

Teaching materials of Korean and Portuguese as additional languages: a bakhtinian perspective on theoretical and methodological choices

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ABSTRACT: This article employs the theoretical construct of Bakhtin's Circle, within the scope of Brazilian Applied Linguistics, to examine the design of textbooks for Korean and Portuguese as additional languages, with the aim of scrutinizing the theoretical and methodological decisions underpinning these materials. The concept of dialogism (Volóchinov, 2017) posits that, in human communication, utterances are intrinsically linked to prior experiences as well as to utterances and discourses—a phenomenon that also manifests in textbook production. This intertextuality becomes particularly salient when comparing works produced in countries such as Brazil and South Korea, which are linguistically and culturally divergent. The study constitutes a document-based, interpretive analysis of two Brazilian textbooks for Portuguese as an additional language and two Korean textbooks for Korean as an additional language. The analytical criteria encompassed: (1) conceptions of language; (2) interactional design; (3) discourse genres and deployment of authentic texts; (4) contextualization of content; and (5) cultural representation. Findings reveal that the Brazilian textbooks engage with a broader range of genres and authentic texts, employing a more interactive pedagogical approach, whereas the Korean textbooks present more controlled texts and activities regarding the selection of lexico-grammatical resources, tailored for learners of typologically distant languages.

KEYWORDS: textbooks; teaching materials; Bakhtinian perspective; Portuguese as an additional language; Korean as an additional language

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Materiais didáticos de coreano e português como línguas adicionais: um olhar bakhtiniano sobre escolhas teórico-metodológicas

RESUMO: Este artigo utiliza o construto teórico do Círculo de Bakhtin, no âmbito da Linguística Aplicada brasileira, para analisar o design de livros didáticos de coreano e de português como línguas adicionais, perscrutando as escolhas teórico-metodológicas dos materiais. O conceito de dialogismo (Volóchinov, 2017) sugere que, na comunicação humana, os enunciados estão conectados a experiências prévias e a outros enunciados e discursos anteriores, fenômeno que se reflete também na produção de livros didáticos. Isso é ainda mais contrastivo e expressivo quando consideramos obras produzidas em países como o Brasil e a Coreia do Sul, linguística e culturalmente diferentes. Este estudo é uma pesquisa documental, de cunho interpretativista, de dois livros brasileiros para ensino de português como língua adicional e dois livros coreanos para ensino de coreano como língua adicional. Para tanto, os critérios de análise incluíram: (1) concepção de língua; (2) interação; (3) gêneros do discurso e uso de textos autênticos; (4) contextualização do conteúdo; e (5) apresentação cultural. Os resultados indicam que os livros brasileiros exploram maior variedade de gêneros e textos autênticos, com abordagem mais interativa, enquanto os coreanos adotam textos e atividades com maior controle na seleção dos recursos léxico-gramaticais, adequados para aprendizes de línguas distantes.

Palavras-chave: livros didáticos; materiais didáticos; perspectiva bakhtiniana; português como língua adicional; coreano como língua adicional

1 INTRODUCTION

Throughout the years, language education has gone through several changes regarding the approaches used in teaching and learning a language. Examples of these approaches include the direct, the audiovisual, and the communicative methods and the task-based approach. All of them have influenced the production of textbooks designed for language teaching and learning. Language textbooks have traditionally been organized around explanations, exercises, and activities aimed at developing the four skills: speaking, listening, reading, and writing. Within this framework, it is common to encounter a discourse that presents language primarily as a tool for communication and as an instrument used for social interactions, emphasizing the efficient transmission of messages. This instrumental perspective, often naturalized in pedagogical practices, tends to reduce the complexity of the linguistic phenomenon. Language, however, is not limited to conveying information or facilitating interaction; it also mobilizes and produces ways of seeing, interpreting, and making meaning of the world, expressing subjective perspectives that are always constructed in and through our relationship with others (Clark, 1996; Oliveira, 2015).

When we consider the context of language learning, the ultimate goal for most students is to communicate fluently and freely in their target language. However, textbooks from different countries often exhibit significant differences in how their content is organized and presented. These variations arise because each country interprets the process of learning a new language through its own cultural experiences and the discourses to which learners have been exposed. From this perspective, the Bakhtin Circle, whose ideas have been widely disseminated and reinterpreted within the Brazilian academic community, particularly in the field of Applied Linguistics between 1980s and 1990s (Rodrigues, 2005; Rojo, 2005), introduces the concept of dialogism. This notion helps explain in this paper why the content and organization of textbooks are not neutral or universal: each discourse is shaped by other discourses and by the lived experiences of the subjects involved. In other words, differences in textbooks reflect the ways in which learning is socially and culturally situated, revealing the dialogic interaction between teaching practices, learners' experiences, and broader social expectations (Volóchinov, 2017).

