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**AMERICAN CULTURAL EVENTS PRESENTED IN TWO  
ENGLISH TEXTBOOKS MADE IN BRAZIL**

**CRICIÚMA, AUGUST 2010**

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Monografia apresentada à Diretoria de Pós-graduação da Universidade do Extremo Sul Catarinense- UNESC, para a obtenção do título de especialista em Língua Inglesa

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**I dedicate this monograph to my family, specially my parents, my classmates, and everybody that helped me throughout this journey.**

## **THANKS**

I thank my family, again, in special my parents, people nearer to me, my friends, my boyfriend Alexandre, and my classmates that were together with me during post-graduation time, who helped me do not give up. Although studying on Fridays and Saturdays was not an easy task, they always were there to assist me, and my adviser Maria Cristina Keller Frutuoso.



A cultura forma sábios; a educação,  
homens." (Louis Bonald)

## ABSTRACT

This study analyses two English textbooks written in Brazil; “Take Your Time” (1993), and “Hello” (2003) for high school, both are for 9<sup>o</sup> grade in Brazilian Education context. This research aims to present how American cultural events are presented in your country by these books. Theories presented by Hall, Government Documents (Proposta Curricular de Santa Catarina (PCSC), Parâmetros Curriculares Nacionais (PCN’s), and others were used to ground this research. The results show that although the books present pictures and songs many other cultural aspects of American culture are not mentioned by these textbooks.

**Keywords: American cultural events, textbooks, Brazil**

## ILLUSTRATIONS LIST

Figure 1 – Main Menu .....	27
Figure 2 – Menu of Pizzas.....	28
Figure 3 – A recipe: Making an apple cake .....	29
Figure 4 – London’s Place.....	30
Figure 5 – Singsposts in England.....	30
Figure 6 – London, London by Caetano Veloso .....	31
Figure 7 – Map of Brazil .....	31
Figure 8 – Agatha Christie: an English writer .....	32
Figure 9 – Text about New York starting an unit .....	33
Figure 10 – Touristic Places in USA.....	34
Figure 11 – Radical Sports .....	35
Figure 12 – Teen Activities .....	36
Figure 13 – Ronaldo Nazário (Ronaldo) .....	37
Figure 14 – Brazilian Park .....	37

## SUMMARY

<b>1 INTRODUCTION.....</b>	<b>09</b>
<b>2 AMERICAN CULTURAL EVENTS PRESENTED IN TWO ENGLISH TEXTBOOKS MADE IN BRAZIL .....</b>	<b>11</b>
2.1 Cultural Identity .....	11
2.1.1 English Language in Brazil .....	14
2.1.2 American Culture.....	14
2.1.3 The most important American events.....	16
<b>3 SECOND LANGUAGE AQUISITION (SLA) .....</b>	<b>18</b>
<b>4 TEXTBOOK .....</b>	<b>20</b>
<b>5 METHODOLOGY .....</b>	<b>25</b>
<b>6 DATA PRESENTATION .....</b>	<b>26</b>
6.1 Take Your Time.....	27
6.2 Hello .....	33
<b>7 FINAL CONSIDERATIONS .....</b>	<b>38</b>
<b>8 CONCLUSION .....</b>	<b>39</b>
<b>REFERENCES.....</b>	<b>41</b>

## 1 INTRODUCTION

People's culture is implicit in their language. And just as every culture can be presented and represented in various ways, learning and teaching a foreign language is characterized not simply by building new grammar and new vocabulary. Learning a language means showing the unknown, to the other. Currently, with the dominance of English in Brazil, more precisely American English, through music, movies, and others, it is not difficult to understand American culture presented in the textbooks in Brazilian schools. Thus I proposed to analyze two textbooks in an attempt to identify which and how elements of American culture are represented by them.

To ground this study I used some Brazilian authors as Coracini, Freitag et al, and some relevant documents about these issues, as "*Proposta Curricular de Santa Catarina*", and "*Parâmetros Curriculares Nacionais (PCN's)*".

According to "PCN's (1998, p. 15) "*Learning a foreign language is a possibility of increasing the student's perception as a human being and citizen*". [My translation]<sup>1</sup>

So, this research tries to identify how the American culture events are being present in textbooks made in Brazil, and if this issue is a trip to other's culture or a levy in the classroom.

The main objective is to observe how and which the American events are showed in the English teaching books used in Brazilian schools. Then, to direct this research some questions were necessary to carry out this study, such as:

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<sup>1</sup> Translation for: A aprendizagem de uma língua estrangeira é uma possibilidade de aumentar a autopercepção do aluno como ser humano e como cidadão.

- What are the representative elements of American cultures present in the researched books?
- What are the possible significant differences and similarities found in the textbooks from different decades regarding to representative symbols of American Culture?
- What are the changes occurred in the presentation of American cultural events representation between the decades?
- What are the spaces offered to Brazilian events in the textbooks analyzed? If there are these spaces, how our culture is shown?

Thus the first part of this research is about Cultural Identity, giving meaning and some considerations regarding American Culture, and the main American events. Following to next chapter there is a short presentation about Second Language Acquisition (SLA) theories.

The fourth chapter is on about textbook itself, its history, what the some documents in Brazil, and authors quote concerning this issue.

After that, I present the methodology applied to this work, the data conclusion, and the final considerations.

## 2 AMERICAN CULTURAL EVENTS PRESENTED IN TWO ENGLISH TEXTBOOKS MADE IN BRAZIL

### 2.1 Cultural Identity

Cultural Identity, which according to Martin & Nakayama (1997:63) means “[...] *a bridge between culture and communication [...]*”, in other words, they say that a peoples’ identity is important because the there is communication between them, and it is through this communication, friend, family, etc that each person build, and this aspect has influenced on intercultural communication processes. This way, the authors classify the identity in three big groups, such as: Social Psychological Perspective; A Communication Perspective, and Critical Perspective.

The first one is related to “*identity is created in part by the self, and in part in relation to group membership*”. (MARTIN & NAKAYAMA, 1997:64), by the way, we create our identity living together with other people. However, this process involves many aspects, for example, values, options, interest and abilities. Second Martin & Nakayama (1997), with this process we can develop multiples identities on different contexts because we might many knowledge.

The second point is A Communication Perspective is associated to communication other person, differently from the classification above, this perspective kind involves core symbols, label, and norms. And so, we co-create our identity through of it. Cited by the authors (1997: 67), Hencht, *et. al.* (1993), say “*the identities are negotiated, co-created, reinforced, and challenged*”.

The last Perspective is named Critical. This perspective tells us the identity is formed through the history, economy, politic, and discourse. It also says that before we are born our identity, at least, a part of them, already created because our

parent has a relationship with a group or many groups of people, then, we are within of the group automatically.

For this reason, the culture is important teaching the people's cultures because it is related to the language teaching, because involves a lot of people, of different countries, cultures, and others aspects.

According to Hall (2005) this concept has been changed everyday, because we live in a global world. And with this change process, the globalization is causing an impact over the people's identity cultural, because *"[...] the identification process, which through show our cultural identities, became more provisional, changeable, and a problem"*. (Hall, 2005:12) [My translation]<sup>2</sup>.

Regarding to author's idea also, *"[...] the modern society are, therefore, by definition, society that change constantly, fast, and permanent"*. (Ibid : 14) [My translation]<sup>3</sup>

However, the MICHAELLIS (2008:245) dictionary cites as cultures the following characteristics:

[...] 4. Intellectual development; 6. System of ideas, knowledge, technique, the standard behavior, and attitude that characterizes a special society; 7. Stage of the people's cultural development characterized for a collection of things created by the men of this population". [My translation]<sup>4</sup>

In accordance with Durham (*apud Prandi 2008: 155*) *"the culture is a process which the men advise, and give a meaning to their actions through symbolic manipulation that is a fundamental part of all human practice"*. [My translation]<sup>5</sup>

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<sup>2</sup> [...] o próprio processo de identificação, através do qual nos projetamos em nossas identidades culturais, tornou-se mais provisório, variável e problemático.

<sup>3</sup> [...] as sociedades modernas são, portanto, por definição, sociedades de mudança constante, rápida e permanente.

