and women are assigned. Teachers need to reflect on their own beliefs about learning in general and foreign language learning in particular. Teachers should be encouraged to work in teams to develop materials sensitive to the needs of their students and the needs they sense in the FL context. As part of this incentive to develop materials there should also be the recognition that other 'Englishes' are used in Outer Circle contexts that are closer to the lived experiences of teachers and students of Brazil. Reading passages that reflect these contexts could be incorporated in the textbooks that high school and university students use. Another important idea is to expand the notion of native speaker. To date "native speaker" has been equated with individuals who come from IC countries.
Publishers and authors

Publishers and authors should be in contact with the community that uses the EFL textbooks they write and publish. EFL material needs to reflect the daily lives of students and incorporate material from EC and OC contexts. English reading passages from an OC frame of reference that provide an equitable description of EC, IC, and OC countries should be used in textbooks. Authors need to recognize and include the people who use English outside the IC. Authors and publishers of EFL instructional materials need to develop sensitivity toward the many different groups represented in a community.
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APPENDIX A

TEXTBOOKS BY NUMBER ANALYZED
TEXTBOOKS BY NUMBER ANALYZED

High school textbooks:

1. Inglês Textos e Testes
2. English Point
3. English of course
4. Inglês (3)
5. English (3)
6. Graded English (3)
7. Inglês (2)
8. English (2)

University textbooks:

9. Life Styles
10. New Dimensions
11. On Target
12. Coast to Coast
APPENDIX B

GRAPHIC DISPLAY
EXERCISE 3
Complete the following sentences with the Present Perfect of the verbs in parentheses. Follow the models.

1. Darling, _______ you _______ the dishes yet? (to wash)
   Yes, I _______ already _______ them. (to wash)

2. Darling, _______ you _______ the kitchen yet? (to clean)
   Yes, I _______ just _______ it. (to clean)

3. Darling, _______ you _______ your clothes yet? (to press)
   No, I _______ _______ all of them yet. (to press)

4. Darling, _______ you _______ yet? (to shave)
   Yes, I _______ already _______ (to shave)

5. Darling, _______ you _______ your teeth yet? (to brush)
   Yes, I _______ just _______ them. (to brush)

6. Darling, _______ you _______ your hair yet? (to comb)
   No, I _______ _______ it yet. (to comb)

Figure 6. Graphic Display
APPENDIX C

TEXTBOOKS LISTED IN REFERENCE ORDER
High School


University


APPENDIX D

SAMPLE OF DATA TRANSCRIPTIONS
Living Surroundings/Natural Phenomena EC/OC - High School textbooks:

- The forest was so thick that we couldn’t find our way to the Indian village (6/137*).

- There are a lot of diseases in the tropics (4/32).

- The Amazon is a splendid view to the tourist (6/92).

- Krakatoa, which is an island in Indonesia, exploded (6/101).

- At the Zoo I saw a long-necked, velvety Giraffe...was she dreaming of the African jungle and African plains...(3/141).

- This is invariably the case in the East; a story always sounds clear enough at a distance, but the nearer you get to the scene of events the vaguer it becomes (5/170).

- What would you say is the most important point the author makes in "Shooting an Elephant?"

  a) It is wrong to shoot an elephant.

  b) The white man’s dominion in the East was always unlimited.

  c) One single white man with a gun will always be more powerful than an unarmed native crowd.

  d) In the East you should never carry a rifle if you don’t intend to use it.

  e) The actions of the white man in the East could be powerfully influenced by the will of natives (5/173).

- There on the floor, about six inches away from John’s bare feet, lay a big snake (5/147).

