

Pronunciation in Portuguese-produced English Language Teaching
coursebooks: An overview of new lower secondary student's book
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Abstract

The role of pronunciation in English language teaching (ELT) has changed throughout the past two centuries (Celce-Murcia et al., 2010; Gilbert, 2010). However, there is a lack of evidence on how English pronunciation is taught in Portuguese public schools if it is formally taught at all (Lindade, 2022). Using grounded-theory as a research method and building on previous findings (Lindade, 2018, 2022), this article will expand the data already documented by considering newly published coursebooks for lower secondary in Portugal. The main aim is to establish the overall presence of pronunciation among the lower secondary ELT textbooks certified by the Portuguese Ministry of Education. So far, the analysis of older coursebooks has revealed that half the textbooks never include any form of explicit pronunciation instruction, and it is apparent from the analysis of new coursebooks that its presence is further declining. The mixed methods analysis carried out revealed that only 12% of ELT coursebooks include explicit pronunciation instruction. Considering that pronunciation is not integrated with other skills in a comprehensive and progressive way and given the centrality of textbooks in Portuguese schools (Hurst 2014), this contribution corroborates Underhill's (2010) view that pronunciation is the Cinderella of ELT.

Keywords: ELT, pronunciation, coursebooks, material development, lower secondary

1 Introduction

When reflecting on the role of pronunciation in the context of ELT, and through the contributions of authors such as Brown (2007), Celce-Murcia (2001), Hall (2018) and Richards and Rodgers (2014), it is possible to establish that pronunciation was firstly present in the Direct Method, where it was taught through imitation. Learners imitated a model (the teacher or a recording) and did their best to reprise the model through imitation and repetition (Brown, 2007). Later, it was a predominant feature of Audiolingualism, where it was taught explicitly from the start. As in the Direct Method classroom, the teacher or a recording would model a sound, a word, or an utterance and the students would imitate or repeat it (Celce-Murcia, 2001). Amongst the Humanistic Approaches, pronunciation was present in Asher's Total Physical Response, where learning focused intensively on listening prior to speaking. The initial focus on listening without pressure to speak gave the learners the opportunity to internalize the target sound system in a naturalistic way, mimicking how learners acquire their L1 (Richards & Rodgers, 2014). Also, among these approaches, and similarly to Audiolingualism, the Silent Way can be characterized by the attention paid to accuracy of production of both the sounds and structures of the target language from the very initial stage of instruction. Not only were individual sounds stressed from the very first day of a Silent Way class, but learners' attention is focused on how words combine in phrases, particularly on how linking, stress, and intonation all form the production of an utterance (Richards & Rodgers, 2014). The main difference between Audiolingualism and the Silent Way is that in the latter, learner attention was focused on the sound system without having to learn the phonetic alphabet or a body of explicit linguistic information. Within Community Language Learning it is relevant to consider two techniques that were central to this approach: the audiotape recorder and the human computer technique (Celce-Murcia, 2001). First, students used an audiotape recorder to capture and listen to their own pronunciation, which allowed them to distance themselves from what they said and focus on how it was said. Second, students were given no overt

correction of their pronunciation. Instead, they selected the items they want to practice and decided how much repetition they need, providing a more self-directed focus, especially when compared with the Direct Method. Communicative Language Teaching (also known as the Communicative Approach and henceforth referred to as CLT), moved from teaching language as individual linguistic structures to teaching learners how to use language effectively. In Hall's (2018) words: "CLT emphasizes meaning and 'genuine' communication in the classroom, communication itself being the central process and focus of the ELT classroom." (p. 103). It is in this context that Levis and Sonsaat (2017) argue that with the rise of CLT from the early 1970s to the early 1990s, came the decline of pronunciation in language teaching. Among the reasons for such regression is the ambiguity regarding what it meant to teach pronunciation communicatively and the role of error correction in the CLT classroom. While there were no arguments for it to be eliminated or suppressed from teaching materials and teaching practices, the authors argue that "as interest in CLT first grew and then expanded, language skills that were form-based no longer seemed compatible with then-contemporary values and beliefs about language teaching." (p. 14). Ultimately, pronunciation had lost its relevance in a new type of language teaching model.

