THE PLACE OF GRAMMAR
IN THE TEACHING OF ENGLISH IN PORTUGAL

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Resumen: La gramática siempre ha estado presente en diferentes métodos y enfoques de enseñanza. Sin embargo, el lugar de la gramática en estos métodos ha cambiado a través de los siglos, desde un lugar central en el enfoque de gramática y traducción a un enfoque más ecléctico e integrado. En Portugal, fue duro derrotar el peso de la tradición y liberar la enseñanza de las lenguas de los enfoques tradicionales y pasados de moda. Nuestro propósito es analizar a fondo los programas de 1995 y 1996, un hito en Portugal, que fueron emitidos por el Ministerio de Educación para orientación de la enseñanza de diferentes materias en Educación Básica y Secundaria y compararlos con los nuevos Objetivos Curriculares ("Metas Curriculares") que vieron la luz entre 2013 y 2015. Otra parte interesada en esta ecuación es el papel de las editoriales de libros de texto. Por lo tanto, pretendemos complementar nuestro trabajo con el análisis de varios libros de texto para la enseñanza del inglés, lo que nos permitirá llegar a una perspectiva general de la ecuación portuguesa de tres términos.

Palabras clave: metodología de enseñanza; enseñanza de la gramática; planes nacionales; editores; análisis del libro de texto.

Abstract: Grammar has always been present in different teaching methods and approaches. However, the place of grammar in these methods has shifted throughout the centuries, from a central place in the grammar and translation approach to a more eclectic and integrated approach. In Portugal, it was harsh to overcome the weight of tradition and free the teaching of languages from traditional and old-fashioned approaches. Our purpose is to thoroughly analyse the 1995 and 1996 syllabi, which were issued by the Ministry of Education and oriented the teaching of different subjects in Basic and Secondary Education, and compare them to the new Curricular Targets that saw the light between 2013 and 2015. Another stakeholder in this equation is the role of publishing houses, which put out coursebooks for schools. We intend to complement our work with the micro- and macroanalysis of a sample of English coursebooks, which will enable us to reach an overall perspective of the Portuguese three-term equation.

Key-words: teaching methodology; teaching of grammar; national syllabi; publishers; coursebook analysis.

1. INTRODUCTION

Our paper aims to examine the place of grammar in the teaching of English in Portugal by means of a critical analysis of current coursebooks, supported on macro- and microstructural criteria. These were defined for the purpose of this case study and are based not only on the ones that the Portuguese Ministry of Education established for the accreditation of coursebooks, but also on various authors who put forth coursebook assessment checklists.

Because of the overwhelming universe of coursebooks from numerous publishers and for different learning levels, we chose to restrict our analysis to the coursebooks dating from between the 1990s and 2015, year in which English became compulsory for 3rd year pupils in Portuguese primary school. From this set of coursebooks, we selected one from each of the cycles of studies that make up Portuguese Basic Education, in a total of six coursebooks. Our sample was then analysed in terms of the above-mentioned criteria, with a special focus on the manner in which grammar is presented, explained and practised within these coursebooks, so as to attempt to reach conclusions about the place of grammar in the current teaching of English.

We will organise our paper in four parts: the first will briefly describe the history of teaching methods so as to enable the identification of the mainstream methodologies in the current teaching of English; the second will elicit the way in which the Portuguese educational system is organised and the place of foreign languages, namely English, and analyse the guiding documents issued by the Ministry of Education, which are the English Syllabi (1996, 1997) and the Curricular Targets (2013-2015); the third will deal with the role played by coursebooks and their publishers, as well as the process for coursebook accreditation in Portugal. Last, but not least, we will present our case study, focusing on our sample, the analysis criteria applied and an example of this assessment, which will enable us to put forth some tentative conclusions.

2. BRIEF HISTORY OF TEACHING METHODS AND APPROACHES

Teaching methods have shifted dramatically in the 20th century, particularly in the second half, despite the overwhelming and steady presence of the grammar and translation method. According to Stern (1991: 453-455), it started being popular at the end of the 18th century –e.g. the grammars of Meidinger and Ollendorf– and was based on the presentation of the grammar rule, followed by a vocabulary list and translation exercises, thus being a deductive approach. Its procedures depended on short grammar lessons packed up with grammar rules, highlighted and illustrated with examples which the students had to study and memorise, including their exceptions, without a systematic analysis of any other language aspect. Then, in the 19th century, Reform movements came about as a violent criticism to this method, which were named as the natural, the phonetic, the antigrammar or the intuitive method (cf. Melero Abadía, 2000: 43), among others. These reaction methods were grounded on three principles, in Howatt's perspective (1991: 171): the importance of discourse; the generalisation of texts connected with relevant topics; and the central place of oral methodology. There was clearly an attempt for language teaching to become inductive and to start focusing on other aspects apart from grammar rules, reading and translation.