*The first number indicates textbook, second number refers to page
Living Surroundings/Natural Phenomena (Continued)

- How long is the Amazon river? The Amazon river is about 4,000 miles long (4/64).
- How long is the Tietê river? (4/64)
- How far is Sao Paulo from Rio? (4/64)
- Complete com a forma correta dos verbos:
  - The Nile river (rises) near the Equator (4/6).
- I think it is hotter in Manaus than in Vitória (7/142)/
- January is usually (hotter than) December (7/143).
- There are few cities in Bahia (7/120).
- Brazil needs (to develop) its poor regions (7/8).
- The volcanoes have brought (death and ruin to thousands of people) (8/172).
- He lives in a small town (in) the hills halfway (between) Rio and Belo Horizonte (8/104).
- Our farm (lies/lays) in a pleasant valley near Porto Alegre (8/46).
- The climate in Ceará is (drier) than in Rio Grande do Sul (8/31).
- Copacabana and Ipanema are the (most famous) beaches in Rio (8/33).
- "A barren island with hardly a house upon it." Such was Hong Kong before it was ceded...(1/16).
- Stinking buses, their passengers pale and weary, fill the crowded streets (1/77).
Living Surroundings/Natural Phenomena (Continued)

- To them the jungle seemed completely hostile, being full of man-eating tigers, deadly fevers, venomous snakes and scorpions, natives with poisoned darts, and a host a half-imagined horrors (1/30).

- They were unable to adapt themselves to such a (hellish) way of life (1/33).

Products

- Jane’s dress is made of a fine Chinese fabric (6/128)

- You can find coca-cola wherever you go. Even in China you can get it (3/190).

- You must warn those tourists against food from Bahia (5/70).

- The cigars from Havana are world famous: a) charutos; b) cachimbos; c) cigarros (5/75).

- How long has Brazil been producing oil? (7/69)

- Have they ever eaten Chinese food? (7/59)

- Have you eaten Greek food (7/60).

- Some Brazilian wines can be compared to (foreign) ones (8/166).

- Coffee (is) still an important part in the economy of Brazil (8/130).

- The Japanese oceanography expert has predicated that not only Japan but other countries as well will use porpoises to drive fish into "farm" nets scattered around vast reaches... (8/69).

- Until they came to Brazil they (had never eaten) black beans before (8/51).
Products (Continued)

- At the close the opium war...(1/101).
- Tires and balls are made of _________ ( ) rubber (1/3).

Discovery/Nationhood

- Brazil was discovered by Cabral in 1500 (6/101).
- On October 1, 1960, the Nigerians celebrated their independence from Great Britain (3/214).
- Brazil is the largest country in South America (4/107).
- Rio de Janeiro used to be the capital of Brazil (4/70).
- Brazil is larger than Argentina (7/142).
- There are many small countries in Europe (7/115).
- Have you ever been to Brasília (7/63).
- Has Henry already been to Amazonas (7/64).
- Brazil was discovered in the 16th century (7/56).
- Brazil was (settled) by Portuguese; Mexico was (settled) by the Spaniards (8/146).
- Brasília was (founded) some twenty-five years ago (8/146).
- The Indians were here (long before) the Portuguese came (8/86).
Feats of Engineering

• How long is the Rio-Niterói bridge? (4/65)

Ancient Sayings/Deeds

• In ancient Egypt they used to cut off the hands of their surgeons if their patients died (5/81).

• I dreamed I was a butterfly. Chuang Tse (3/165).

• Themistocles: Athenians govern the world; I govern Athenians; my wife governs me (1/80).

Events

• Soccer is the (most popular) game in Brazil (7/142).

• Lots of (foreigners) came to Rio each year for its famous Carnival (8/172).

Workers: Men

• He worked with (such) efficient secretaries (6/65).

• He decided (to look) for a new job (6/87).

• Reuben Fonsesa is finishing his new book (3/91).

• John is (actually) the best football player I know (6/70).

• He showed us different sorts of fabric (5/178).

• So, the restoration has revealed to us a bold and brilliant colorist (2/155).