By reflecting on the above outline, it is relatively easy to argue that the role of pronunciation in ELT is heavily connected with teaching methods and approaches. Other variables include teaching processes such as teachers' expertise and training, teaching materials and strategies, learner's backgrounds, goals and motivation as well as contextual factors such as national curricular policies and additional adaptations made at a school level present a significant feature that hinder teaching and learning pronunciation. Regarding the Portuguese curricula, in Lindade (2022), it is possible to maintain that pronunciation was moderately relevant among the national curricula from the 1990s (*Programa de Inglês - ensino básico 2.º ciclo* (Ministério da Educação, 1996) & *Programa de Inglês - ensino básico 3.º ciclo* (Ministério da Educação, 1997)) to somewhat subsidiary with the introduction of the *Metas Curriculares* (Ministério da Educação, 2013). Later, with the publication of the *Aprendizagens Essenciais*

(Direção Geral de Educação, 2018), pronunciation virtually disappeared given that the most recent curricula provide no framework nor guidelines for teachers regarding pronunciation instruction. Additionally, Ordinance no. 6605-A/2021 of July 6th substantiates that Portugal promotes a curriculum-driven context, where a high degree of accountability is built into the curriculum design leaving teachers with the responsibility of implementing a curriculum that is clear on what to teach and what outcomes are expected but is vague regarding how to teach. Richards and Rodgers (2014) refer to this as “backward design” option. Considering this initial overview, this contribution aims to answer the following research question: how often do the EFL coursebooks used in Portuguese public schools include explicit pronunciation instruction, and to what extent does the presence of explicit pronunciation tasks shift between locally produced textbooks and global coursebooks in lower secondary? The next sections will provide a brief overview of pronunciation and material development in the Portuguese setting, followed by the methodology used for this study.

2 Pronunciation and Portuguese-produced ELT coursebooks

Academic contributions often refer to pronunciation as frequently overlooked (or often neglected) by teachers (e.g. Celce-Murcia et al., 2010; Macdonald, 2002; Metruk, 2020). It is also unflatteringly referred to as Cinderella (Kelly, 1969; Underhill, 2010) or an orphan (Gilbert, 2010). Nevertheless, Sönsaat (2018) argues that pronunciation-teaching materials must provide clear and easy-to-understand explanations about the pronunciation features they cover, as well as enough exercises of different types. Materials developers should consider that teachers may not have received much pronunciation training or may not be confident to teach it. In the words of Levis and Sönsaat (2016) “if native teachers show reluctance to teach pronunciation, non-native teachers show even more. Spoken language and pronunciation are much more elusive than grammar and vocabulary, and more subject to uncertainty for teachers.” (p. 110) However, there

is an urgent need to bridge the gap between research and teaching practices (Levis, 2007), considering that teachers might not be familiar with significant research to inform their decision making in the classroom and researchers may have a limited view of the realities of pronunciation in classrooms and real-world settings. The above implies the need of a two-way synergy among research and practice that could lead to a body of reliable and valid research findings for pronunciation (Pennington & Rogerson-Revell 2019). While Portugal is devoid of research regarding pronunciation in ELT coursebooks there are foreign studies in this field. Some examples include Calvo (2015) in Spain, Crofton-Martin (2015) in England and Kanellou (2011) in Greece. Furthermore, Portuguese learners have performed particularly well in international language exams. For instance, Portugal was placed 8th in the 2023 English Proficiency (EF) Index. In the context of this report, the EF index suggests that Europe's largest economies (France, Spain, Italy) have not reached the same proficiency level as their neighboring countries (2023, p. 5). Common sense notions might even regard the Portuguese as prone to learn foreign language, given that the presence of English in Portugal has been influenced by a long history of contact with Britain and more recent exposure to American mass culture may have facilitated a favorable environment for learning English (Barros, 2009). However, European Portuguese learners of English tend to struggle with vowels, confusing /i/ and /ɪ/; /e/ and /æ/; /ʊ/ and /u/; /ʌ/ and /æ/; consonants such as /tʃ/ and /ʃ/; /dʒ/ and /ʒ/, as well as /h/, /θ/, /ð/ clusters. It is also worth mentioning that these speakers often require help with stress shift and with intonation given that they often use too low a pitch on falling tones (Taylor, 1993).

When exploring the field of ELT Materials use Portugal has a very strong tradition of using coursebooks in schools. Textbooks tend to define how the curricula is interpreted and how knowledge is re-contextualized in formal educational settings, and for many teachers it is their standard tool for instruction. For academics such as Hurst (2014), many teachers would argue that it is impossible to teach without a coursebook as they are viewed "not just as a source of learning content but also as a tool of classroom management" (p. 8).