Another chief moment in the history of teaching methodology was Audiolingualism, born out of the "Army Method", the post-II World War American program for language learning (cf. Bowen, s.d.1: online), which reflected the influences of behaviorism in psychology and education –e.g. Thorndike, as Tamura (1980: 100) *upholds*–. From Stern's viewpoint (1991: 462), this method drew on the repetition of sequences by means of pattern-drills as the key for the establishment of linguistic habits – one other inductive attempt.

In the following two decades, according to Nunan (1991: 234), there is a myriad of humanistic methods, supported on Earl Stevik's thought, which stated that language classes were environments of fear and thus should become places of affection, individualisation and leisure. The same author (ibid: 235-239) refers to the following methods: the silent way, suggestopedia, community language learning and total physical response.

However, the most renowned approach of the end of the 20th century was undoubtedly, and indeed still is, the Communicative Language Teaching (CLT) or Communicative Approach which developed with a focus on communicative skills, as Larsen-Freeman (1987: 6) states, by exercising functions in social contexts and not merely as the layering of vocabulary and syntactic structures. Thompson (1996: 9) elaborates on this, eliciting that firstly the CLT organised language into functions and notions –rather than grammar structures–, then integrated the importance of students' needs and, finally, introduced group work, task completion and meaning negotiation.

At the turn of the millennium, various formula-like approaches mushroomed, as Case (2008) upholds, such as the PPP –present-practice-produce–, the Test-Teach-Test, ARC –authentic use-restricted use-clarification and focus–, the OHE/III –Observe-Hypothesise-Experiment– or the ESA –Engage-Study-Activate–, as well as other recent approaches, for instance CALL –Computer-Assisted Language Learning–, CLIL –Content and Language Integrated Learning– or TELL –Technology Enhanced Language *Learning*–. It is worth mentioning Jane Willis who put forth Task-Based Learning in 1996, centred on the development of tasks, in which language is the main tool for the whole process of learning.

In a nutshell, throughout the history of teaching methods, the focus of language teaching has shifted from grammar items, rules and exceptions, and their application to translation tasks, to oral skills and communication. Despite the grammar scare as a reaction to the traditional method, grammar has always been present in the teaching of languages one way or another and our aim is to ascertain the manner in which it is still observable nowadays in Portuguese coursebooks.

3. THE TEACHING OF ENGLISH IN PORTUGAL

In order to elicit how the teaching of English is currently carried out in Portugal, it will be necessary to describe the Portuguese educational system, its various cycles of studies and the place of foreign languages, as well as to analyse the official guidelines issued by the Ministry of Education, namely the English Syllabi (1996, 1997) and the Curricular Targets (2013-2015).

3.1 Portuguese education system

In Portugal, the educational system is divided into Basic Education and Secondary School: the former being divided into the 1st cycle –6-10 years–, the 2nd cycle –10-12– and the 3rd cycle –12-15–, whereas the latter encompasses the ages from 15 to 18, before university entrance. Basic Education has become compulsory for all pupils in the 1980s, whilst Secondary School only started being obligatory for all students in 2009 (cf. Law no. 85/2009, 27th August).

As far as languages are concerned, there was a wider offer of foreign languages in the 2nd cycle, but the situation changed and nowadays English is the main language offered in the three cycles of Basic Education and in Secondary School. English became the only foreign language on offer at the beginning of the 2nd cycle in 2012 (vd. Law no. 139/2012, 5th July), except if it is an extracurricular subject provided by the schools. At the beginning of the 3rd cycle and of Secondary School, students must choose another foreign language, such as French or Spanish or German, along with English. Since 2015/2016, English became mandatory in the 3rd year of the 1st cycle –despite being optional in the previous two years of this cycle, as an extracurricular subject–, which means that, by the school year of 2021/2022, all pupils will have finished seven years of English as an obligatory subject.

Table 1 presents the organisation of the Portuguese educational system in terms of its foreign language teaching.