• Mr. Miller is a very well-known restorer (2/156).
Workers: Men (Continued)

- He has the (strength) of Hercules (5/151).
- The book (which) he wrote last year is a bestseller (5/163).
- He worked hard (in order to) finish the report on time (5/123).
- Walter got used to working in the evening, didn’t he? (4/69)
- A scientist is seldom a rich man but is usually quite a happy (one) (4/63)
- He’s unwilling to help (4/15).
- He says he will do it for you depending on the day (4/15).
- He manages the sales department (7/62).
- John wrote three books last year (7/51).
- He said, "I have to finish this report" (6/15).
- Mr. Watson always sorts the costumes before the show (6/112).
- He invoked astonishing new notions of space and time changing forever man’s perceptions of his universe and of himself (6/105).
- Michael joined the Air Force during the war (6/28).
- Labao has composed a new song, (hasn’t he)? (3/91)
- He has just won a big prize! Can you imagine how happy he is? (3/64)
- He (worked) in that office last year (3/8).
- Mr. Brown put on his new (tie) to go to work (4/149).
- He is working in spite of being ill (4/120).
Workers: Men (Continued)

- He plays the piano and plays football very well (4/109).
- Mary's and Julia's fathers are going to work tomorrow (4/86).
- He gets his secretary to type his letters (4/75).
- He earns a good salary (4/20).
- The boy whose father is an engineer lives on that street (7/134).
- Mr. Kent will have checked everything before he leaves his office (7/81).
- Mr. Brown runs his bank very well (7/29).
- He has been an expert on X-rays (for) years (1/62).
- He was elected president (6/141).
- The president of the company called off the meeting he was going to have tomorrow (6/113).
- He became famous (as) an explorer (1/4).
- Peter always does his work (2/130).
- He was promoted to the (rank) of captain (5/110).
- He works hard and he never gets tired (8/24).
- Jerry says he does (nothing) except work (3/129).
- He has just received his salary (6/110).
- Paul hardly works (3/90).
- He was dismissed because of his carelessness (1/76).
Workers: Men (Continued)

- All his efforts resulted in failure (1/59).
- He wasn’t promoted because he had the misfortune to displease (1/12).
- He has five hundred men under him (5/146).
- Ann’s husband, (who) works downtown, often has lunch in a cafeteria (5/181).
- (That) my husband has decided to get a new job is great (5/186).

Leisure Activities:

- Will Charlie be playing tennis with Susan tomorrow morning? (3/39)
- Will Joe be training his dog next weekend? (3/39)
- The boy’s photo is good (2/157).
- Everybody wanted to meet (the brave man) who had crossed the ocean alone in a small boat (5/94).
- When he is playing soccer he forgets his studies (4/4).
- My uncle (fixed) his car himself (7/94).
- John said, "I saw that movie on Wednesday" (6/156).
- He painted the picture on a Sunday afternoon (6/37).
- Those men have shot a lion (6/49).
- "John (has gone) to every festival in California since 1977 (6/53).
- He is not swimming now, but he swims every day (6/17).
Leisure Activities: (Continued)

- Oliver wanted to run as far as the church, but he couldn’t run farther (3/219).
- He has been running lately (3/23).
- The boys went swimming in the lake (4/117).
- The poker player discarded the Jack of hearts (4/2).
- He never misses a – (dog, race) and usually bets heavily (1/112).
- He promised he (would take) me up in a balloon (1/49).
- He swims (like) a fish (1/4).
- Robert can’t swim very well and neither can Jim (7/153).
- If he weren’t such a good athlete, the bull (would have) caught him (8/194).
- Last summer, Tim’s brother and his friend Eric decided that for their holiday they would go mountaineering...(6/36).
- Robert is supposed to be the best windsurfer in Rio (4/11).
- The golf player put the ball in the hole (7/2).
- PUT OFF (postpone) - He has put off his trip because of the weather (1/25).

Interpersonal:

- Alan is such a sensitive boy that you have to be careful when you talk to him (6/44).
- Mike swears he is not lying but we don’t trust him at all (3/214).
Interpersonal: (Continued)

- Jake is a good guy. I'm very (fond) of him (3/22).
- Bernard is so selfish! He (neither) knows (nor) cares what happened (3/105).
- His insensitivity (astonishes) me. His nerves seem to be made of (steel) (3/84).
- He is (disgusting). I don't like him (3/37).
- This is a man (whose) patience I admire (5/64).
- He is a liar. I'm sure he (isn't telling) the whole story (5/177).
- Henry is a man of character (7/50).
- He has never (told) a lie (1/84).
- It was (unjust) of me to think he was (insincere) (1/13).
- I don't believe a word of what he said; it's all (nonsense) (1/13).
- You can rely on him, he has never (told) a lie in his life (1/81).
- The explorer (told) the truth to his friends (1/81).