While the use of a language is something very personal, dynamic, and can empower someone as an individual, it is, at the same time, something built socially (Fiorin, 2006), as we, as human beings, are social beings and full of discourses that were constructed based on our experiences as a member of a society somewhere in the world. Nonetheless, despite the freedom and dynamic use we can make of the languages we speak, it is also a tool people use to create ideologies. Shohamy (2006, p. xv) states that “language is used as a form of control, by imposing the use of certain languages in certain ways (correct, pure, native-like, grammatical, etc.)”. In that sense, when we look at textbooks produced in different countries, we can see the various ideologies and the use people make of language in their social contexts.

Considering the aforementioned aspects, this study aims to analyze beginner-level textbooks of Brazilian Portuguese as an Additional Language (PAL)³ and Korean as an Additional Language (KAL)⁴, focusing on their similarities and differences in terms of language conception, treatment of interaction, use of speech genres, degree of contextualization, and representation of cultural aspects. To this end, the study adopts a Bakhtinian perspective on

³ In Brazil, the term “Additional Language” has been widely used instead of “Foreign Language” so that learners do not lose the sense of belonging to the language they are learning and do not perceive it as something unattainable or strange. Rather, the expression “Additional Language” encourages students and teachers to see it as a new language added to the repertoire of languages they already possess. In this approach, the myth of the native speaker, or native speakerism (Holliday, 2006), is also avoided, as there is no distinction made between “native” and “non-native” speakers. Every learner is recognized as capable of developing full linguistic competence, with a focus on effective communication and the expansion of their language abilities, rather than on hierarchies based on linguistic origin.

⁴ While this text employs the term KAL, the field is traditionally and widely referred to in academic literature as KFL (Korean as a Foreign Language). The use here of the term “Additional Language” is applied for the same reasons as explained above.

language teaching, based on the work of the Bakhtin Circle, as its analytical lens to examine the design of the teaching materials.

In the following sections we explore more in depth the concepts of language policies, textbooks, and the Bakhtinian perspective, as they are intimately connected to the analysis we present further in this paper.

2 LITERATURE REVIEW

The present section aims to outline the theoretical foundations that underpin this study, organized around three main axes: language policies, teaching materials, with particular emphasis on textbooks, and the Bakhtinian perspective on language. First, the concept of language policy is explained, encompassing not only formal and explicit documents but also implicit practices that emerge within social and educational contexts, including the use of textbooks. Subsequently, the role of teaching materials is discussed as instruments that structure instructional processes, embody ideological assumptions, and shape pedagogical practices. Finally, the perspective of the Bakhtin Circle is presented, which conceptualizes language as a social practice, emphasizing key notions such as utterance, dialogism, and speech genres, all of which are central to the analytical framework adopted in this study.

2.1 Language policies

Language policies can be defined as a set of decisions, whether implicit or explicit, made by the government, an institution or the community in order to start, promote or prohibit the use of a language (Diniz; Silva, 2019). Such decisions aim to establish socially accepted and validated norms so that the language can be widely disseminated and used. In the case of learners of an additional language, the use of a textbook in class can also be seen as a form of language policy that aims to teach the language in a particular way, thereby encouraging learners to use it accordingly. Regarding how language policies are present in our society, there are two types that describe them: (1) *de jure* language policies, which are present in the law, they are explicit policies seen in the official legislation; and (2) *de facto* language policies, those policies manifested and applied in social contexts, but they are not present in any official documents (Schiffman, 2012).