Portugal												
System	Basic Education									Secondary School		
Cycle	1st Cycle				2nd Cycle		3rd Cycle					
School Year	1st year	2st year	3rd year	4th year	5th year	6th year	7th year	8th year	9th year	10th year	11th year	12th year
Age	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
English Level	Extra Curricular		Level A1	Level A1	Level A1+	Level A2	Level A2+	Level B1	Level B1/B1+	As an option	As an option	As an option
Number of Study Years			1	2	3	4	5	6	7	8	9	10
Class time (min)	60 + 60	60 + 60	60 + 60	60 + 60	3 x 45	3 x 45	School's choice			90 + 90	90 + 90	90 + 90
Second Language	Only English is offered				Only English is offered		Spanish, French or German (720h for both English and SFL)			Spanish, French or German (as an option)		

Table 1. Portuguese educational system

3.2 Portuguese Syllabi and Curricular Targets

The Portuguese Ministry of Education is in charge of issuing all guiding documents for the various subjects offered both in Basic Education and in Secondary School. Until the end of the 1990s, Syllabi for the 2nd and 3rd cycles and for Secondary School were enacted and these have been complemented by more recent Curricular Targets, both being in effect.

Our aim was to analyse the English Syllabi for the 2nd and 3rd cycles, dated from 1996 and 1997, respectively, concerning their purpose, objectives, contents and methodological approach. In terms of contents, our focus was to delve into these guiding programs, so as to ascertain how grammar is presented, its rules and functioning. As a result of our analysis, we gathered the following data: grammar is presented as part of the learning contexts in which students have to use the English language in progressive appropriation of the rules of the system and its operation, with increasing adequacy and fluency. Additionally, the approach to grammar differed in accordance with the operational process specific of the level of learning, that is the grammar objectives are the same for all the levels, but the degree of difficulty increases and grammatical items are gradually added up in continuous progression, as expected. Grammar is also put forth according to its parts of speech –i.e. nouns, pronouns, adjectives, adverbs, verbs, etc.–, without any indication of exercise typology, and focusing only on language functions. These syllabi assume that they are framed in line with the principles of Communicative Approach and Task-Based Learning and thus the learning of grammar should be focused on meaning –i.e. *inductive*–.

On the other hand, the Curriculum Targets, which were published between 2013 and 2015, are considerably shorter and less detailed than the Syllabi, but at the same time more practical. The Targets are organised into tables with the respective year, level and reference skill, i.e. Listening, Reading, Spoken Interaction, Spoken Production, Writing, Intercultural Domain and Lexis/ Grammar. Each skill includes objectives and performance descriptors that should be considered in the preparation of coursebook contents and Grammar is presented along with Lexis, including elements of language functioning, e.g. parts of speech, verb tenses. In 2nd and 3rd cycles, the Targets also introduced the concepts of lexical chunks –i.e. collocations and idiomatic expressions– and language awareness aspects.

4. COURSEBOOKS IN PORTUGAL

Portugal has always enjoyed a wide range of coursebooks brought out by different publishing houses. However, in recent years, most of the small publishers have been merged into umbrella organisations, namely Porto Editora –which now includes, for example, Areal Editores– and Leya –encompassing, for instance, Texto Editora and *ASA*–.

These publishers put out new coursebooks that must be first accredited by acknowledged agencies before they are actually chosen by the schools and their teachers for each of the subjects. According to the information on the Ministry of Education's official website, this accreditation intends to "garantir a qualidade científica e pedagógica dos manuais escolares a adotar, assegurar a sua conformidade com os programas ou orientações curriculares e, ainda, com as metas curriculares em vigor, e atestar que constituem um instrumento adequado de apoio ao ensino e à promoção do sucesso educativo.[1]"

Coursebooks cover all main subjects, such as Portuguese, English, Mathematics, History, Sciences, as well as others, namely Physical Education, Arts and Music. Since 2006, in accordance with the Law no. 47/2006 (28th August), that coursebooks are expected to be used for six consecutive years, a demand which was corroborated in 2014 (Law no. 5/2014, 14th January).

The Ministry of Education issued then criteria to guide schools in their choice of coursebooks, by means of the online platform SIME – Appreciation, Selection and Adoption Module – (*Módulo de Apreciação, Seleção e Adoção)*–, which is made up of three different annexes, according to the table presented below.