School/Intelligence:

- He (gave) a brilliant speech last night;... (1/24).
- He's just (fresh) out of the University (8/186).
- If Jim studies for the test I am sure he will pass (8/180).
- He is actually an intelligent person (7/3).
School/Intelligence: (Continued)

- He was a man of great wisdom (7/150).
- Carlos will (forget) everything he studied before he gets home (4/6).
- He won’t learn if he doesn’t study hard (4/27).
- He is very lazy; furthermore he doesn’t come to class (4/120).
- ...However, he speaks Japanese fluently (6/96).
- Paul is not such a good student but it’s important for him to pass that test (5/144).
- He’s a very bright student: He’s always the first one to (finish) his examination paper (5/48).
- Danny is (the most clever) boy in my class (3/27).
- He forgot to bring his homework with him (4/4).
- The student finished his homework (7/74).
- The student has studied electronic systems in his course (7/69).
- He (is studying) at Morse school,... (7/69).
- His questions always call for intelligent answers (6/113).
Roles Assigned to Men

Men As Victims:

• Cazuza (struggled) bravely to stay alive, but... (3/92).

• He has lost his job and is now looking (for) a new one (8/171).

• He hurt his leg in an accident (6/140).

• All the students were sympathetic with George after his car had been destroyed by fire (6/144).

• Jim (doesn't) cut himself with a knife last week (6/146).

• He died. He was ill a long time (sentence combining, 6/78).

• Paul is getting worse and worse. He has no chance of recovery. (Translation into Portuguese, 6/70).

• Mr. Jefferson died of a (sudden) heart attack last night (3/228).

• ...When the elephant rushed upon the clown, he (stepped back). (Multiple Choice, 3/21).

• He (would) become an alcoholic (if) he kept drinking (3/138).

• Donald had lost his socks (3/109).

• Grandpa had lost his socks (3/109).

• James (told) me that he (didn't go) to the party because he was sick (3/30).

• Poor man! When the ambulance (arrived) he (had) already (died) (3/36).

• He has been said since his girlfriend left him (3/8).
Diet:

- The more Tommy eats, the fatter he gets (3/221).
- What an enormous man! I've never seen (such) a fat guy before (3/193).
- Jack is fat and wears glasses (3/125).
- If only he didn't drink so much (4/35).
- Big Joe is as strong as a horse (8/45).

Child Care:

- Five minutes later, I was looking up the car agency telephone number (5/141).
- He never shouts at their children. He always speaks (softly) to them (5/124).

Cooking/Kitchen:

- Billy made the cake by himself (6/12).
- I'll clean the small rooms and my brother will clean those two big ones (4/63).
- He can't cook, and she — (3/105).

Value Orientation/Collective Action:

- To live well, everybody has to give in a little (6/51).
- The car is broken [sic]. We'll have to push it (6/65).
- His family has been provided with food (6/148).
Value Orientation/Collective Action: (Continued)

- Geni saved the town from the commandant (3/40).

- My neighbor offered (to buy) the newspaper for me (1/72).

University Textbooks

Individualism:

- Who answered the most questions correctly? (11/117)

- Many people are not happy just to be good at something. They want to be the best (11/93).

- People have always been interested in knowing about world records (11/100).

- Your house is larger than theirs (11/24).

- My garden is prettier (11/24).

- Yeah, well it is still not as beautiful as mine (11/24).

- Your gardener is better than mine (11/24).

- She is a lot more attractive than the other girls in the neighborhood (11/24).

- She and my son will make a perfect couple (11/24).

- These people feel that yuppies are selfish and shallow and obsessed with themselves (11/31).

- My new neighbor has a new color TV (11/32).