<sup>4</sup> [...] 4. desenvolvimento intelectual; 6. sistemas de idéias, conhecimentos, técnicas e artefatos, de padrões de comportamento e atitudes que caracteriza uma determinada sociedade; 7. Estado ou estágio do desenvolvimento cultural de um povo ou período, caracterizado pelo conjuntos das obras, instalações de objetos criados pelo homem desse povo ou período, conteúdo social".

<sup>5</sup> "A cultura constitui um processo pelo qual os homens orientam e dão significado às suas ações através de uma manipulação simbólica que é atributo fundamental de toda prática humana".



According to Prandi (2008), until 1960 age the notion about culture is that it was unchanged, and homogenous.

Thus, we say that every step we take in society today we are subject to changing cultural identity. In ancient times it did not happen, because this time people were focused, thought on their culture and identity: born, grow and die without to need changing it. They conserved their cultures for long time. The culture is linked to a representation system of a society, through writing, photography, drawing, etc... However, in the contemporary age such a distinction no longer occurs. It is not possible to distinguish one society from another by these intermediate representations because cultural identity is being lost through globalization. People do not know the cultural manifestations of their country of origin and then end up mingling with each other and losing her.

This way, according to Hall (ibid.: 58) *"We must keep in mind these three concepts, resonant of what constitutes a national culture as an 'imagined community': the memories of the past, the desire to live together; the perpetuation of inheritance".* [My translation]<sup>6</sup>

For the PCN of Foreign Language (1998), learning a foreign language is very important because it contributes to the educational process of an individual. This aspect allows the knowledge of new cultures, values and customs. Even as the PCN, theses knowledge help to the development and perception of their culture, acquired along with the mother tongue. [My translation]<sup>7</sup>

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<sup>6</sup> "Devemos ter em mente esses três conceitos, ressonantes daquilo que constitui uma cultura nacional como uma 'comunidade imaginada': as memórias do passado; o desejo por viver em conjunto; a perpetuação da herança".

<sup>7</sup> Para o PCN de Língua Estrangeira (1998), a aprendizagem de uma língua estrangeira é de suma importância, pois contribui no processo educacional de um indivíduo. Este aspecto permite o conhecimento de novas culturas, valores e costumes. Ainda conforme o PCN, estes novos conhecimentos ajudam para o desenvolvimento e percepção de sua própria cultura, adquirido juntamente com a língua materna.

Therefore, it is necessary to live with other people, culture, society, but never forget your cultural Identity.

### **2.1.1 English Language in Brazil**

In conformity with Schutz & Kanomata (1999)<sup>8</sup>, teaching foreign language in Brazil, especially English, has been done since the eighteenth century with the Decree signed by the Prince of Portugal D. John VI. In the decade 30, this teaching became even stronger because of political tensions in the world and the Second World War, in which their teaching has become a necessity because of the immigration of Germans to Brazil. Then in 1935, came the first agreement between School of Arts British and the British Consulate. Three years later, in São Paulo established the first binational institute supported by the U.S. consulate. But it was only in 1960 that it began teaching English language through franchises, which we know nowadays: Wizard, Access, Yazigi, etc. [My translation]

### **2.1.2 American Culture**

In agreement with Moura (1988), American Culture came to Brazil around 1940, bringing some rhythms, for example, jazz, punk; later bands like Village

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<sup>8</sup>De acordo com Shütz & Kanomata (1999), o ensino de Língua estrangeira no Brasil, especialmente o Inglês, já vem sendo feito desde o século XVIII com o Decreto assinado pelo príncipe de Portugal D. João VI. Na década 30, este ensino ficou ainda mais forte devido às tensões políticas no mundo e a Segunda Guerra Mundial, no qual seu ensino passou a ser uma necessidade em função da imigração de Alemães até ao Brasil. Então, em 1935 surgiu o primeiro acordo entre a Escola Paulista de Letras Inglesas e o Consulado Britânico. Três anos depois, em São Paulo criaram o primeiro instituto binacional apoiado pelo consulado norte-americano. Porém, foi apenas a partir de 1960 que começou-se o ensino de Língua Inglesa através de franquias, como por exemplo, as que hoje temos conhecimento: Wizard, Access, Yazigi, etc. Available in: <http://www.sk.com.br/sk-perg9.html#284>. July, 2010.

People, Kiss; new words such as: hot-dog, hamburgers, sports: skate, surf, and other things. In this way this culture became part of our culture too.

Nowadays, English language is fluent in big businesses and main companies. This influence is also connected with brands, such as Coca-Cola, McDonald's, etc. This way American culture has had a great influence in the world.

The United States is a big power on international financial organizations, this way, they develop on cultural question, their culture through American channels, series, songs, and cinema. It is way that the USA sells images to around the world showing his culture.

In accordance with George Steiner, a literary critic, philosopher, and professor of Cambridge University [2001], says American Culture is formed by European poor immigrants of XVII century. The majority of them were descendants of defeated, and massacred for feudal oppression. For Steiner (ibid) the main founders of American culture were the metaphysical, such as Einstein, among others and this is the main reason for the intellectual poverty in the contemporary era. The current USA thinks just in material goods forgetting the intellectual world is also important. "The USA is business nation"<sup>9</sup> said Calvin Coolidge in 1923, because is a materialistic population, like comfort, well-being and is obsessed by the practical things, leaving aside the intellectual achievements.

Although, there are

"American intellectuals have also focused contempt or indifference of men of commerce, banking and industry. And if, by chance, are forced by circumstance to obtain a support of one of many support foundations retained by the people for money, they, the intellectuals, also end in her way, by becoming business men (for example, decreasing or omitting criticism of the powerful to not lose the grants, trading silence by money)". (Available in: [http://educaterra.terra.com.br/voltaire/cultura/eua\\_steiner4.htm](http://educaterra.terra.com.br/voltaire/cultura/eua_steiner4.htm). March, 2010) [My translation]<sup>10</sup>

<sup>9</sup> "Esta é uma nação de negócios".

<sup>10</sup> [...] os intelectuais nos Estados Unidos também concentraram o desprezo ou a indiferença dos homens do comércio, da banca e da indústria. E se, por acaso, são constrangidos pela força das

The critics mean the American people are thinking currently just in money, not in intelligence, their world is focused in business, and they want to be superior to other countries, however they are not superior to European people.

### **2.1.3 The most important American events**

There are in USA many kinds of celebrations, such as: Valentine's Day, Mardi Grass, Saint Patrick's Day, Arbor Day, Christmas and New Year.

The first one is Valentine's Day is celebrated on February 14<sup>th</sup>, as well as, also commemorated in Brazil in the relationships, and the gifts more common are flowers, candles and cards. The media is much explored to sell goods.

Mardi Gras is like Carnaval in Brazil, it takes place in New Orleans city, normally. But is different from Brazil because is celebrated just one day on Thursday, before Ash Wednesday. People also wear masks and costumers. In this day there are dancing, sports competition, parades, etc.

On March 17<sup>th</sup> is holiday in USA because is Saint Patrick's Day. This Saint is Irish, and in this day people wear in green and sing songs around the city. Currently this party spends three days.

The Arbor Day is also a holiday on the last Friday in April month. Guys and groups of people are motivated to planting and care of trees.

A holiday very known in all the world is July 4<sup>th</sup>, because is the Independence Day, The United States' Independence. Traditionally the Americans make picnic and practice sports race.

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circunstâncias a obterem um apoio de uma das tantas fundações de amparo mantidas pela gente de dinheiro, eles, os intelectuais, também terminam, ao seu modo, por tornarem-se homens de negócio (por exemplo, diminuindo ou omitindo críticas aos poderosos para não perderem as bolsas, negociando o silêncio por dinheiro).

Another traditional date is Halloween, celebrated on October 31<sup>st</sup>. This history began with the Celtic people around 2500 years ago, who believed the spirits come out of the cemeteries in that night to take possession of their lives bodies. To scare these ghosts the Celtics put inside the boxes bones, skulls, etc. In the middle age people who practiced this celebration was taken to death. Nevertheless, the church Christianized the party, creating the All Soul's day on November 2<sup>nd</sup>. This way, this celebration is associated with death, and brings some elements and scary images. Some symbols more common are, witches, ghosts, monsters, black cats, and others. On Halloween's night children go out wearing costumes, and go to neighbors' houses and ask the famous question "trick or threat?" In exchange for candies. The streets are decorated with candles, pumpkins, vampires...