Anexos	Finalidade dos Anexos		
Anexo 1 - Manuais escolares certificados	Destina-se ao registo da apreciação, seleção e adoção de manuais escolares avaliados e certificados (*).		
	Critérios de Apreciação	Componentes de Análise	Resultado/Menção Qualitativa
		1. Organização e Método; 2. Informação e Comunicação.	Apreciação de *Insuficiente, Suficiente, Bom e Muito Bom*
Anexo 1 - Manuais escolares não certificados	Destina-se ao registo da apreciação, seleção e adoção de manuais escolares ainda não avaliados e certificados (*).		
	Critérios de Apreciação	Componentes de Análise	Resultado/Menção Qualitativa
		1. Organização e Método; 2. Informação e Comunicação; 3. Caraterísticas Materiais.	Apreciação de *Insuficiente, Suficiente, Bom e Muito Bom*
Anexo 2	Destina-se ao registo das incorreções eventualmente detetadas nos manuais escolares apreciados.		
Anexo 3	Traduz-se numa lista de todos os manuais escolares adotados por escola, por ano de escolaridade e disciplina. Esta lista é gerada automaticamente a partir do preenchimento do Anexo 1 referente a cada um dos manuais efetivamente adotados.		

Table 2. Portuguese Ministry of Education's pack of annexes for assessing coursebooks

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[1] Authors' translation: guarantee the scientific and pedagogical quality of the coursebooks to be chosen, ascertain their conformity to the Syllabi or curricular guidelines and also the Curricular Targets in effect, and attest that they constitute an appropriate tool for supporting teaching and promoting educational success.

Annex 1 is subdivided into certified and non-certified coursebooks and deals with the criteria for analysing them, which covers with their organisation and method, information and communication and material characteristics. This analytical exercise results in a qualitative appreciation of the coursebooks between insufficient to very good. The following annex intends to register mistakes or lapses that might occur in the coursebooks. The last annex enables the creation of a list of the available coursebooks by subject, cycle of studies and publisher, which can also be found on the Ministry of Education's website and goes back to the school year of 2012/2013.

The following table summarises each of the criteria mentioned above in the first annex, which were also taken into consideration for establishing our analysis grid.

1. Organisation and method	coherent and functional organisation
	appropriate organisation for students
	elicitation of stages for the acquisition of knowledge and development of skills
	motivation for knowledge
	suggestions for practical and experimental activities
	stimulation of students' autonomy and critical thinking
2. Information and communication	respect for Syllabi, Curriculum Targets and other guidelines
	transmission of correct and relevant knowledge, bearing in mind curriculum guidelines
	graphical organisation that enhances coursebook use –e.g. typos, colours, highlights, spaces, headings, subheadings–
	correct and necessary illustrations for the proposed contents and activities –e.g. photos, drawings, pictures, maps, graphs, tables–
3. Material features (for non-certified coursebooks only)	resistant enough to endure normal use
	appropriateness of the format, size and weight of the coursebook for students' age
	possibility to be reused

Table 3. Portuguese Ministry of Education's criteria for assessing coursebooks

5. CASE STUDY

Our case study aimed at collecting the coursebooks for English as a foreign language that were published between the Syllabi and the Curriculum Targets, i.e. between mid-1990s and 2015. This roughly amounts to 50 coursebooks from different publishers that can cover various language levels and cycles of studies.

For the purpose of this case study, we selected six coursebooks from the three cycles of studies –intentionally excluding Secondary School–, as follows: 1st cycle – 3rd year "Let's Rock!" (2015); 2nd cycle – 5th year "Way to go" (2015) and 6th year "Jet Line" (1999); 3rd cycle – 7th year "New getting on" (2006), 8th year "Teen time" (1999) and 9th year "U dare" (2015). These coursebooks were analysed according to the grid that shall be detailed below.

5.1 The analysis grid

Our grid comprehends two levels of analysis: one regarding coursebook macrostructure and another concerning their microstructure, each made up of criteria based not only on various other evaluation and assessment forms –(e.g. Cunningsworth, 1995; Ponte, Pires & Nunes, 2008; Shave, 2010; Tsiplakides, 2011; Demir & Ertas, 2014), but also on the Ministry of Education. We should also mention that some criteria were included throughout the process of analysing the coursebooks.

As for the coursebook macrostructure, we aimed at identifying three different features: the target users, the pack components and the coursebook itself, each of which subdivided into further criteria of differing complexity, as shown in table 4.