- Who bought the best computer? (11/89)
Individualism: (Continued)

- During Capone's time, as always, Americans loved a man who got ahead. Capone, who was only twenty-nine at the height of his power, once described his career as heroic (9/68).

- What sets these workers part is that within certain limits they can arrange their time on the job to suit their own needs (9/5).

Gender/Nurturer:

- Tomorrow I'm going to...cook spaghetti...(12/17).

- Now I'm putting the omelette on this plate and oops! Oh no! Now I'm picking the omelette off the floor. I guess this one's for George (12/44).

- Ken and Diane usually entertain friends on weekends (12/89).

- Then at the end of our second year she left school and married George MacDonald (9/2).

- When Paula went out to the kitchen to fix lunch Maggie went with her (9/60).

- ....I get so tired of doing the same old thing day after day.... But since we moved I just cook and clean and run errands for Billy and George (9/15).

- The only problem is that I am really tired of just taking care of the house all the time (9/21).

- Mrs. MacDonald: That's true. We did have some good times, but two thousand miles with two small children...it was just so tiring (9/82).

- And besides, the move's been good for you. I love seeing you so happy (9/92).

- Oh, Ray, what fabulous news...she was happy for him (9/89).
Gender/Nurturer: (Continued)

- George’s mother enclosed this essay in a letter to Maggie and George (9/93).

Leisure Activities:

- I’m looking forward to going to Princeton and seeing where Einstein used to live (10/5).

- Dad spends most of the day talking to Aunt Laura (10/5).

- Jack let’s go to the gym tonight (12/40).

- But you always watch TV (12/40).

- Say, where were you last night? You weren’t here (12/14).

- Oh, gee, I forgot all about it "he said." Mac looked serious, but then he smiled and Maria realized he was only teasing her (9/45).

- Do you remember that I was thinking about biking up to the National Park on isle Royal next summer? Well, I’ve definitely decided to do it. Kevin Gentry might go too (9/109).

- Don’t worry about it. I’ll go and make them (reservations) after we order (9/38).

- After Mac left Maria at the subway he went home and phone his parents to tell them when to meet him and Maria at the airport in Chicago (9/50).

- Tomorrow we’re going skiing for a couple of days (9/94).

- Yesterday, I was fortunate to see two of the main (attractions) here in Los Angeles-Disneyland and Hollywood (10/22).
University textbooks:

- She is very rich and always (has) all her clothes (made) in Paris (10/50).
- Want to be rich? (10/49).
- They like to see someone have a chance to win big prizes (11/13).
- If I win the lottery, I'll buy a motorcycle and an electric guitar (11/15).
- My new neighbor has many new possessions (11/32).
  - A. Why haven't they left their jobs?
  - B. They make a lot of money (11/49).
- ...was shopping at the mall when...(11/48).
- Decide your dream car. Is it a sports car or a luxury car? What special features does it have? (11/53).
- Here is your chance to own the American dream! (11/54).
- You work hard to get the best things in life. Don't you deserve to have the very best car (11/54).
- Luxury Motors salesperson wants to persuade a customer to buy an American dream car (11/54).
- Describe two or three ads that you like a lot? Why do you remember them? (11/58).
- Who did the advertisers want to buy the product? (11/58).
- Advantages of buying a new Tiger car (11/61).
- Write a paragraph persuading people to buy something (11/62).
Representation of IC:

- Every city in the world has signs telling people that they are entering the city, but the one in Hollywood, California is (the most famous) one in the world (11/57).

- However the best reason of all is that public transportation is poor in most places (11/62).

- Well so far I've sold articles to the Chicago Star and a few other newspapers (11/63).

- I am making plans for a trip to California. Should I visit San Francisco (11/62).

- Rosemary Brown said that she received a visit from the spirit of Franz Listz (11/77).

- The West coast of California is part of the Great Pacific Basin (11/50).

- Architects and engineers rebuilt San Francisco (11/50).

- In Chicago the music changed to reflect the times of illegal alcohol, Al Capone, and the 1920's.