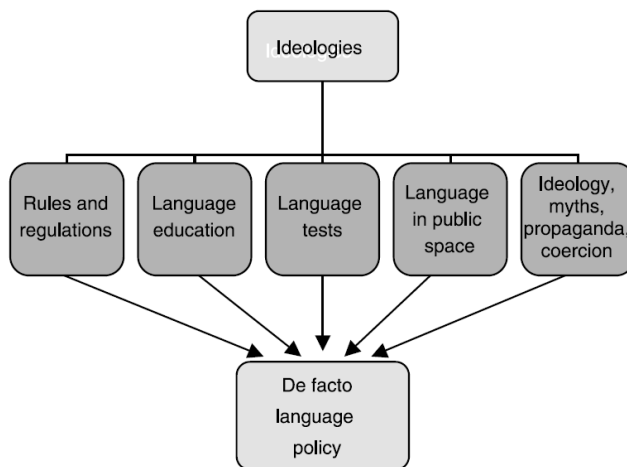
Teaching materials, particularly textbooks, can be understood as instruments of language policy, as argued by Shohamy (2006), since they embody and circulate specific

assumptions about what language is, how it should be taught, and which linguistic practices are legitimized in educational contexts. Although textbooks are not legal documents, they operationalize policy by materializing ideological and pedagogical decisions about language. According to Bernard Spolsky (2004), language policy is not limited to formal legislation; it also exists in contexts where it is not explicitly codified. For Spolsky, language policy comprises three interrelated components: beliefs (language ideologies), practices (actual language use), and management (explicit efforts to regulate or influence language behavior).

Shohamy (2006) extends this view by arguing that textbooks function as *de facto* language policy mechanisms. That is, they enact and reinforce language policies through institutional devices that normally operate beyond official language laws. By selecting particular language varieties, norms, discourses, and representations, textbooks legitimize certain linguistic forms while marginalizing others, thereby reflecting and reproducing the beliefs shared within speech communities, which in turn shape language practices and justify specific forms of language management.

Shohamy (2006) presents a diagram (figure 1) that illustrates all the mechanisms that lead to *de facto* language policies. Included in these policies is language education, which encompasses language textbooks.

Figure 1 - List of mechanisms between ideology and practice (Shohamy, 2006).



From this perspective, language policy mechanisms are shaped by social contexts and by the ways in which language is used in everyday life, since the ideas that communities believe in are reflected in their language practices and in the discourses they produce; in this sense, specific actions are necessary for a speech community to display particular forms of linguistic behavior, and these actions correspond to management, understood as the deliberate efforts used to manipulate or influence how that community produces language. In this sense, textbooks

reproduce particular ways of perceiving language and of understanding how it should be taught, reinforcing specific conceptions of language and pedagogy within educational contexts.

According to this perspective, the official Language Education Policies (LEP) do not always reflect what is actually seen and used in our society, and textbooks can be an example of that. In the words of Elana Shohamy:

It is often the case that LEPs are stated explicitly through official documents such as curricula or mission statements. Yet, at other times LEP are not stated explicitly but are rather derived *implicitly* by examining a variety of de facto practices. In these situations the LEP is more difficult to detect as it is “hidden” from the public eye. It is in these situations that LEP needs to be derived from actual language practices through the study of textbooks [...] (Shohamy, 2006, p. 77).

Therefore, textbooks are not official language policies in themselves, since they are not formal policy documents. Rather, they are developed based on governmental policies that define the content to be included. In this sense, textbooks contain and operationalize official policy decisions, functioning as mechanisms through which language policy is implemented in practice. However, official policy guidelines are ideologically grounded in particular conceptions of language, teaching, and learning, which are shared both by policymakers and by educators who adhere to similar perspectives.

Teaching materials convey explicit policies insofar as they materialize particular conceptions of language through their design and content. At the same time, they also reflect hidden policies, since the ideas they promote are not always made explicit and often depend on the reader’s interpretation and critical perspective. Moreover, language practices, whether in teaching contexts or in real-life situations, are influenced not only by the type of content presented in the book but also by how that content is organized and displayed.

If we think about PAL classrooms, we will see that teachers carry their own beliefs about language, and because teachers are in charge of their own classrooms, they will display their beliefs through their teaching practices and the way they use textbooks and teaching materials. Therefore, different discourses are often manifested in teaching materials and, consequently, teachers become agents and members of a community of practice that propagates such discourses, influencing their students during the language learning process and in how they use the language in society. In this light, the present study adopts an interpretivist perspective to highlight the underlying didactic perspectives within the analyzed textbooks.

2.2 Teaching Materials/Textbooks

This paper focuses on analyzing the design of teaching materials, with a particular emphasis on textbooks. These resources are widely used by teachers worldwide, as they help organize the curriculum and guide classroom practices. Textbooks carry the content that schools are required to teach and play a significant role in teaching and learning (Mithans; Grmek, 2020). Richards (2001) states that language textbooks are a resource that provides students with much of the input they receive during their learning process as well as it is a great source of ideas for teachers and a form of training for new language teachers. Indeed, textbooks can have many benefits as it is organized in a didactic way, following a certain methodology so the goals of language learning can be successfully achieved according to the audience and their level in the language.