Thanksgiving Day is on the fourth Thursday of November. It is without doubt, the most important holiday in the United States. The celebrations began in the year 1621, in Massachusetts, as a way of thanking for agricultural production harvested at the time. Americans celebrate the day with their family and Both in the U.S. and in Canada, the Thanksgiving Day is usually a day when people use the free time to spend with family, making family dinners and large meetings. It is also a day when many people devote their time to religious thoughts, and prayers in church services. The Day of Thanksgiving is celebrated with big parades and in the United States, with the completion of football games. The main dish of Thanksgiving Day is usually turkey, which gives the day of Thanksgiving called turkey day. [My translation]<sup>11</sup>

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<sup>11</sup> Quarta quinta-feira de novembro. Sem dúvida, é o feriado mais importante nos Estados Unidos. As comemorações começaram no ano de 1621, em Massachusetts, como uma forma de agradecimento pela produção agrícola colhida na época. Os americanos comemoram em família. (Disponível em <http://www.culturainglesaribeirao.com.br/cultura4u/june/default.htm>.)

For Americans also Christmas should be celebrated as a family, so people get to cross the country just to spend Christmas Day with their families. Americans also take great pride in the decoration of gardens, houses and streets. The lights and the big Christmas trees end up being an attraction in big cities. [My translation]<sup>12</sup>

### 3 SECOND LANGUAGE ACQUISITION (SLA)

In accordance to Hall & Hewings (2010 *apud* Nunan & Lamb), language is a system of rule-governed structures hierarchically arranged. It is composed of unique rhythm, and spirit, functional vocabulary, and structure are a key to the spirit of the language, it is also the most important system for communication, it involves whole culture, educational, developmental, and communicative processes. Its essence is the meaning. Therefore, there are three theories about Second Language Acquisition (SLA). Firstly is Behaviourism, after Innatism (UG), and Krashen's Monitor Model.

Based on Lightbown & Spada (1999), I present some theories about SLA. The first one is the Behaviourism that says: "[...] all learning, whether verbal or non-verbal, takes place through the same underlying processes. Learners receive linguistic input from speakers in their environment, and they form 'associations' between words and objects or events" (p.35). In summary, the scientists, learning process takes place through repetition.

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<sup>12</sup> Para os americanos o Natal também deve ser comemorado em família, por isso as pessoas chegam a atravessar o país só para passar o dia do Natal com seus familiares. Os americanos também capricham na decoração de jardins, casas e ruas. As luzes e as grandes árvores de Natal acabam sendo uma atração à parte nas grandes cidades. (Disponível em <http://www.culturainglesaribeirao.com.br/cultura4u/june/default.htm>.)

Another theory is Innatism or Universal Grammar (UG) by Chomsky, which says that language is connected to grammar structures since we were born. He believed that everybody is born with a kind of system of Universal Grammar, because a child learns a second language without grammar rules.

Krashen's theory represents crucial conceptions to SLA. In his theory five hypotheses will be analyzed. The first one is The Acquisition-Learning Hypothesis, followed by Monitor Hypothesis, The Natural Order Hypothesis, The Input Hypothesis, and, finally The Affective Filter Hypothesis.

Then, in agreement with VanPatten & Williams (2007) Krashen's theory postulates a separation between acquisition and learning.

“Acquisition takes place naturally and outside of awareness, it emerges spontaneously when learners engage in normal interaction in L2, where the focus is on meaning. Neither instruction nor intention to learn is necessary [...]. Learning, on other hand, involves gaining explicit knowledge about language such as its rules and patterns [...] Gaining and using this knowledge are conscious and effortful processes that are undertaken intentionally”. (26)

In spite of learning and acquisition being two systems that can interact, what is learned may not be acquired, it means learners know rules, but they do not use the spontaneous production, in other words, some learners are fluent in their second language without knowing rules. Being fluent in a SL does not mean knowing the rules of the language

The monitor hypothesis fluency through the errors and intuition, that is spontaneous efforts and creative communication resulting from our natural capacity to assimilate languages are policed and governed by conscious knowledge of grammatical rules of language and its exceptions. For Krashen this model is expressed when the worry with correction is bigger than message to be passed on somebody.

The third hypothesis is The Natural Order, here the learner know about language grammatical rules but not follow them when is speaking. In summary, a learner learns these rules with the communication. With the time, he/she learns using it the correct way, consequently, following the rules.

Another hypothesis in Krashen's Theory is Input; he says that a language is acquired just in one way, by comprehensible input, that is, that the learners understand but is a bit ahead of his interlanguage level.

The last hypothesis is the Filter Affective, Krashen argues this factor is linked to emotions, environment, and other aspects. This filter will influence in the learner input, because extra facts may block the learner access to the information. We can see that in the classroom clearly in the students. When they are felling good everything seems to 'enter in their heads', because probably, they are not anxious, worried or have familiar trouble.

Thus, basically, the SLA is build based on these theories.

#### 4 TEXTBOOK

According to Molina (1988: 17) the textbooks *"is a written works with specific purpose to be used in a didactic situation [...]"*. [My translation]<sup>13</sup>. The author mentioned before claims that

In our country the textbooks (TB), can be, many times, a financial problem for parents of students, because, normally, the foreign-language books are bought by students, because they are not offered by the state government or municipal. Thus, it is necessary to buy it, because this may be the only

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<sup>13</sup> De acordo com Molina (1988, p.17) o livro didático é [...] uma obra escrita[...] com a finalidade específica de ser utilizada numa situação didática[...]



contact that the student has with the foreign language, in this case, English. [My translation]<sup>14</sup>

In agreement with Bairro (2009, p.1): "[...] *the textbook is an extremely important material to study the history of education because it is proof of the circumstances in which the teaching of a particular place and period crossed [...]*" [My translation]<sup>15</sup>. For Corre (2000 : 11 apud Bairro, 2009 : 1)

First, this is a type of material of significant contribution to the history of educational thought and practice along with other written sources, oral and iconographic and second, to hold contents reveal representations and values prevailing in a certain period of a society that, while the historiography of education and theory of history, let revisit intentions and construction projects and social formation. [My translation]<sup>16</sup>

Thus, TB refers to a printed reminder about the history of communication and consequently education.

Bairro (ibid) claims the TB started to be made in the Renaissance period between the fifteenth and sixteenth centuries in Europe, however, were called Spelling Books<sup>17</sup>. With the appearing of the press, the Church passed to use this kind of book to teaching people reading.

In Brazil, in 1859, the spelling book is designed for teachers to use as a teaching method. This support material for teachers assumes the collective reading and then followed to individual written exercises. In 1907 was published "Analytical Spelling Book," which was divided into deciphering and comprehension, being used in many Brazilian states

<sup>14</sup> No nosso país o livro didático, pode ser, muitas vezes, um problema financeiro para os pais de alunos, já que, normalmente os livros de língua estrangeira são comprados e não ofertadas pelo governo estadual, municipal. Desta forma, se faz necessária a compra do mesmo, pois este pode ser o único contato que o estudante tem com a língua estrangeira, neste caso, o inglês.

<sup>15</sup> . De acordo com Bairro (2009, p.1): "[...] o livro didático é um material de extrema importância para se estudar a História da Educação, pois ele é a prova das circunstâncias em que o ensino de determinado lugar e período atravessaram [...]"

<sup>16</sup> Primeiro, tratar-se de um tipo de material de significativa contribuição para a história do pensamento e das práticas educativas ao lado de outras fontes escritas, orais e iconográficas e, segundo, ser portador de conteúdos reveladores de representações e valores predominantes num certo período de uma sociedade que, simultaneamente à historiografia da educação e da teoria da história, permitem rediscutir intenções e projetos de construção e de formação social.

<sup>17</sup> "Spelling books": Cartilhas.