Furthermore, in Portugal, the state certifies coursebooks before they can be formally marketed and sets the maximum price they may be sold at, a process that does not exist in most EU countries. In principle, such a process should guarantee that these materials are ideal, providing a balance between all language skills. In fact, the evaluation mechanism created by the Portuguese Ministry of Education and reflected in Ordinance no. 11421/2014 of 10 January conditions the entity certified to carry out this process (normally a higher education institution) and stipulates the factors to be considered such as the coursebook's linguistic, scientific and conceptual rigor, its compliance with curricular guidelines, its educational quality and values, and the option to reuse it, leading to considerations such as its overall physical quality (robustness and weight). While this evaluation process may be rigorous, and in-service teachers are asked to select an EFL coursebook based on a Ministry produced checklist (Ministério da Educação, 2023), where among other considerations they are asked to acknowledge if the coursebook follows the current curricula (even though it has already undergone a certification process that has validated that it does). This overall emphasis on the *Aprendizagens Essenciais* may prove to be problematic, because they do not outline an explicit focus on pronunciation, and so it is highly unlikely that coursebooks feature an appropriate focus on pronunciation. However, it is important to remember that the criteria used in the is a "one size fits all" standard for all school subjects. Also important to mention is the fact that there is no regard to the effects of materials on their users nor are the materials evaluated at any stage by the learners who are destined to use the coursebooks throughout the school year. Although Portugal is somewhat unique given the government's oversight regarding coursebooks, perhaps this does not guarantee that materials are not ultimately assessed in an "ad hoc, impressionistic way, which tends to favour materials which have face validity, and which are visually appealing" (Tomlinson, 2013, p. 5). Nevertheless, EFL teachers in Portugal select coursebooks in accord with a calendar set out by the government for this end and select a title among a set of textbooks validated by a recognized by an entity certified for this purpose. Among the options, a teacher will find global

coursebooks from international publishing houses, written for learners of many cultural backgrounds (Tomlinson, 1998) or local ones specifically produced for Portugal, written by local professionals, often featuring references to local personalities, places, etc. The next generation of English coursebooks will be used for the first time in the 2024/25 school year and will replace those currently in use in the 5th grade as stated in Ordinance no. 11263/2023 of 6 November. Overall, coursebooks play a significant role in the public-school system and there is no indication that the way books are certified or selected will change in the near future. The following section will address the research question and the methodology used to analyse the presence of pronunciation in certified Portuguese ELT coursebooks in lower secondary education.

3 Methodology and Study

To address the study's research question (how often do the EFL coursebooks used in Portuguese public schools include explicit pronunciation instruction, and to what extent does the presence of explicit pronunciation tasks shift between locally produced textbooks and global coursebooks in lower secondary?), the research featured in Lindade (2022) was revisited. In that study, two sets of lower secondary Portuguese-produced ELT textbooks (grades 7 to 9) were considered: one from the 2015-16 school year and another from the 2011-12 school year. These school years were selected because they preceded school years where new ELT coursebooks would be introduced and would ensure a consistent interval of years throughout the analysis. For the purpose of this research, and to widen the scope of this analysis, the lower secondary coursebooks used in the 2023-2024 school year were also considered following the information provided by the Ministry of Education (Direção Geral de Educação, 2023). Because workbooks are not compulsory components in Portuguese public schools, and are sold by publishers separately, they were not considered. While a page-by-page analysis was carried out of the 3 sets of textbooks, quantitative data was compiled in Excel

spreadsheets to substantiate findings and provide a comprehensive analysis of the extent in which the textbooks include explicit pronunciation instruction. Grounded theory prevented preconceived ideas and allowed paths of enquiry to be followed as they were revealed. Because grounded theory maintains integrity by reflecting and explaining the real-world as it is (Urquhart, 2013), it was possible to remain open to emerging data during the analysis. To interpret the data, a scale was designed. This scale establishes the presence of pronunciation the following way:

- I. Abundantly: explicit pronunciation instruction is featured more than once in each unit.
- II. Frequently: explicit pronunciation instruction is featured once in each unit.
- III. Sometimes: explicit pronunciation instruction is featured in half or over half of the featured units.
- IV. Rarely: explicit pronunciation instruction is featured in less than half of the units.
- V. Never.

It is important to mention that lower secondary coursebooks represent the learning cycle with the highest number of textbooks (Lindade, 2022), especially when compared to lower and upper primary (grades 3 to 6) where English is also compulsory. Regardless of the school year, the data featured in Figure 1 and in appendix A highlights the prominence of national publishers over global ones. Table 1 summarizes the main findings of the study. It is evident that the newest set of coursebooks feature the smallest sample of coursebooks, the lowest number of textbooks that include explicit pronunciation instruction and lastly the fewest number of exercises. The consequence of such a drastic reduction requires attention from stakeholders, material designers, in-service teachers, teacher trainers and researchers.