Kramersch (1998) brings four main characteristics of textbooks: (1) they are principle-oriented, following a specific theory; (2) they follow a methodology, presenting a sequence and making learning be a cumulative process; (3) they are authoritative, what textbooks show is always seen as the truth; and (4) they possess an order that should be followed and literal meanings in their contents. Through these characteristics teachers can have support during their classes and students can feel safe when learning. However, in the face of such statements we cannot help but wonder if these kinds of textbooks are suitable for all kinds of students and their purposes. In addition, Kramersch (1998) supports the idea that language textbooks should be designed integrating both language and cultural aspects so that students can enrich their repertoire and have an experience that enables them to interact in intercultural contexts. In that sense, the author points out the importance of integrating cultural elements throughout the language textbook, rather than treating them as separate components, since culture is part of our identity and therefore crucial for meaningful and authentic communication in the target language.

Considering that language is a social practice people use in their daily lives and that it involves the experiences and discourses the speaker and the interlocutor have been exposed to, Schlatter (2009) suggests some criteria for the design of teaching materials. The author proposes parameters for the development of teaching materials from a discursive-dialogic perspective, highlighting: (i) the definition of socially relevant themes, articulated with the selection of discourse genres and authentic texts, considering their conditions of production, circulation, and interaction, as well as their appropriateness to the students' context; (ii) the integration between comprehension and production, which is oriented by communicative purposes and by the

contextualized use of linguistic resources in the construction of meaning; (iii) the planning of activities steps that activate prior knowledge, promote critical reading, and encourage students to take part in different social practices and enunciative positions, considering their language learning contexts; and (iv) the consideration of cultural and ideological aspects, which are combined with the expansion of practices beyond the classroom, connecting the use of the target language in broader social contexts.

These criteria emphasize a conception of language as a social and interactional practice, which supports, in this perspective, the production as well as the analyses of textbooks. For that reason, such principles guide the analyses of the selected textbooks in the present study. In addition, we understand that people develop teaching materials in a different way, according to their culture and the ideas they have regarding the best way of teaching and learning a language. Consequently, textbooks are developed based on the ideologies of those who produced them, and, when in the classroom, teachers have different experiences and ideas about language and the best way to teach and learn it. Therefore, even when teachers use the same textbook or follow a similar format, classes taught by different teachers may reflect different perspectives on language, as instructors' ideologies directly influence their students' learning.

Language textbooks around the world share a common goal: to help learners become fluent and communicate confidently in the target language; however, different countries present content in different ways, reflecting their beliefs about how languages are best taught and learned. These differences in ideologies in Portuguese and Korean textbooks from Brazil and Korea, respectively, is what we explore in the present study.

2.3 The Bakhtinian perspective

This article is based on theoretical notions from the Bakhtin Circle, widely recognized in the Brazilian context within the field of Applied Linguistics (Rodrigues, 2004), to analyze the selected teaching materials. It acknowledges that the language used in the classroom reflects the social reality of the individuals who use it. Starting from the conception that humans are essentially social beings, it is understood that verbal interaction does not occur in isolation but is shaped by contexts, experiences, and prior voices, mediated by forms of utterances that circulate socially, such as engaging in conversation, commenting on social media posts, or preparing a report at work. In this sense, the educational environment, as a social space, should provide learners with opportunities to engage in contextualized linguistic practices, allowing the discourses and genres featured in teaching materials to meaningfully (re)produce language

use situations. Therefore, analyzing teaching content from this perspective enables an understanding of how it organizes and guides student interactions, reflecting ideologies, social voices, and values that permeate everyday communication.

We are individuals who inherently belong to societies, and therefore we are social beings. This characteristic of our nature makes us connected to one another through our cultural aspects and through the utterances we express. Rodrigues (2005) affirms that such utterances, which make up the language, and therefore the discourses we utter, is something diverse that makes us carry a plurilingual opinion about the world. The author goes on and states that “language is something pluridiscursive, ideologically saturated; words evoke a profession, a genre, a time, a social group (they are in the mouth of others), etc, and a ‘context’ or ‘contexts’ where they live” (Rodrigues, 2005, p. 168).