However, for the book "*O estado da arte do livro didático no Brasil*" (FREITAG; MOTA; COSTA. 1987: 5) the history of TB is not so perfect like it seems, according to them:

Its history [textbook's - emphasis mine] is nothing but a sequences of decrees, laws and governmental measures that follow [...] so seemingly chaotic and without correction or criticism from other sectors of society (parties, unions, parent-teacher associations, students associations, scientific teams, etc.) [My translation]<sup>18</sup>

With the Revolution of 30 an act was established for what should be understood as a textbook: it is the law number 1006 of 30/12/1938. Consequent to this "*Comissão Nacional do Livro Didático*" (CNLD) composed of seven members appointed by the Presidency. This committee had the role to "*examine and judge the teaching books, to indicate books for translation, and suggest open competition for the production of some books not available in the country yet.*" (FREITAG; MOTA; COSTA. p. 6) [My translation]<sup>19</sup>

In the 60s, then, there is a close agreement between Brazil and the United States, (MEC and USAID) which had the mission to guarantee for three years to distribute 51 million free books. According to Freitag; Moura; Costa (1987, p. 59) was attributed to the teaching books:

- Standardize and limit the field;
- Present methods and processes judged as effective by their authors the teachers to improve teaching results;

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<sup>18</sup> Sua história [do livro didático – grifo meu] não passa de uma seqüência de decretos, leis e medidas governamentais que se sucedem [...] de forma aparentemente desordenada, e sem correção ou crítica de outros setores da sociedade (partidos, sindicatos, associações de pais e mestres, associações de alunos, equipes científicas, etc.).

<sup>19</sup> Tradução para: "[...] examinar e julgar os livros didáticos, indicar livros de valor para tradução e sugerir abertura de concurso para produção de determinadas espécies de livros didáticos ainda não existentes o país

- Place for everyone, especially students, prints, drawings, maps and texts are difficult to access or very rare. [My translation]<sup>20</sup>

In the 70s was released by the Ministry of Education and Culture and the COLTED (Comissão do Livro Técnico e do Livro Didático) the book called "Utilização do Livro Didático". In this period Brazil was living in Medici Government. The COLTED also gives an account of the aspects that a good teaching should present. Aspects such as have a durable paper cover to withstand handling and attractive illustrations to entice the student. It also states that the images in the book content itself, must be related to the text reflect the reality, clarifying ideas and reinforce information.

From the 80s, with the help of effective Emilia Ferreiro studies in psycholinguistics and sociolinguistics, and Jean Piaget in psychogenetic, education began to be questioned leaving aside the methods and the spelling books. Now, the goal was not to discuss how to teach more, but appreciate how we learn. However, there were contradictory situations, because some teachers who said they were constructivist until were using the spelling books. These professionals, maybe, they had good reasons to adopt both constructivisms widely, or to remain in the traditional method with accompanying the spelling books.

The government in 1985 with the Act number 91542, provided teachers the opportunity to choose books that would work, making clear that such books would not be more disposable, and its using should be at least three years.

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<sup>20</sup> Translation for: Padronizar e delimitar a matéria; Apresentar métodos e processos julgados como eficientes pelos seus autores aos docentes, para melhorar os resultados do ensino; Colocar ao alcance de todos, especialmente alunos, estampas, desenhos, mapas e textos de difícil acesso ou muito raros.

Thus, to contribute to adaptation and improvement to the textbooks and teaching-learning, new organizations were formed by the federal government, such as: PNLD (Programa Nacional do Livro Didático), and FNDE (Fundação Nacional de Desenvolvimento de Educação).

In the same way follows the Proposta Curricular de Santa Catarina (Called PCSC, 1998) that defines some essential points for teaching Foreign Language (FL), such as:

[...] The FL should be, an agent of socialization of knowledge and culture of other countries and no more distinction / discrimination; FL teaching should not be directed to the hegemonic interests of the countries that export them, but to interests of our students. (PCSC 1998 : 98) [My translation]<sup>21</sup>

Also according to the PCSC, Foreign Language Teacher is who "makes the connection" between student and culture, showing that knowledge and how this may be appropriate in the daily life of each one. Besides, this document stresses the right to access knowledge with the proposed new teaching FL for the popular groups, and having the respect with the cultural differences and the blocking of FL teaching as "*a bridge to maintain cultural hegemony exogenous to ours*" (Ballalai, 1989 : 55 *apud* PCSC, 1998 : 98). [My translation]<sup>22</sup>.

Concerning to the methodology using the TB, the PCSC brings a comment made by the committee of the State of São Paulo (1987) ruled as follows in relation to this material:

In Brazil, the textbook is, in general, poor in relation does not depend on excellence as the basic criterion, this way, do not try to elevate the experience of learning at a level limit to the students' capability, content with a formalistic approach naive tempered under the law of the minimum common denominator. (SP, *apud* PCSC 1998, p. 98) [My translation]<sup>23</sup>

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<sup>21</sup> Translation for: [...] a LE deve constituir-se num mediador de socialização do conhecimento e da cultura de outros países e não mais de distinção/discriminação; o ensino de LE não deve estar voltado aos interesses hegemônicos dos países que as exportam, mas aos interesses dos nossos alunos. (PCSC 1998, p.98)

<sup>22</sup> Translation for: "[...] como ponte para manutenção de hegemonia cultural exógena à nossa".

<sup>23</sup> No Brasil, o livro didático é, de maneira geral, bastante pobre na medida em que não se depende da excelência como critério básico, isto é, não tenta elevar a experiência de aprender a um nível

Coracini (1995 apud PCSC 1998 : 99) reflects on the teaching-learning using the TB highlighting what is this support that gives meaning to the text that the teacher presents, and that the teacher is just there as a representative of the book;

"The common types of questions to comprehension of the texts are often a way to control the class and the process of signification. Because they do not require any effort, not only arouse interest and collaborate to bring to a passive behavior". [My translation]<sup>24</sup>

Moreover, we can say that many times teacher uses the TB only for their practicality, not takes the students to reflect on the FL in question, just ask for them to do the proposed activities without questioning them or discuss before. TB assist the teacher in their classroom, to illustrate, demonstrate the culture and other forms of knowledge to the students.

## 5 METHODOLOGY

The proposed analysis of the object under study was achieved through analysis of two textbooks in different decades, adopted in public schools in the southern state of Santa Catarina. More specifically, the years 1993 and 2003 it was examined the books for elementary school students from 9th grade (previously 8th grade). "Take Your Time and "Hello". The books were chosen because of the age of pupils, between 13 and 14 years, and mainly because present a denser material, with written texts and visual material to further analysis. The questions have relied on symbols, characters and values that refer to American culture and possible characterizations of Brazilian culture. Therefore, "Take Your Time" is the older

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limite para a potencialidade do aluno, contentando-se com um enfoque formalista ingênuo temperado por baixo pela lei do mínimo denominador comum. (SP, *apud* PCSC 1998, p. 98)

<sup>24</sup> "Os tipos correntes de questões de compreensão dos textos são muitas vezes uma forma de controlar a aula e o processo de significação. Pelo fato de não exigirem nenhum esforço, não despertam interesse e só colaboram para levar a um comportamento passivo".

textbook was “Take Your Time Collection” (1993), and the other one was “Hello” (2003). For this research some “key questions” were used, such as:

- a) What are the most representative symbols of American culture in the two books in question?
- b) What are the possible differences and similarities found in the books for representative symbols of American culture, since they are from different decades?
- c) What American cultural representations have changed between the decades?
- d) What is the space offered to the Brazilian culture in the books reviewed? If there are such spaces, how our culture is represented in these books?

To understand the complexity of building these representations and relationships with the context in which they occur, I used a qualitative research.

Qualitative research can be characterized as an attempt at a detailed understanding of the meanings and situational characteristics presented by the interviewees, rather than producing quantitative measures of characteristics or behaviors. (RICHARDSON, 1999 : 90) [My translation]<sup>25</sup>

It is necessary to point out *“qualitative research works as a universe of meanings, motives, aspirations, beliefs, values and attitudes, which corresponds to a deeper space of relations, processes and phenomena that can not be reduced to the operationalization of variables”*. (MINAYO, 2004: 24) [My translation]<sup>26</sup>

In this research was worked with Cultural Events, beliefs, and values into English teaching books made in Brazil for this reason it is classified in Qualitative.

## 6 DATA PRESENTATION

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<sup>25</sup> “A pesquisa qualitativa pode ser caracterizada como a tentativa de uma compreensão detalhada dos significados e características situacionais apresentadas pelos entrevistados, em lugar da produção de medidas quantitativas de características ou comportamentos”.

<sup>26</sup> É necessário ressaltar que “a pesquisa qualitativa trabalha como universo de significados, motivos, aspirações, crenças, valores e atitudes, o que corresponde a um espaço mais profundo das relações, dos processos e dos fenômenos que não podem ser reduzidos à operacionalização de variáveis”.

In this chapter I will present the analysis of the two books with considerations and some pictures in order to highlights relevant points.