Lower secondary coursebook overview				
	2011-2012	2015-2016	2023-2024	Total
Total no. of Coursebooks	24 coursebooks 32.4%	29 coursebooks 39.2%	21 coursebooks 28.4%	74 coursebooks 100%
Showing explicit pronunciation	13 coursebooks 17.5%	10 coursebooks 13.5%	9 coursebooks 12.2%	32 coursebooks 43.2%
Total no. of exercises in lower secondary	60 33.9%	82 46.3%	35 19.8%	177 100%

Table 1. Overview of lower secondary coursebooks

Concerning the 3 different sets of coursebooks, and despite the increase in number in 2015-16, the overall number of textbooks and the presence of explicit pronunciation instruction is currently at its lowest, present in 12.2% coursebooks, which means that over 80% of the newest ELT coursebooks never (or very rarely as the data ahead will suggest) feature pronunciation focus. The increase in number of exercises (46.3%) in the 2015-16 set when compared to the other sets is explained by the presence of a higher number of global coursebooks. Considering the distinction between global and local textbooks, as depicted below in Figure 1, global coursebooks in the Portuguese context always concentrate the highest presence of pronunciation exercises, while locally produced textbooks tend to neglect explicit pronunciation instruction.

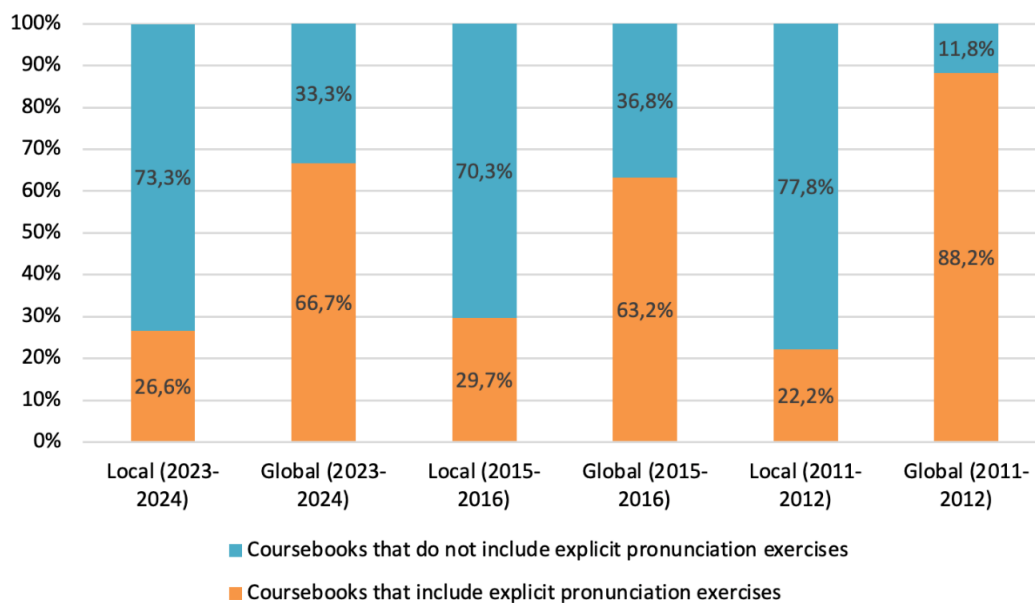


Figure 1. Presence of explicit pronunciation in local v. global coursebooks

Figure 1 confirms that global coursebooks include explicit pronunciation exercises more frequently than locally-produced ones, although there is a decrease among the total number of global textbooks (see appendix A), which may indicate that the Portuguese market is no longer attracting the attention of international publishing houses (see appendix B, C & D). One explanation for this may regard the specificities required to certify a coursebook, as mentioned in the previous section. The following figures will address the presence of pronunciation in lower secondary separately.