Volóchinov (2017) states that an utterance is formed between two socially organized individuals, and when there is an absence of a real interlocutor, that position is replaced by someone who represents the social group in which the real interlocutor belongs. This is the scenario we find in textbooks, which simulate the real interlocutor through various activities. These activities allow learners to engage in verbal interaction, conceived by Volóchinov as the fundamental reality of language, through which individuals, by communicating via concrete utterances, interact in relation to others, even in simulated contexts, practicing the language and being exposed to cultural aspects of the target language community.

From this perspective, it is important to consider what Bakhtin (2016) calls *dialogic discourse*. One of the interpretations of this concept is that the speaker and the interlocutor establish communication in their interaction by sharing with one another utterances that carry their past experiences and other speeches they have been exposed to. When people give their opinion about something, they do it based on other utterances that are connected with other discourses, especially utterances and discourses that come from social strata of prestige (Rodrigues, 2005). Although both the speaker and the interlocutor are individual beings with their singularities, their voices are also socially constructed due to their past interactions that helped shape their opinions and the way they view the world. Therefore, we insert the discourse of others in our own utterances, and these past experiences reflect in the utterances we produce (Fiorin, 2006).

This concept carries a very significant meaning in the design of textbooks. Those who build the structure and the content of teaching materials, do so by considering their individual experiences and the distinct voices to which they have been exposed. This results in a book constructed based on the ideologies of that person. Ideology is an expression frequently used

among the members of the Bakhtin Circle, and, opposing the negative idea it conveys to many people, ideology is used in the Bakhtin Circle meaning the socially constructed ideas that people have in their minds (Faraco, 2009). The notion of ideology is seen in the utterances produced, since all the speeches carry an axiological meaning, and this is reflected, once again, in language classrooms and the materials used by the learners. Considering the dialogic nature of our voices in relation to social voices and the ideologies embedded within the speech we produce, we employ diverse utterances to express ourselves and respond to the utterances of others, whether verbally, in written texts, or through other forms of materialized communication.

From Bakhtinian lens, these socially organized utterances correspond to what the author terms speech genres⁵, understood as relatively stable utterances that people produce in order to communicate (Bakhtin, 2016). Bakhtin (2016) also states that speech genres are infinitely diverse as human beings are capable of multifaceted activities and are dynamic beings, which contributes to a transformation and also an increase in the complex repertoire of speech genres we use daily. For instance, in our fast-paced changing world, journalistic genres have evolved, reflecting broader changes in how people write and speak. Therefore, developing new genres is a new way of viewing the world (Fiorin, 2006).

A language teaching approach centered on the use of speech genres invariably invokes the notion of authenticity in teaching materials, since genres themselves generally consist of real instances of language use. In this perspective, genres are not treated as mere formulas to be reproduced in class, but as examples of how language functions in real contexts. Working with authentic materials enables students to engage with the target language in situations that mirror their social reality outside school. In this way, such materials help learners prepare for practical language use and foster meaningful interaction with genuine communicative situations (Tomlinson, 2012). According to the author:

an authentic text is one which is produced in order to communicate rather than to teach, and an authentic task is one which involves the learners in communication in order to achieve an outcome, rather than practice the language. The text does not have to be produced by a native speaker and it might be a version of an original which has been simplified to facilitate communication. The task does not have to be a real-life task, but can be a classroom task which involves the use of real life skills in order to achieve not just communication but a non-linguistic outcome (e.g. one member of a group getting the others to draw a replica of a drawing she has been shown) (Tomlinson, 2012, p. 162).

⁵ As highlighted by Rojo (2005), in the literature of Applied Linguistics in Brazil, as well as in related fields such as Textual Linguistics, the term is often used as textual genres, drawing on both Anglophone and Francophone traditions, with Swales and Bronckart serving as key references, respectively.