## 6.1 Take Your Time

This text book presents many things that represent the American Culture, such as: food, buildings, texts about celebrities, poems with elderly poets, and music with American and British singers. However, its approach was regarding to both British and American culture.

The food in the menu shows for instance: starters, main courses, desserts, drinks such as soda, beer and wine, salads, soup, many types of chicken (grilled, fried), ice cream (many favors). There is in this menu a specialty, not common in Brazilian's menus; it is a roast beef with Yorkshire pudding. This course is eccentric, because Yorkshire, as well as, I know is a pedigree. Yorkshire is also a city.

MENU	
<b>STARTERS</b>	
Prawn cocktail .....	£ 2.40
Soup — tomato, onion .....	£ 2.25
Salads — green, mixed, tomato .....	£ 2.85
<b>MAIN COURSES</b>	
Fried plaice .....	£ 3.10
Fried chicken .....	£ 3.95
Grilled lamb chops .....	£ 4.10
Steak and chips .....	£ 5.10
Roast beef with Yorkshire pudding .....	£ 5.75
Vegetables — boiled potatoes, carrots, peas, mushrooms, cauliflower .....	£ 2.85
<b>DESSERTS</b>	
Apple pie .....	£ 1.65
Ice cream — vanilla, chocolate, strawberry .....	£ 1.50
Fresh fruit salad .....	£ 1.30
<b>DRINKS</b>	
Red or white wine (a bottle) .....	£ 5.00
Beer (a pint) .....	£ 1.50
Mineral water .....	90 p.
Coke .....	60 p.

Figure 01: Main menu  
Source: ROCHA; FERRARI (1993: 07)

Another menu presents only kinds of pizza. Such as: valentino, spicy chicken, etc. These kinds of pizza are very spicy; most of them are made of chili, specie of pepper. A different pizza is called 'extra toppings', it is made with all kinds of food, spicy, sweet, salty, such as: chili, chicken, fishes, fruits, prawn and vegetables. This kind of pizza it is not known in Brazil.

**Pizzas** Enjoy a Pizzaland meal at your leisure. Phone or call in with your order and your pizza will be freshly baked and ready to collect in around 20 minutes.

**New MAGNIFICO 14" MID PAN PIZZA** Unique to Pizzaland. Lusciously topped with cheese and beef tomatoes, ideal for 2-3 hungry people. It's delicious on its own, but even better with your choice of EXTRA LARGE toppings at 99p each. **£9.99**

**New Magnifico**

	10" TRADITIONAL	10" DEEP PAN
<b>VALENTINO</b> Prosciutto ham, asparagus, mushrooms, and chopped tomato on a base of creamy cheese sauce finished with a layer of cheese and a sprinkling of fresh parsley	£6.29	£9.29
<b>EMPEROR</b> Spicy chicken, mushrooms, pepperoni, sweetcorn, prawns, mixed peppers, a black olive plus 40.5% cheese	£6.29	£9.29
<b>MEAT MAESTRO</b> Pepperoni, pastrami, hot chillies plus double cheese	£5.75	£8.80
<b>PASSIONARA</b> Ham, salami, onion, spicy beef, black olives, mushrooms and mixed peppers	£5.45	£8.50
<b>FOUR SEASONS</b> Quarters of pepperoni, tuna, mushrooms, mixed peppers and onions, separated by anchovy fillets	£5.25	£8.30
<b>QUATTRO</b> Quarters of ham, spicy beef, salami, spicy chicken and a black olive	£5.05	£7.80
<b>MARINARA</b> Prawns, tuna and smoked salmon	£5.05	£7.80
<b>NEW FESTIVALE</b> Spicy beef, sweetcorn, mixed peppers, chopped tomatoes and hot chillies	£5.05	£7.80
<b>INFERNO</b> Spicy beef, onion, hot chillies and mixed peppers	£4.85	£7.60
<b>VEGETARIANA</b> Mixed peppers, onion, sweetcorn and mushrooms	£4.85	£7.60
<b>SPICY CHICKEN</b> Spicy chicken, sweetcorn and mushrooms	£4.50	£6.80
<b>TROPICALE</b> Ham, mushrooms and pineapple	£4.50	£6.80
<b>NEW HAM AND MUSHROOM</b>	£3.95	£6.30
<b>DELUXE CHEESE, TOMATO AND HERBS</b> Chopped tomatoes and double cheese	£3.49	£5.99
<b>CHEESE AND TOMATO</b>	£2.99	£5.40

**— Pizza Passion —**

**EXTRA TOPPINGS** Extra Cheese, Ham, Spicy Beef, Pepperoni, Salami, Spicy Chicken, Tuna, Prawns, Anchovies, Black Olives, Hot Chillies, Mixed Peppers, Onions, Mushrooms, Sweetcorn, Pineapple, Chopped Tomatoes

EACH TOPPING FOR A 10" TRADITIONAL OR 7" DEEP PAN PIZZA **55p**

EACH TOPPING FOR A 10" DEEP PAN PIZZA **70p**

EACH TOPPING FOR A MAGNIFICO PIZZA **99p**

**NEW BOTTOMINGS** Now you can create a great pizza from top to bottom with our new range of tasty base sauces. Choose from creamy Alfredo cheese, spicy Salsa (watch out it's hot!) or Solognese sauce to add to your Traditional or Deep Pan Pizza.

EACH BOTTOMING FOR A 10" TRADITIONAL OR 7" DEEP PAN PIZZA **75p**

EACH BOTTOMING FOR A 10" DEEP PAN PIZZA **90p**

**— Garlic Breads —**

GARLIC BREAD **£1.40**

GARLIC BREAD AND CHEESE **£1.65**

**— Salads —**

SIDE SALAD **£2.25**

**— Drinks —**

**Coca-Cola** **diet Coke** **Sunkist** **7up**

Standard **£1.10**

WHILE YOUR LOCAL PIZZALAND PHONE NUMBER STAYS THE SAME PLEASE REFERENCE

Items marked ✓ contain no meat or fish. Prices include VAT.

**FREE Coca-Cola OR diet Coke**

**CONDITIONS**

This voucher entitles you to a free Coca-Cola or Diet Coke when you purchase your NEXT takeaway pizza at Pizzaland. Only one voucher can be redeemed per takeaway order. Not available in conjunction with any other offer. Offer valid until 31st May 1993.

Code 4 0219

Figure 02: Menu of pizzas  
Source: ROCHA; FERRARI (1993: 10)

After this, the text book shows a recipe, it is an Apple Crumble recipe. It shows how to prepare the filling and the topping. In the text book is the step of each ingredient to make the cake.



**Apple Crumble**

<p>For the topping:</p> <p>175 g flour</p> <p>75 g butter</p> <p>75 g sugar</p>	<p>For the filling:</p> <p>1 kg apples, peeled and sliced</p> <p>60 g brown sugar</p> <p>2 handfuls of raisins</p> <p>juice 1/2 lemon</p> <p>1 teaspoon ground cinamon</p>
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To prepare the topping, (A) sift the flour into a mixing bowl.

(B) Add the butter in pieces and (C) rub into the flour (use your fingers) until the mixture resembles fine breadcrumbs. (D) Mix in the sugar.

(E) Put the apples in another mixing bowl and (F) then stir in the remaining ingredients.

(G) Put the apple mixture in a medium-sized pie plate (H) and sprinkle the prepared topping over it.

(I) Bake the apple crumble in a fairly hot oven (200°C) for thirty minutes (or until the topping is golden brown).

(Adapted by Barbera van Den Tempel.)