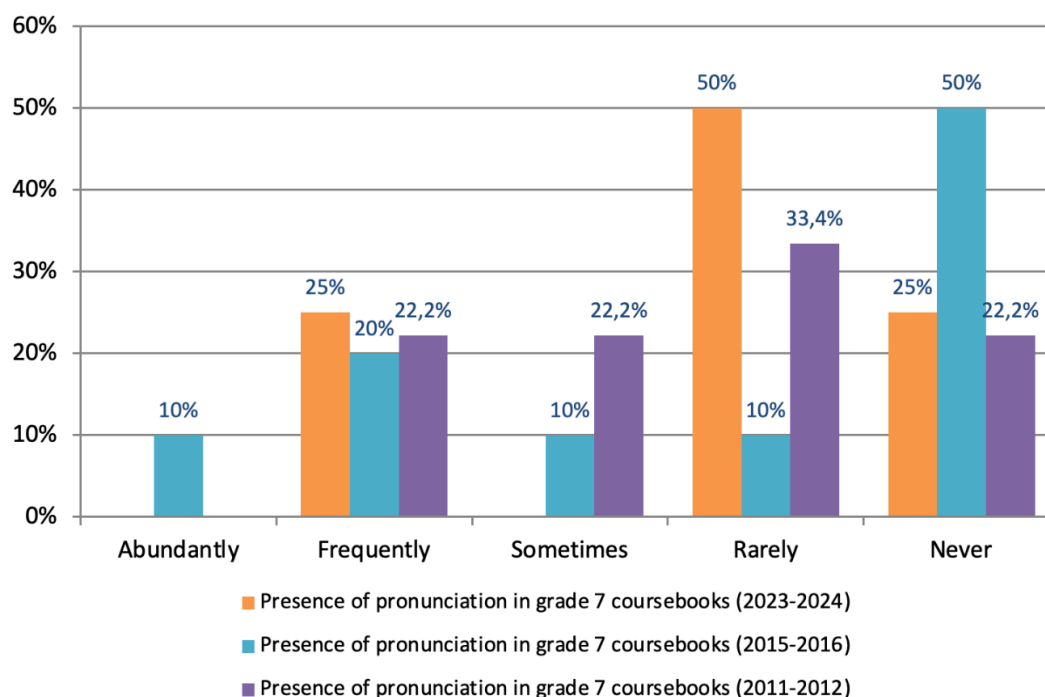


Figure 2. Presence of pronunciation in grade 7 coursebooks

Perhaps the first noticeable finding regards the fact that after the analysing a total of 24 coursebooks for grade 7, from three different generations of local and global coursebooks (see appendix B), only a single coursebook offers explicit pronunciation practice more than once per unit. Furthermore, while the 2015-16 publications offer the highest number of exercises, it is also in this set that 50 per cent of the coursebooks never include any specific pronunciation-related task. Figure 2 also reveals that the coursebooks that never or only rarely feature pronunciation are the ones with highest percentage, revealing that the most recent set ranks at 75%, followed by the 2015-16 set with 60%, while the 2011-12 generation ranks lowest with 55,6%. Considering that textbooks for this grade correspond to CEFR A2+, more emphasis would be expected to help learners develop their overall intelligibility. Figure 3 will consider all sets of grade 8 coursebooks:

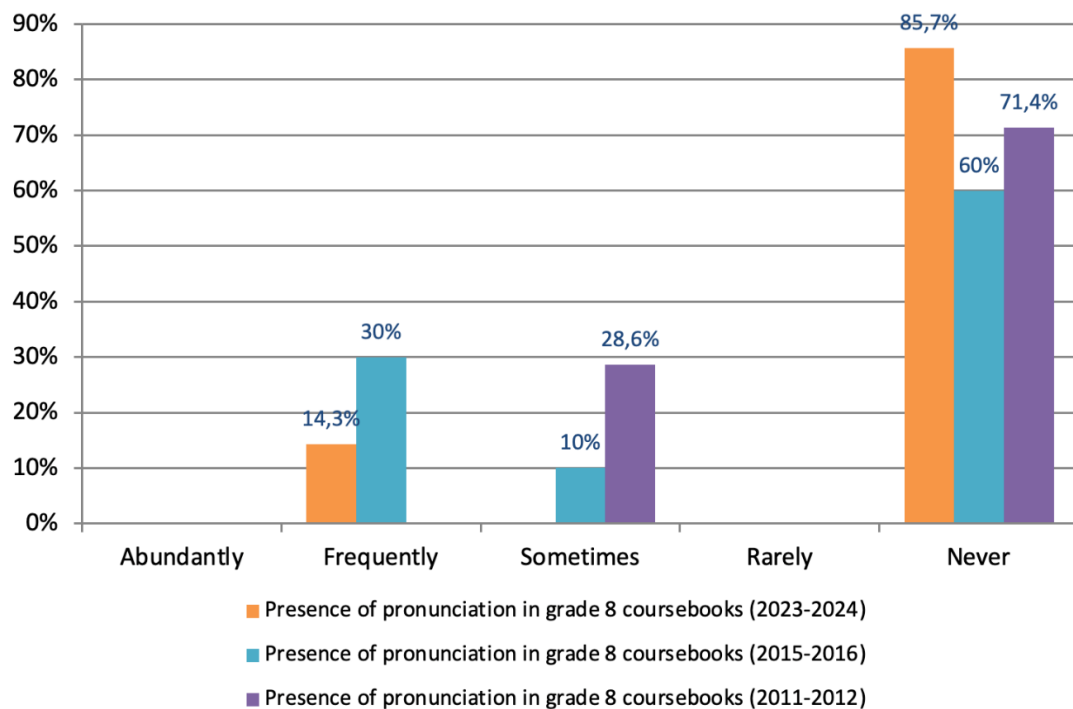


Figure 3. Presence of pronunciation in grade 8 coursebooks

Concerning grade 8 coursebooks, a noticeable finding is the inexistence of textbooks that offer pronunciation instruction abundantly or rarely. Furthermore, the concentration of coursebooks that never focus explicitly on pronunciation instruction is significantly higher across all sets, and particularly among the more recent publications, when compared to grade 7 textbooks. Considering this sharp contrast there seems to be further neglect concerning pronunciation instruction. In fact, no Portuguese-based publishers include pronunciation explicitly at this level/grade from B1 level onwards (see appendices B, C & D). Such a move among all locally-produced coursebooks is enigmatic and requires future research.

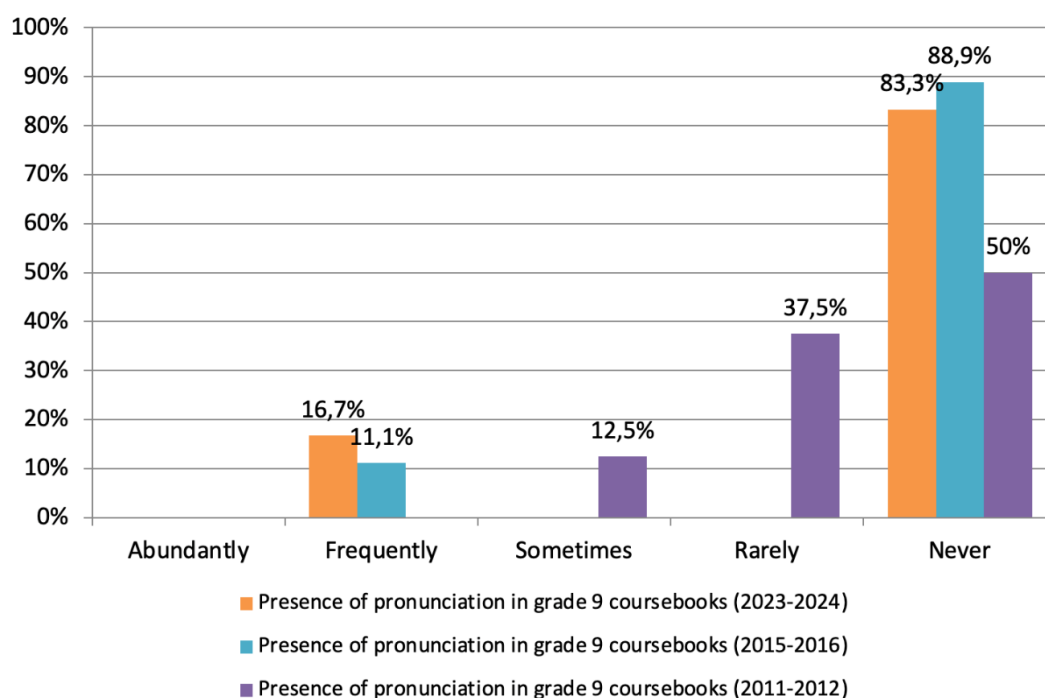


Figure 4. Presence of pronunciation in grade 9 coursebooks

Lastly, by considering grade 9 coursebooks, as can be seen in figure 4, there is no evidence of textbooks that offer explicit pronunciation instruction abundantly, and by combining those that never or rarely do so, it is evident the data is comparable to that of grade 8 coursebooks. While results here also show that ELT textbooks used in Portugal feature a very weak focus on pronunciation, it is concerning that B1 level coursebooks do not integrate pronunciation with other skills in a comprehensive and progressive way, especially considering that the most recent set of textbooks were published after the publication of the companion volume to the CEFR (2020). In this volume issues regarding phonological control were redesigned to accommodate an extensive review of the literature and consultation with experts, hinting at the overall importance of pronunciation within the current context of global English.

Further analysis among the most recent set of coursebooks is required in order to establish the type of pronunciation activities included. The analysis carried out in Lindade (2022) found that when pronunciation is included in coursebooks the focus is on receptive skills, specifically listening and some

variation of listen and repeat, listen and tick or listen and underline/mark the stress. Nevertheless, pronunciation is not only majorly neglected by locally-produced ELT materials, but no evidence has been found to suggest it is integrated with other language skills.

By revisiting the research question, it is possible to sustain that explicit pronunciation tasks are not present in EFL coursebooks in a consistent way. The current set of coursebooks (used in the 2023-2024 school year) only feature 9 coursebooks (12.2% of the sample) with explicit pronunciation instruction and a total of 35 exercises. Furthermore, 73% of locally produced textbooks do not include pronunciation explicitly and after grade 7, pronunciation is never referenced explicitly. Global coursebooks are more consistent in including such focus, but also reduce their focus on pronunciation in grades 8 and 9 (B1 level).