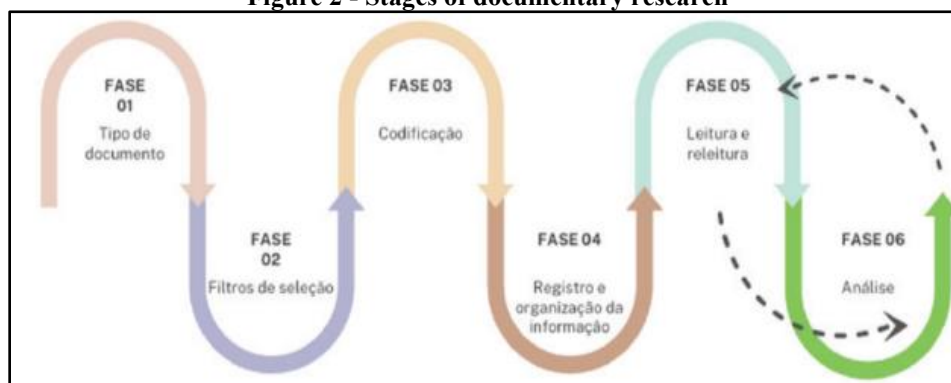
Considering that the social environment that surrounds individuals is what dictates the utterances they will produce, the textbook will act as the main agent that will shape and organize the utterances the language learners will produce in their language journey. Because of the evident importance of speech genres in our daily activities, this is one of the aspects that this study aimed to analyze.

3 METHODOLOGY

This study is an interpretative documentary research that aimed to answer the research question “what are the differences and similarities in content and its organization in textbooks of Brazilian Portuguese and Korean as an additional language?” In order to answer that question, we analyzed two textbooks used to teach Brazilian Portuguese in Brazil - one from the Federal University of Paraná (UFPR) (Alves et al., 2023) and the other from São Paulo State University (UNESP) (Silva et al., 2021), and two textbooks used to teach Korean in South Korea, one from the Hankuk University of Foreign Studies (HUFS) (Song et al., 2016) and the other from the Seoul National University (SNU) (Choi et al., 2013). All the books analyzed were designed for beginner learners. The selection of these materials was based on their availability and on the fact that they were produced by universities that receive a substantial number of international students. In their respective contexts, these institutions develop their own teaching materials for a large and diverse audience, which motivated us to examine how universities in different settings approach language teaching in their textbooks.

According to Lüdke and André (1986), books are considered important documents that can be reliably used in qualitative research in order to obtain information that can be analyzed in a certain context. In this study, the books were produced for teaching and learning Brazilian Portuguese and Korean in an immersion context by international students who go to Brazil and Korea, respectively. In order to analyze the materials, we followed the stages suggested in the model proposed by Yonaha (2024) for documentary research as shown in figure 2.

Figure 2 - Stages of documentary research



Source: Yonaha (2024, p. 8).

In stages 1 (Types of Documents) and 2 (Selection filter), which refer to the type of document and the filter used to select them, explained above, we selected the books for the analyses based on our experience and their availability. After that, in stage 3, which is the codification and refers to the criteria used to proceed with the analyses, we identified the recurrence of the theoretical-methodological characteristics present in the design of the textbooks. The questions used for our analysis criteria are as follows:

Table 1 - Questions used for the analysis criteria and their goals.

Question	Goal
(1) How is the concept of language portrayed?	Look at the structure of the exercises and analyse if they show a more structuralist format, such as fill in the blank activities, or if they consider the social aspect of language, which includes activities that encourage students to use their background knowledge to produce the language they are learning.
(2) How is interaction approached throughout the units?	This question is connected to the previous one, but it aims specifically at oral communication through activities that encourage students to produce the language freely, conveying the message they want to or activities that aim at the practice of specific structures.
(3) How are speech genres contemplated?	Explore not only the different kinds of texts used in each textbook, but also whether they are authentic or constructed by the authors for learning purposes.
(4) Are the contents presented in a contextualized manner?	Investigate whether the explanations and examples are given in a specific context or if they are isolated and out of context.
(5) How are cultural aspects presented?	Examine if cultural elements are spread throughout the unit or if they have a separated section for them.

Source: Elaborated by the authors.

After conducting the analyses, we organized the information into two tables (stage 4, Information recording and organization) and referred back to both the tables and the textbooks

whenever necessary during the analyses process (stages 5, Reading and rereading, and 6, Analysis).

4 RESULTS AND DISCUSSION

The textbooks of Brazilian Portuguese from UFPR and UNESP and of Korean from HUFs and SNU were analyzed according to the established criteria. For presentation purposes, this paper focuses on excerpts from the first and last units of each textbook, which represent the beginning and end of the proposed learning process for the target level, and already reveal key tendencies found throughout the materials. Although only these units are illustrated here, the intermediate units were also examined and display the same features described here. In other words, the phenomena illustrated in the examples are not limited to the selected excerpts, but occur frequently throughout the textbooks as a whole, as they reflect well-defined teaching perspectives that are embedded in the design of the instructional materials.