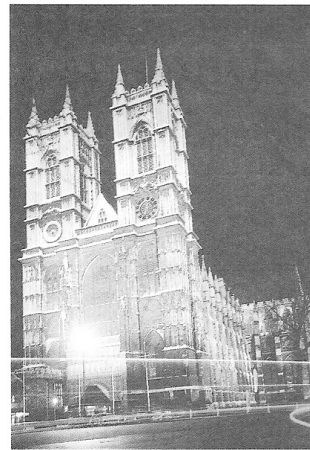
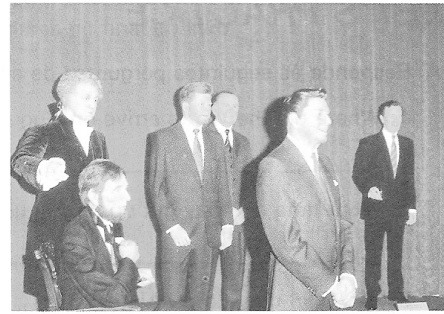


Figure 03 A recipe: Making an Apple cake  
Source: ROCHA; FERRARI (1993: 19)

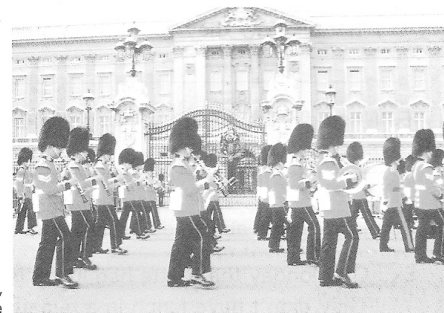
To represent England some pictures with the famous British Guard of Buckingham Palace situated in England (The Queen's House), Madame Tussauds, that is a famous museum with head office in London, in which there are some celebrities made of wax. There are also 8 branches in other cities, for example New York, Las Vegas, Berlin that are showed in this TB.



Westminster Abbey



Madame Tussaud's



The Changing of the Guard,  
Buckingham Palace

Figure 04: London's Places  
Source: ROCHA; FERRARI (1993: 27)

Other things that represent the British culture are symbols of transport, for instance, the bus stop sign. To keep the British culture teaching, there is a text about London with images of Tower Bridge.





<p>1 </p>	<p>British Rail sign. All stations are clearly marked with it and are well signposted.</p>	<p>( ) Sinal de parada de ônibus obrigatória.</p>
<p>2 </p>	<p>Underground stations.</p>	<p>( ) Estações do metrô.</p>
<p>3 </p>	<p>Bus Stop sign. All the buses indicated will stop here, and there are frequently route maps and timetables attached below.</p>	<p>( ) Sinal da Companhia Ferroviária Britânica.</p>
<p>4 </p>	<p>Request Stop sign. Buses will only stop here if you hail them by raising your hand.</p>	<p>( ) Sinal de parada de ônibus não-obrigatória.</p>

Figure 05: Signposts in England  
Source: ROCHA; FERRARI (1993: 33)

To represent our Brazilian culture, there is a Caetano Veloso's song, however it is called "London, London", and after the book shows a map of Brazil, because the unit is about places, but the focus is on a grammar point "Present Perfect".

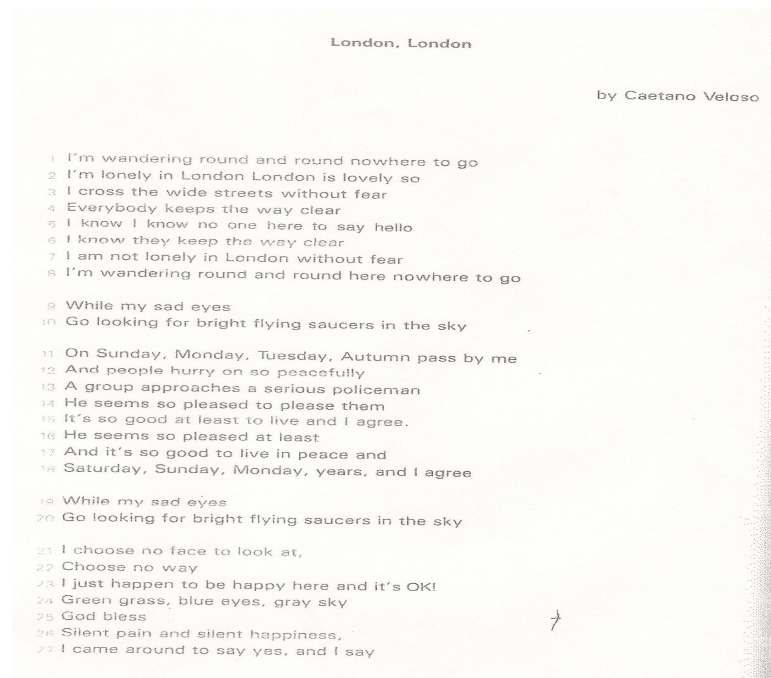


Figure 06: London, London by Caetano Veloso  
Source: ROCHA; FERRARI (1993: 40)

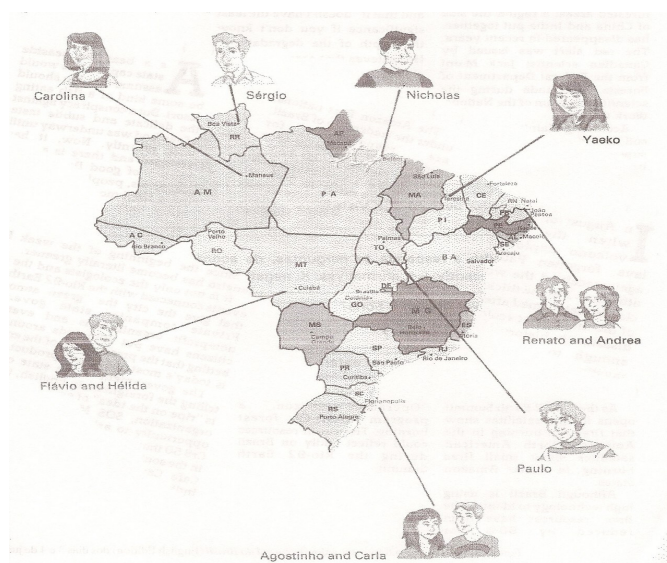


Figure 07: Map of Brazil  
Source: ROCHA; FERRARI (1993: 117)

Later, the book shows another symbol about British culture, in the space “Improving your knowledge”. It is a text about Agatha Christie, an English writer.

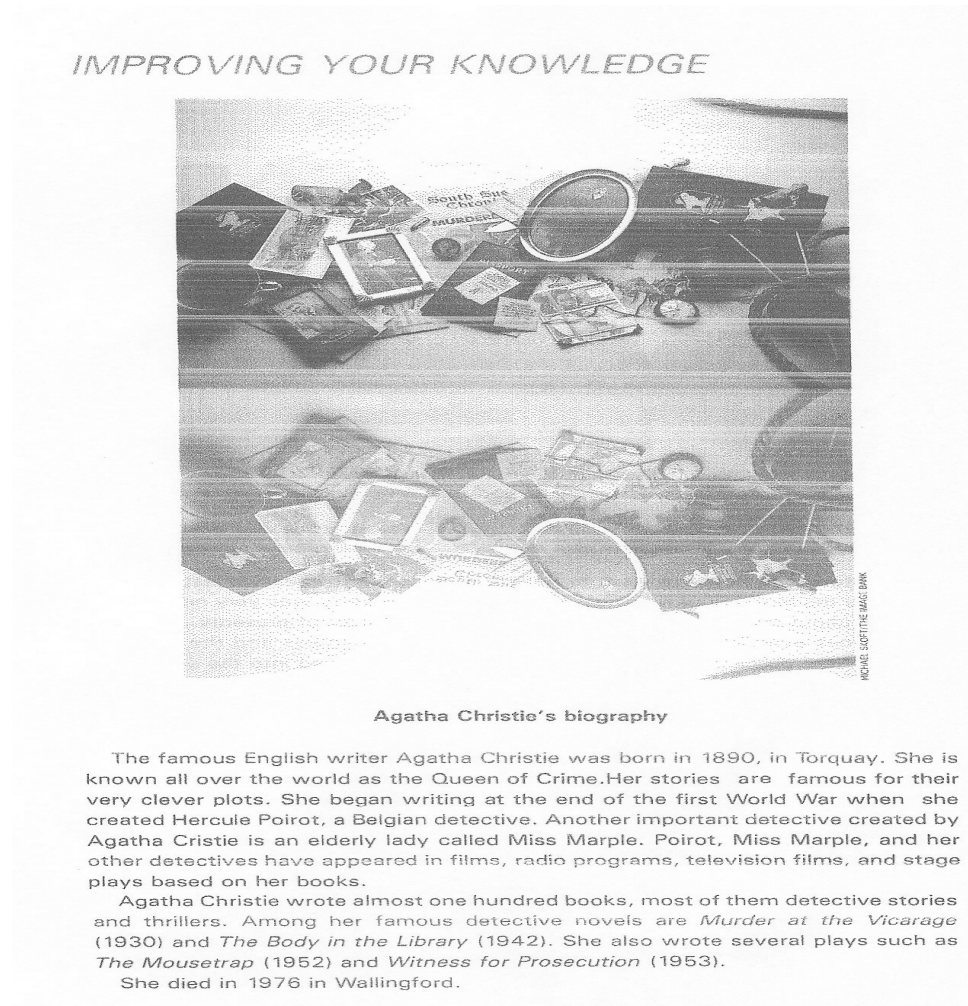


Figure 08: Agatha Christie: an English writer  
Source: ROCHA; FERRARI (1993: 60)