Analysis of the macrostructure		
Identification of coursebook		
Target users	**Pack components**	**Coursebook**
• country	• Student's book	• Number of pages
• grade	• Student's workbook	• Number of units
• age group	• Students' booklet	• Elicitation of structure
	• Teacher's book	• Explanation of objectives
	• Teacher's workbook	• Explanation of contents
	• Extensive reading	• Tapescripts
	• Audio material	• Vocabulary reference
	• Mixed-ability Learners	• Grammar Reference
	• Cards for speaking	• Irregular verb list
	• Long-term plans	• Phonetic symbol list
	• Lesson plans	• Bibliography
	• Extra Worskheets	• Other resources
	• Tests	
	• Other resources	
	• Multimedia material	
	• Escola virtual (virtual school)	
	• Teacher's diary	
	• Flashcards	
	• Transparencies	
	• Extra materials	

Table 4. Macrostructure criteria for the analysis of coursebooks

On the other hand, the microstructure focused specifically on the coursebook and would be directed to a more detailed analysis of the presence of grammar items throughout the coursebook or on a particular unit. Therefore, the microstructure is organised into the unit structure, its approach to grammar items –including their identification and presentation strategies and the typology of activities– and an overall assessment of qualitative nature (cf. Table 5).

Analysis of the microstructure		
Unit structure	**Approach to grammar items**	**Overall assessment**
• Identification of the chosen unit	• Identification of the grammar item	
• Identification of the topic	• Presentation of the grammar item	
• Starter or warmer	• Presentation of the grammar rules	
• Order of the tasks	• Typology of exercises	
• Typology of reading/ listening comprehension	• Number of exercises	
• Grammar activities	• Practice exercises	
• Vocabulary activities	• Cross-reference	
• Practice exercises		
• Type of materials (authentic vs. non-authentic)		
• Culture and Literature		
• Typographic materials		
• Other features		

Table 5. Microstructure criteria for the analysis of coursebooks

5.2 Application of the analysis grid

From our coursebook sample, we selected "Let's Rock!", the 2015 coursebook for the 3rd year of the 1st cycle, the first year in which English became compulsory. This coursebook builds around a character that evolves along the year with the students, which is Rocky, a cat who is a rock star. The underlying concern of 1st cycle coursebooks is to present the young learners with a character to whom they might identify and with whom they create a bond.

This was the most recent coursebook for the 1st cycle to which we decided to apply our analysis grid, having obtained the following results, which are summarised in the tables below.

"Let's Rock! 3" (2015)		
Porto Editora		
Target users	Pack components	Coursebook
Portugal	√ (with a picture dictionary)	144
3th grade	√	5 units divided into 2, each organised into Time for words, for stories, to rock, to create, for skills, for CLIL, to show and tell and to check; units organised according to the seasons
1st cycle: 6-10	X	√ (at the beginning of the book)
	√	X
	√ (included in the teacher's book)	√ (at the end of the book)
	X	√ (on the teacher's pack)
	√ (CD)	X
	√ (worksheets for Special Educational Needs students)	X
	√ (8, one per unit)	X
	√ (term plans with prediction of the number of classes)	X
	X	X
	√ (extra materials for all units, suggestions for stories and rhymes, fun and games)	√ (stickers, finger puppets, mini-flashcards)
	√ (1 placement test; listening, reading and writing tests for all units; SEM tests for all units)	
	√ (students' self-assessment worksheets - behaviour and skills; final assessment; certificates)	
	√ (Pen drive: e-coursebook, karaoke videos, animated stories)	
	√ (274 flashcards)	
	X	
	√ (posters, game cards, language cards, finger puppets, calendar and weather chart, hand puppet)	

Table 6. Analysis of the macrostruture of "Let's rock!" (2015, Porto Editora)

In terms of its macrostructure, "Let's rock!" is a considerably rich coursebook, including many of the more demanding pack components we identified in our analysis grid. It presents itself as a rather long and complete book with almost 150 pages and 10 units, which are organised according to the four seasons of the year –in accordance with the recent Curricular Targets– and encompass a variety of different activities, such as story time, plastic arts, CLIL, and the like. We identified an absence of grammar and vocabulary reference, irregular verb list and phonetic symbol list, which is totally understandable considering the age of the target group.