- And now...weather in the news. A tornado strck Park City Airport at 11:15 this morning (11/43).

- New York is one of the biggest cities the world (10/59).

- Eeinstein spent his last years at one of the (best) universities in the United States (10/60).

- He's a broken one of the big Wall street firms now (10/12).

- New York City/Hotels (Berkley Inn, Hotel Kyoto, Regency Hotel, San Carlos Hotel) (9/34).
Representation of IC: (Continued)

- Yes, a couple of times, but I was so young I don't remember it very well - but I loved Disneyland, "she said (9/81).
APPENDIX E

PROFESSIONS IN BRAZILIAN HIGH SCHOOL AND UNIVERSITY TEXTBOOKS
Professions listed for Women in high school EFL textbooks:

Secretary
nurse
dancer
maid
poet
waitress
hairdresser
author
writer
dentist
dressmaker
telephone operator

actress
movie star
pop star
air hostess
teacher
singer
writer
stewardess
professor
opera singer
Professions (no Gender) in Brazilian high school EFL textbooks:

Doctor
farmer
dentist
detective
nurse
biologist
shop assistant
guard
inspector
guard

economist
broker
chemist
hairdresser
mechanic
architect
astrologer
lawyer
singer
guide
nutritionist
pilot
teacher
professor
instructor
engineer
civil engineer
author
writer
novelist

poet
composer
painter
editor
librarian
physicist
psychiatrist
clerk
reporter
psychologist
secretary
pawnbroker
pianist
astronaut
taxi driver
waiter
sailor
banker
movie star
judge
minister
diplomat
soldier
Professions listed for men in Brazilian high school EFL textbooks:

Dentist
doctor
sailor/seaman
soldier
pirate
pilot
policeman
surgeon
mechanic
carpenter
judge
weaver
priest
fireman
engineer
actor detective
undertaker
salesman
mailman
architect
archaeologist
lawyer
mathematician
poet
soccer player
psychologist
psychiatrist
clerk
director
shopkeeper
captain
teacher
lecturer
professor
singer
opera singer
novelist

writer
artist
author
waiter
businessman
barman
pianist
guitarist
painter
artist
magician
boxer
chauffeur
cab-driver
steward
barber
hotel manager
tailor
composer
baker
editor
bacteriologist
banker
physicist
butcher
headmaster
shepherd
farmer
porter
masseur
announcer
fisherman
restorer
sculptor
airman
Professions listed for women in university EFL textbooks:

Anthropologist
director
professor of psychology
nurse
farmer
actress
police officer
writer
artist
doctor
biologist
astronaut
waitress
reporter
housewife
hotel administration
singer
secretary
teacher
clerk
computer programmer
announcer
photographer
painter
designer
game show hostess
Professions listed for men in university EFL textbooks:

Actor
waiter/headwaiter
star
broker
cook
salesclerk
director
athlete
politician
executive businessman
rock movie star
artist
mechanic
teacher
gas station owner
soldiers
farmer
garbage collectors
factory worker
President
scientist
professors
doctor
police office
astronaut
race car driver
mail carrier
reporter
electrician
flight engineer
mechanical engineer
sales representative
engineering assistant
restaurant manager
medical researcher
baseball player
lawyer

policeman
pharmacist
medical researcher
translator
conductor
camera man
pilot
sumo wrestler
pitcher
lumberjack
prospector
explorer
banker
composer
paparazzi
singer
guard
detective
dentist
organist
announcer
ticket agent
sailor
fisherman
secretary
stunt man
newspaper man
scientist
song writer
Professions (no gender) in university EFL textbooks:

Teacher
police officer
doctor
teacher/coak
movie star
musicians
politicians
store clerk/salesperson
writer
pilot
taxi driver/driver
architect
engineer
sports star
singers
reporters
waiter
stunt person
photographer

secretary
bus driver
nurse
mechanic
business/administrator
/executor
customs officer
psychologist
archaeologist
pilot
flight attendant
chaplain
artist
computer operator
chemist
scientist
biological engineering
reporter
ticket agent
hair stylist
banker