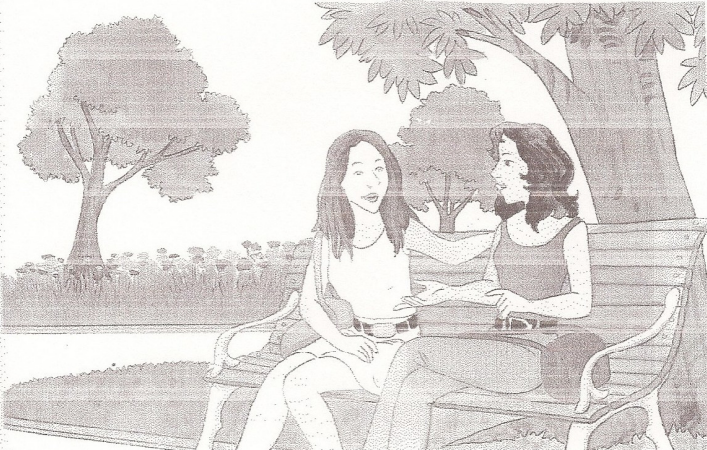
The American Culture is in a dialogue that starts a unit of this TB talking about New York. Consequently, there are some pictures of Statue of Liberty, Broadway, The Empire State Building and the Twin Towers (when they were built).



**LESSON**  
**4**  
**FOUR**

**Talking about New York**

*Situação: Kate e Anne são duas estudantes universitárias que moram em Glasgow, na Escócia. Anne esteve em Nova Iorque, nos Estados Unidos. De volta a Glasgow, ela encontra Kate e fala sobre sua viagem.*



**Kate:** Hi, Anne. How are you?  
**Anne:** Very well... but a bit tired because I arrived from New York yesterday.  
**Kate:** I see... So... How was New York?  
**Anne:** Terrific! Well... it's bigger than I thought. And... dirtier, too.  
**Kate:** Uh... How about the weather?  
**Anne:** It was warmer than in Glasgow. I wore light clothes all the time.  
**Kate:** And... What about the skyscrapers?  
**Anne:** The skyscrapers? Oh, they are taller than I expected.  
**Kate:** And the food?  
**Anne:** Gee! There is a great variety of food in New York.  
**Kate:** Speaking of food, I'm hungry. Shall we have something to eat?  
**Anne:** Oh, yes, let's.

sixty-five

Figure 09: Text about New York starting an unit  
 Source: ROCHA; FERRARI (1993 : 65)

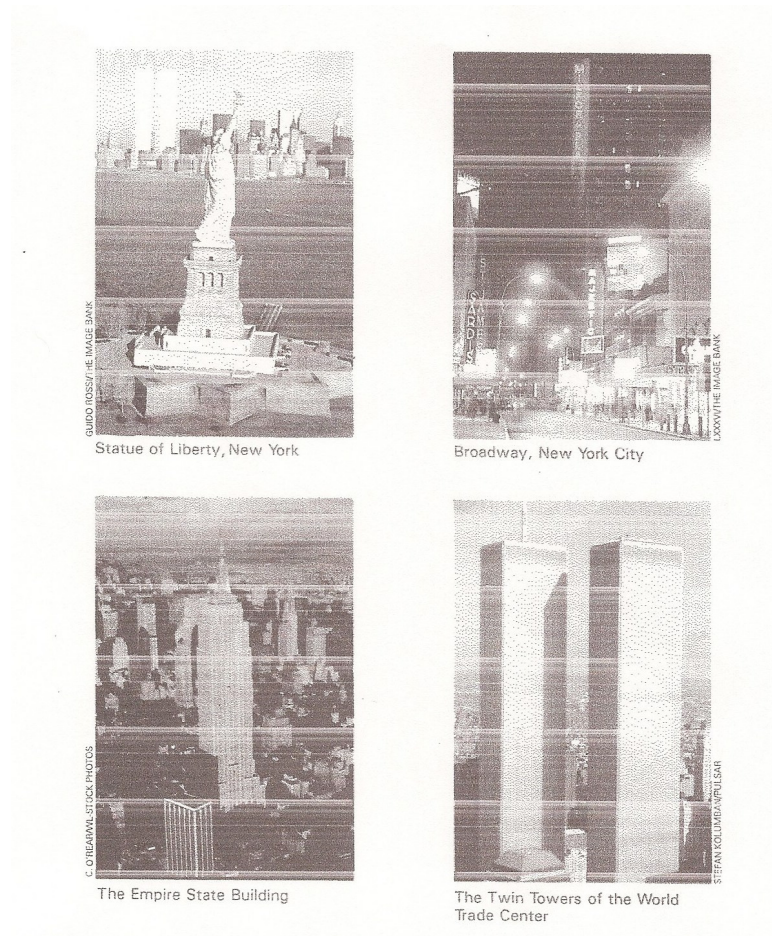


Figure 10: Touristic places in USA  
Source: ROCHA; FERRARI (1993: 66)

In summary, both British culture and the American culture were showed through texts, songs and pictures, although the prevalent culture is the British in this text book.

## 6.2 Hello

To represent the American Culture, this text book shows pictures about radical sports, such as hiking, scuba diving, etc., and also 'teens activities', for example, camping, go to the concerts, this is very common in USA, people go to a field to watch concerts, bands, etc, chat with friends, the textbook shows too

American singers and band's song with exercises for the students. The singers are Bill Withers, and R.E.M. Music is very important to USA because they have a great musical industry, consisting of big genres of music, as I said previously, blues, jazz, country, hiphop, techno, etc. Country music, mainly, represents the farm work, or poor people. American music also shows about races, such as: blues and gospel music are related to American black people. Thus, to present something about clothes there is also a text about Levi's jeans, because this brand is worldwide known. It is about its origin.

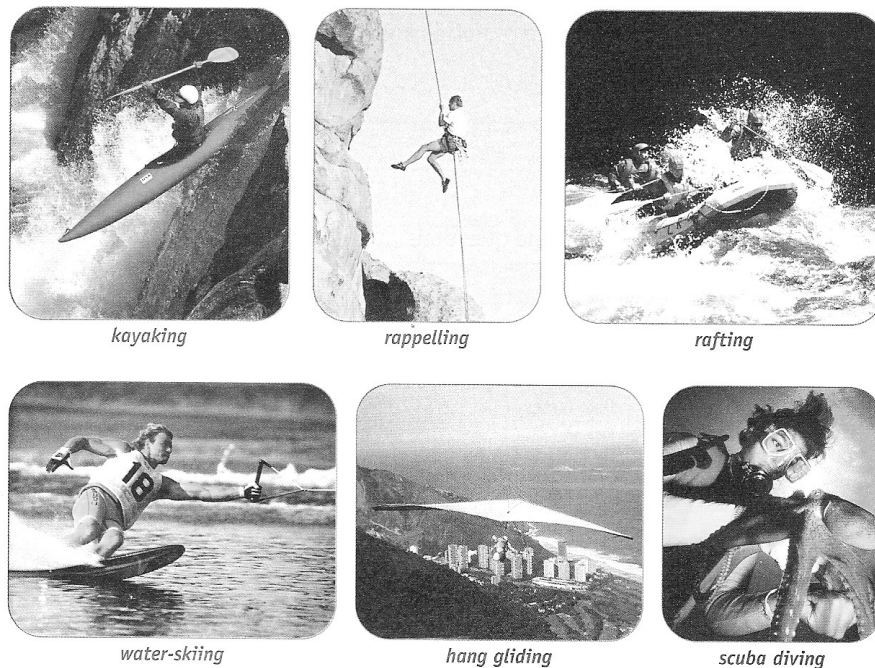


Figure 11: Radical Sports  
Source: MORINO; FARIA (2003: 19)