4 Closing remarks

While Portuguese learners of English are clearly not exposed to a consistent number of pronunciation exercises, and many may go through the educational system without ever being exposed to a coursebook that includes explicit pronunciation instruction, one of the questions this research has raised regards intelligibility: how will Portuguese learners be intelligible English language speakers with so little focus on pronunciation instruction? Considering the limitations of this study, that has not classified the features presented in the coursebooks analysed, the lack of research in this field of ELT in Portugal and the reduced academic focus on material development as a field of study, it is necessary to determine the classroom practices of Portuguese ELT teachers and ascertain the perceptions of current ELT stakeholders in order to understand if the current state of pronunciation instruction has been, as mentioned by Derwing & Munro (2005), “heavily influenced by common sense intuitive notions” rather than research agendas (p. 380). Such research should focus on how material designers interpret the national curricula and inform their decision making during

the coursebook design process. Moreover, considering the current advances in the field of Generative Artificial Intelligence, and the potential role of Chatbots like ChatGPT in Foreign Language Education, it is paramount to study how these advances are impacting ELT practices and determine if they may ultimately serve as a resource for teachers and learners who seek remedial pronunciation instruction. Regardless of current or future technological advances, there are benefits in teaching pronunciation explicitly. Until more research is carried out in this field, pronunciation will remain the Cinderella of ELT.

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Appendix A

Overview of 3 sets of lower secondary coursebooks

Overview of coursebooks used in 2011-2012						
Level	Local		Global		First published	
	Title	Publisher	Title	Publisher		
2008-2009	Year 7	Cool Zone 7	Texto Editora	Bright Lights 7 Step Ahead 7 Winners 7	OUP Pearson-Longman Express Publishing	2006
		New Getting On 7	Areal Editores			
		New Wave 1	Porto Editora			
Plug & Play 7		ASA				
Spotlight 1		Porto Editora				
Together 7		Lisboa Editora				
2009	Year 8	Cool Zone 8	Texto Editora	Bright Lights 8 Step Ahead 8 Winners 8	OUP Pearson-Longman Express Publishing	2007
		New Getting On 8	Areal Editores			
		New Wave 2	Porto Editora			
		Spotlight 2	Porto Editora			
2015-2016	Year 9	Click me! 9	ASA	Bright Lights 9 Step Ahead 9 Winners 9	OUP Pearson-Longman Express Publishing	2008
		Cool Zone 9	Texto Editora			
		New Getting On 9	Areal Editores			
		New Wave 3	Porto Editora			
		Spotlight 3	Porto Editora			
2011-2012	Year 7	Be the Change 7	Porto Editora	English in Motion 7 Hot Spot 7 Next Move 7 Your Turn 7	Santillana Express Publishing Pearson-Longman OUP	2012
		Download 7	Areal Editores			
		llearn 7	ASA			
		Iteen 7	Areal Editores			
		Move on 7	Texto Editora			
		Swoosh 7	Porto Editora			

	Y e a r 8	Catch up 8 Iteen 8 Move on 8 New Wave Revolution 8 Swoosh 8 Upgrade 8	Areal Editores Areal Editores Texto Editora Porto Editora Porto Editora ASA	English in Motion 8 Hot Spot 8 Next Move 8 Your Turn 8	Santillana Express Publishing Pearson-Longman OUP	2014
	Y e a r 9	Iteen 9 Move on 9 New Wave Revolution 9 Swoosh 9 UDare 9 Upgrade 9	Areal Editores Texto Editora Porto Editora Porto Editora Areal Editores ASA	 Hot Spot 9 Next Move 9 Your Turn 9	Express Publishing Pearson-Longman OUP	2015
2 0 2 3 - 2 0 2 4	Y e a r 7	All Stars 7 Come Along 7 Engaging 7 Fly High 7 Top Teen 7 What's up? 7	Porto Editora Raiz Editora Porto Editora Asa Areal Editores Texto Editora	 Digi Up 7 English Plus	Express Publishing OUP	2021
	Y e a r 8	Dreams 8 Engaging 8 Fly High 8 Top Teen 8 What's up? 8	Porto Editora Porto Editora Asa Areal Editores Texto Editora	 Digi Up 8 English Plus 8	Express Publishing OUP	2022
	Y e a r 9	Engaging 9 Fly High 9 Top Teen 9 What's up? 9	Porto Editora Asa Areal Editores Texto Editora	 Digi Up 9 Life Vision	Express Publishing OUP	2023