Table 2 - Analysis of the first unit of each textbook according to the established criteria

	Concept of language	Interaction	Speech genres	Context	Culture
UFPR	Exercises to practice the structure of the language (verb conjugation) and activities that consider the social and cultural aspects of language (different ways of greeting).	To practice structures learned (more structuralist); open questions so the student has to think about the whole message they want to convey and not only the structure.	Greetings and introductions are presented through non-authentic videos, audios and texts, with the exception of two authentic short texts introducing two celebrities from Brazil.	Yes. Numbers are introduced while talking about documents and the price of things.	Through boxes on some pages explaining cultural aspects.
UNESP	Exercises to practice the structure of the language (conjugation of verb “ser”), but it does not bring any activity that shows the social aspect of language.	Through the production of questions using what was learned and interviewing the classmates.	Introducing yourself presented through video (authentic); biography and autobiography with authentic texts; comic strip to introduce possessive pronouns, but there is no explanation or exercise contemplating it.	No. The book brings isolated explanations followed by practice exercises.	Through activities about football.
HUFS	It does not bring any activity showing the social aspect of language.	After learning the structure, students should reproduce the same dialog changing the information (name and job).	How to greet someone and say your name and job. No authentic texts.	Since this unit is only about greetings, the context is implied and it brings greetings for different situations with images; but it also brings isolated vocabulary.	Through greeting expressions in different situations.
SNU	Different exercises so the students practice the structure of the language through the creation of dialogues based on an example. The task of finding a person at the airport and then introducing that person to the class brings more the social aspect of the language.	Students practice the content learned through a contextualized game in which they have to find someone at the airport. There are also more structuralist exercises (fill in the blanks).	How to introduce yourself through a blog post. No authentic texts.	The explanation is made without context, but in one of the practices the students should find someone at the airport using the content learned.	Cultural note at the end of the unit (how to greet people in different situations, formal and informal).

Source: Elaborated by the authors.

Regarding the concept of language, we analyzed whether the activities involved social and cultural aspects of language, and only the book from UFPR contemplated this aspect. The didactic units in this book were developed in a way that encourages learners to think and produce the language immersed in a specific context. Each unit presents a guiding theme in which the activities and explanations are made, and students learn to express themselves regarding that theme while they learn grammar and relevant vocabulary. In other words, students practice through activities that will be helpful for them in tasks they will face in real life situations. For instance, the textbook from UFPR displayed an activity with a range of dialogues used in different life situations, showing how people can speak in formal and informal circumstances with different interlocutors (Figure 3), which corroborates the Bakhtinian idea that our utterances are organized according to the social environment in which we are inserted (Volóchinov, 2017).

The book from SNU did not show the units in their totality in a way that organized the content in a contextualized way, however, it had a task that simulated a real life situation in which students were supposed to find a person that got lost at the airport and then introduce that person to the class. These two textbooks also had activities involving the structure of the language, such as verb conjugation and the creation of dialogues based on an example; and the book from UNESP and the one from HUFS only presented structural activities (Figure 4), having single sentences isolated from contextualized situations to illustrate grammar explanations.

Figure 3 - Example of dialogues in different situations.⁶

5. Escute os diálogos e associe às imagens correspondentes:

Situação 1

– E aí, gente, beleza?
– Tudo beleza!
...
– Bom dia, Ana!
– Bom dia, pai!
...
– Bom dia, Eduarda!
– Bom dia, mãe, tudo bem?
– Tudo!

Situação 2

– E aí, tranquilo?
– Susse...
– Então tá bom, falou.
– Valeu!

Situação 3

– Oiê!
– Oi, tudo certo?
– Aham, e você?
– Também!

Situação 4

– Boa tarde, dona Lúcia!
Como você está?
– Estou bem, obrigada!
E você?
– Bem também!

Situação 5

– Boa noite, dona Tereza!
– Boa noite, seu Zé! Como vai o senhor?
– Bem, obrigado! E a senhora?
– Ah, estou daquele jeito...

Source: Alves, Oliveira and Passos (2023, p. 7).

Figure 4 - Example of activity about answering questions based on the example.⁷

질문	대답
이름이 무엇입니까?	
어느 나라 사람입니까?	
직업이 무엇입니까?	

보기			
안녕하세요?	저는	에릭입니다.	미
국 사람입니다.	저는	경찰관입니다.	
만나서 반갑습니다.			