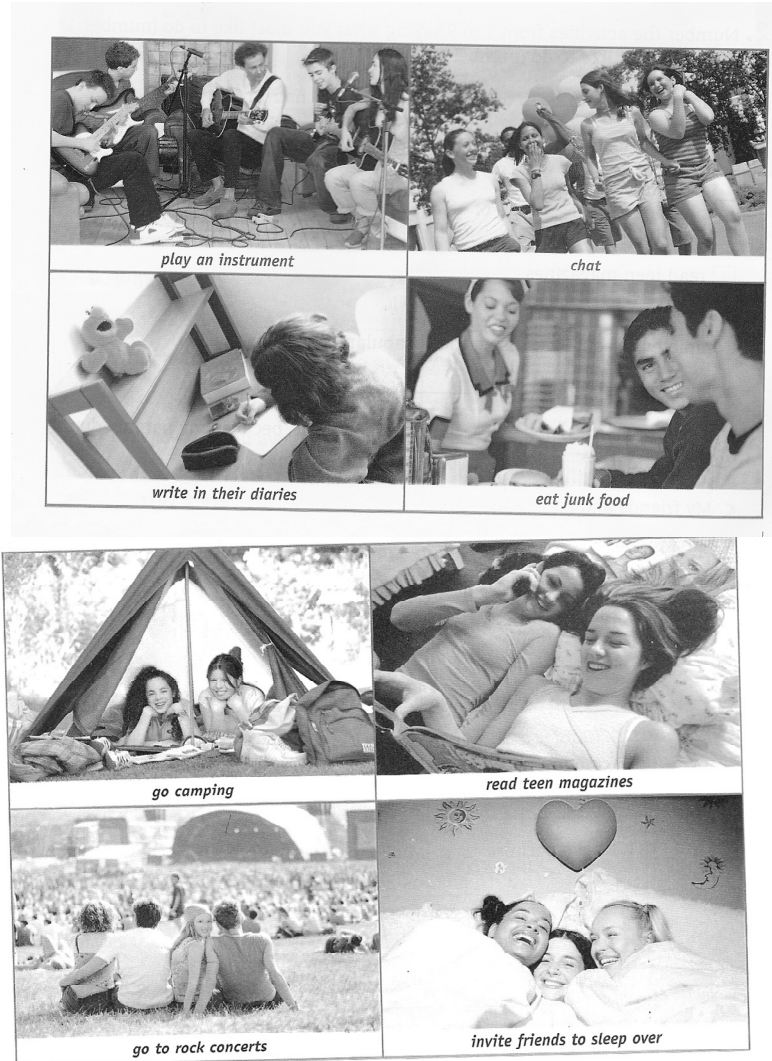


Figure 12: Teen Activities  
 Source: MORINO; FARIA (2003 : 33-34)

The Brazilian culture was displayed through Ronaldinho's picture, as well as questions about him, in this picture he is doing a campaign against poverty. A text regarding to "Parque da Tijuca", in Rio de Janeiro. It talks about nature, waterfalls and caves, architectural works, talking also about our coffee plantation at the end of the last century, which was exported for many countries.



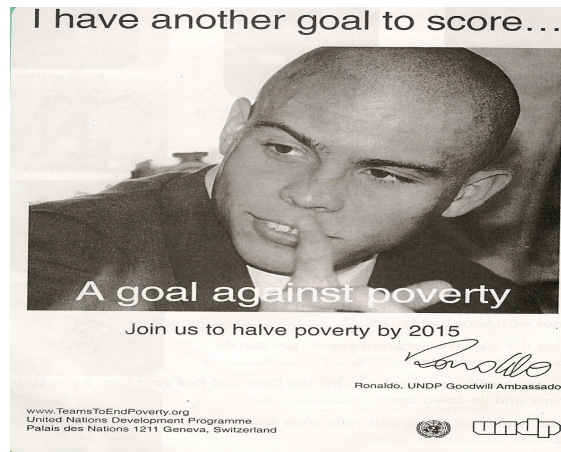
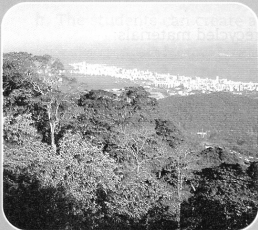


Figure 13: Ronaldo Nazário (Ronaldo)  
Source: MORINO; FARIA (2003: 52)

### The Tijuca National Park



The Tijuca National Park is in Rio de Janeiro, Brazil.

The total area of the park is 3,200 hectares, and it is the world's biggest urban forest, being administrated by Ibama – Brazilian Institute of the Environment and of Natural Recycled Resources.

The Tijuca National Park was declared a biosphere reserve by Unesco in 1991, and it is one of the last remaining forests of the Rainforest. It was almost completely devastated at the end of the last century to make way for coffee plantations, and was then replanted with native species of the original ecosystem.

The forest possesses an enormous variety of flora and fauna and natural beauties including caves and waterfalls, in addition to architectural works of great historical and artistic value.

The harmonious relationship between the forest and the city is fundamental for the balance of climate, soil, water and air, with a direct influence on the surrounding urban population. When this cycle becomes unstable, it may result in an environmental imbalance easing many problems, amongst them great harm to the health of the local population. Forests close to large urban centers help to alleviate the problems associated with big cities, like air pollution, climatic alterations, erosion and floods.

The Tijuca National Park belongs to you! Help to preserve it so that you and future generations will be able to enjoy its countless wonders. Remember that this is the right of all citizens. Criticisms and suggestions, as well as voluntary work, are of great importance for the improvement of our service of public maintenance of the Park.

Figure 14: Brazilian Park  
Source: MORINO; FARIA (2003: 120-121)

## 7 FINAL CONSIDERATIONS

Both teaching books follow the duty that are assign to them since, text books reflect on the teaching-learning, because they are the connection between students and other cultures through texts, pictures, music, poems, etc.

Thus, answering my 'key-questions', presented at the start of this research, the representative American Culture elements are pictures, although little bit is present in the older book, through texts and pictures. The similarities between the text books were rarely found; there are more differences: the textbook "Take Your Time" presented more texts, songs, poems and pictures, to teaching the foreign culture as the text book of Hello's collection focused the English teaching with emphasis on grammar. The Brazilian culture was bringing out by the texts and pictures, however few things about it.

To summarize, the older text book, "Take Your Time" (1993) focuses on the main things that there are in England, for this reason showed more things around this country, even though also presented American things. Indeed it was divided between both cultures. This aspect is important because contrasts the linguistics variations, and the student have the opportunity of being in touch with them. The second one, "Hello" (2003) focuses more on teaching grammar than in culture. The texts are short and about daily situations, for example: homework, what to be when you born, to do physical exercises and dialogues.

## 8 CONCLUSION

To achieve the main goal of this study which was to observe how and in what form the North American cultural events are presented in textbooks of English, I compared two books from different decades: an English textbook of 1993 made in Brazil and an English , also made in Brazil, during the year of 2003.

In the question to identify which elements are most representative of American culture in the two books analyzed, only the book of 1993 was where I found pictures and text to represent this culture, such as: Statue of Liberty, Twin Towers, and a text and a song about the New York City.

Regarding possible differences and similarities by referring to the symbols of American culture, I noticed that the textbook of 1993 represented American culture through texts and pictures, not worrying about grammar and focusing in the teaching of English culture, unlike the other book that focused more on the teaching of grammar, leaving out figures and texts.

About the changes that occurred in the presentation of American cultural representations between the decades, I noticed that the book of 1993 presented longer texts, talking about American and English culture. In the book of 2003 the texts were shorter, with daily situations and in dialogue form. The space reserved for Brazilian culture in the textbooks analyzed was restricted to small parts, citing only a world renowned celebrity, football player, Ronaldinho, and a text on the Parque Nacional de Tijuca, in Rio de Janeiro.

To analysis textbooks, it is important to mention that there is a gap in relation to American cultural events along this work, such as Halloween, Mardi Grass, and Christmas, among others. None of the textbooks brought something to deal with

these issues in the classroom, which are very popular in the United States, and that should be present to the students. Although this is one of the tasks of textbooks knowledge about other cultures is very important nowadays, because it is presented in many situations of daily life. It is in songs, the clothing brands, snacks, movies, games, etc. And since for our students is pretty hard to travel abroad, this aspect should be transmitted through textbooks. It is a bridge between students and other cultures, especially the English language that is offered in all school systems.

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