Analysis of the microstructure	"Let's Rock! 3" (2015)
Unit structure	
1. Identification of the chosen unit	unit 3, 3.1.
2. Identification of the topic	Spring: Let's play outside
3. Starter or warmer	Entry cover of the unit: picture with the identification of charaters and vocabulary, which will be recovered within the unit: Time for a poem
4. Order of the tasks	1. Words: listen, point and repeat; read and link; speak and play bingo; look and write; 2. A story: listen and read (comic book); read and write T/F; read and say; look and write; 3. Rock: listen and sing; listen and link; speak; 4. Create: read and create; speak and play; tell your family; 5. Skills: listen and read (a letter); read and link; read and write; listen and tick; 6. CLIL: experiment and discover; answer Y/N questions; complete; 7. Show and tell: listen and act; complete and say; 8. Check: read and complete; read and stick; listen and colour; look and write
5. Typology of reading/ listening comprehension exercises	T/F questions; Y/N questions; ticking or choosing the right option and matching exercises
6. Grammar activities	Non-identified (within the parts of A story and Skills - short exercises)
7. Vocabulary activities	Not identified separately, within all the parts of the unit
8. Practice exercises	Present in all parts of the unit
9. Type of materials (authentic vs. non-authentic)	Non-authentic
10. Culture and Literature	No culture references identified (except festivities and holidays); a poem at the beginning of each subunit, i.e. 9 poems
11. Typographic materials	Very good quality, attractive and engaging
12. Other features	Holidays and festivities (Halloween, Thanksgiving, Christmas, St. Valentine, Father's and Mother's Days, Easter and Summer time)

Table 7. Analysis of the microstructure of "Let's rock!" (2015, Porto Editora)

For the application of the microstructure criteria, we chose unit 3.1 of "Let's Rock!" about spring and playing outside. All the units in this coursebook are organised identically: an entry cover with the presentation of vocabulary that is going to be recovered inside the unit; the previous presentation of vocabulary; a text in comic strips followed by reading comprehension exercises and various grammar and vocabulary activities –and not exercises–, which are not explicitly identified as such.

Approach to grammar items	
Grammar item	present continuous
1. Presentation of the grammar item	X
2. Presentation of the grammar rules	X
3. Typology of exercises	1. completing questions and answers; 2. ordering sentences in the affirmative
4. Number of exercises	2
5. Practice exercises	2
6. Cross-reference	X
7. Typographic elements	based on pictures
Overall assessment	
	Very few grammar items focussed throughout the coursebook: verb to be; this is (for identifying objects); personal introduction; prepositions of place; present continuous (for activities); have got; can. Grammar is always implicit and hidden within texts, tasks and language chunks; grammar is focused on meaning (inductive).

Table 8. Analysis of "Let's rock!" (2015, Porto Editora) in terms of its approach to grammar

As stated above, grammar items and rules are not identified nor presented explicitly, but rather hidden in texts, tasks and language chunks. Practise activities do not identify the grammar item and lead pupils to repeat the structures in a progressively more complex manner, so that at the end of the activity they are able to autonomously write a full sentence using one specific grammar item. Therefore, grammar is focused on meaning and allows students to use a language structure without being aware of it, being inductive by nature.

5.3 Tentative conclusions

From what we gathered in our research, Portuguese coursebooks did not follow the tendencies in teaching methodology as presented in the brief history of teaching methods, due to the dictatorship and following periods and thus the traditional method of grammar and translation prevailed. Only after the introduction of the 1990s Syllabi did considerable changes take place, specifically in the reference to the Communicative Approach and TBL, even though the Curricular Targets make no mention to methodology. The Syllabi refer to an intuitive approach to the teaching of grammar, which is not reflected in the majority of coursebooks. We did identify some variation in the coursebooks after the new millennium, especially in the 1st cycle, such as in "Let's rock!" (2015, Porto Editora). Nonetheless, the emphasis of coursebooks started shifting to other skills, namely oral production and interaction (cf. Cardoso & Martins, 2015), which makes the coursebooks more varied and appealing, even if grammar continues having a more traditional approach.

Generally speaking, the coursebooks analysed present grammar in context, normally within texts, but then they are followed by the presentation of rules, examples and practice exercises, thus being deductive as the traditional method. The coursebook structure is often repetitive and predictable, particularly in the coursebooks for the 2nd and 3rd cycles.

Publishing houses also play an important role, because they put together an overwhelming kit for teachers that makes innovation, creativity and autonomy almost impossible to come up with. Therefore, teachers tend *to be slaves* of the coursebooks, since they provide them with almost all the resources they need, including tests and lesson plans. Despite this, teachers can make a choice: they can select and adapt from the coursebooks.

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