Appendix B

Overview of pronunciation in lower secondary student's book 2011-2012

7 th grade										
	Local						Global			Total
Textbook titles	Cool Zone 7	New Getting On 7	New Wave 1	Plug & Play 7	Spotlight 1	Together 7	Bright Lights 7	Step Ahead 7	Winners 7	9 books
Presence of explicit pronunciation	Yes. In one unit	Yes. In one unit	Yes. In one unit	Yes. In 5 of 6 units	No	No	Yes. In 4 of 9 units	Yes. Once a unit	Yes. Once a unit	7 books
No. of tasks	2	1	1	5	0	0	4	11	7	31 tasks (51.7%)
8 th grade										
	Local				Global			Total		
Textbook titles	Cool Zone 8	New Getting On 8	New Wave 2	Spotlight 2	Bright Lights 8	Step Ahead 8	Winners 8	7 books		
Presence of explicit pronunciation	No	No	No	No	No	Yes. In 7 of 9 units	Yes. In 6 of 7 units	2 books		
No. of tasks	0	0	0	0	0	9	6	15 tasks (25%)		
9 th grade										
	Local					Global			Total	
Textbook titles	Click me! 9	Cool Zone 9	New Getting On 9	New Wave 3	Spotlight 3	Bright Lights 9	Step Ahead 9	Winners 9	8 books	

Presence of explicit pronunciation	No	Yes. In 2 of 5 units	Yes. In 2 of 6 units	No	No	No	Yes. In 7 of 9 units	Yes. In 3 of 7 units	4 books
No. of tasks	0	2	2	0	0	0	7	3	14 tasks (23.3%)

Appendix C

Overview of pronunciation in lower secondary student's book 2015-2016

7 th grade											
Local							Global				Total
Textbook titles	Be the Downlo	llearn 7	Iteen 7	Move on	Swoosh	English in	Hot	Next	Move 7	Your Turn 7	10 books
Presence of explicit pronunciation	No	No	No	No	Yes In one unit	No	Yes Twice per unit	Yes In 6 of 7 units	Yes Once a unit	Yes Once a unit	5 books
No. of tasks	0	0	0	0	1	0	16	7	9	9	42 tasks (51.2%)

8 th grade											
Local							Global				Total
Textbook titles	Catch up	Iteen 8	Move on 8	New Wave	Swoosh 8	Upgrade	English in	Hot Spot	Next	Your Turn 8	10 books
Presence of explicit pronunciation	No	No	No	No	No	No	Yes. Once a unit	Yes. In 4 of 7 units	Yes. Once a unit	Yes. Once a unit	4 books
No. of tasks	0	0	0	0	0	0	9	4	9	9	31 tasks (37.9%)

9 th grade											
Local							Global				Total

Textbook titles	Iteen 9	Move on	New	Swoosh	UDare 9	Upgrade	Project discontinued by the	Hot Spot	Next	Your Turn 9	9 books	
Presence of explicit pronunciation	No	No	No	No	No	No		No	Yes. Once a unit	No		1 book
No. of tasks	0	0	0	0	0	0		0	9	0		9 tasks (10.9%)

Appendix D

Overview of pronunciation in lower secondary student's book 2023-2024

7 th grade									
	Local						Global		Total
Textbook titles	All Stars 7	Come Along 7	Engaging 7	Fly High 7	Top Teen 7	What*s Up? 7	Digi Up 7	English Plus	8 books
Presence of explicit pronunciation	Yes In 2 of 5 units	Yes In one unit	No	No	Yes In 2 of 7 units	Yes In one unit	Yes Once per unit	Yes Once per unit	6 books
No. of tasks	2	1	0	0	2	1	6	8	20 tasks (57.2%)
8 th grade									
	Local						Global		Total
Textbook titles	Dreams 8	Project discontinued by the publisher	Engaging 8	Fly High 8	Top Teen 8	What*s Up? 8	Digi Up 8	English Plus 8	7 books
Presence of explicit pronunciation	No		No	No	No	No	Yes Once per unit	No	2 books
No. of tasks	0		0	0	0	0	6	0	6 tasks (17.1%)
9 th grade									
	Local						Global		Total
Textbook titles	Project discontinued by the publisher	Project discontinued by the publisher	Engaging 9	Fly High 9	Top Teen 9	What*s Up? 9	Digi Up 9	Live Vision	6 books
Presence of explicit pronunciation	Project discontinued by the publisher	Project discontinued by the publisher	No	No	No	No	No	Yes	1 book

								Once per unit	
No. of tasks			0	0	0	0	0	8	9 tasks (25.7%)