Source: Song et al. (2016, p. 59).

Interaction activities were presented in varied ways. For instance, both Brazilian books encouraged learners to produce their own questions and to answer those produced by other students, so they did not have a pre-made example to follow but instead had to think about their

⁶ Translation of the content: 5. Listen to the dialog and connect to the correspondent image. *Situation 1*. Hey everyone, how's it going? - All good. / Good morning, Ana! - Good morning, father! / Good morning, Eduarda! - Good morning, mother, how are you? - Good! *Situation 2* (very informal dialog). Hey, what's up? - Nothing much. - Ok, see you. - Bye. *Situation 3* (informal situation). Hi! - Hi, how's it going? - Good! You? - Me, too! *Situation 4* (formal). Good afternoon, Mrs. Lúcia! How are you doing? - I am doing fine, thank you. What about you? - I'm good, too!. *Situation 5* (formal). Good evening, Mrs. Tereza! - Good evening Mr. Zé! How are you doing? - I am doing good, thank you! What about you? - I'm as usual...

⁷ Translation of the content: Question - What is your name? / What country are you from? / What is your job?. Example - Hello, I am Erik. I am from the United States. I am a police officer. Nice to meet you.

own answers (Figure 5). This model corresponds to the dialogism idea proposed by Bakhtin, in which people communicate and produce utterances based on their past experiences and utterances they have been exposed to, and, therefore, language is something concrete formed historically by each individual (Bakhtin, 2016; Volóchinov, 2017).

On the other hand, both Korean textbooks bring activities in which students have to reproduce structures they learned by replacing information in sentences and fill in the blank exercises. These kinds of activities may serve as a useful starting point for beginners to understand the structure of the language; however, in real communicative contexts, learners will need confidence to engage in conversation, which develops through continued practice. This can be seen in the SNU material, which presents the aforementioned activity where students must find the person who is lost and then introduce that person to the group (Figure 6). This is another example of how students can become more autonomous in the use of the target language.

Figure 5 - Example of a speaking activity in which students create questions and answer without any previous shown example⁸

Para conhecer melhor seus colegas, elabore cinco perguntas utilizando os pronomes pessoais e os pronomes interrogativos. Em seguida, faça as perguntas a um de seus colegas e anote as respostas
A. _____
R: _____
B. _____
R: _____
C. _____
R: _____
D. _____
R: _____
E. _____
R: _____


Source: Silva et al. (2021, p. 30).

⁸ Translation of the content: In order to get to know your classmates, create five questions using the possessive pronouns and the interrogative pronouns. Then, using the questions you created, interview one of your classmates and write down the answers.

Figure 6 - Example of a speaking activity in which students must find the person who got lost in the airport and then introduce that person to the class.⁹


선생님께 카드를 받으세요. (카드 → p.207)
You will receive a card from your teacher.

A팀



이름 : 마이클
국적 :
직업 :

B팀



이름 : 마이클
국적 : 영국
직업 : 기자

A팀 학생은 카드에 있는 이름을 가진 사람을 찾아 질문해 보세요. B팀 학생은 카드를 보고 질문에 대답해 보세요.
Students in team A will attempt to find the person named on the card by asking questions. Students in team B will answer the questions from their card.

마이클 씨입니까?

아니요, 저는 마이클이 아닙니다.

마이클 씨입니까?

네, 마이클입니다.


어느 나라 사람입니까?

영국 사람입니다.

직업은 무엇입니까?

기자입니다.

그 사람을 소개해 보세요.
Introduce the person you found to the class.



마이클 씨입니다.
마이클 씨는 영국 사람입니다.
기자입니다.

Source: Choi et al. (2013, p. 65)

Regarding speech genres and the use of authentic materials, both UFPR and UNESP incorporated authentic texts—both written and video-based—to present a variety of genres, including biographies, autobiographies, and comic strips (Figure 7). The UFPR textbook also included some non-authentic material, whereas the Korean textbooks relied exclusively on texts constructed by the authors throughout the unit, mainly focusing on greetings and introductions (Figure 8). The selection and presentation of these texts reveal the underlying ideologies about what learning a new language entails. Furthermore, teacher mediation, shaped by both personal and collective experiences and beliefs, can reinforce or challenge these conceptions, highlighting that language learning is always the result of a negotiation between textbook content and classroom practice. Speech genres should not be viewed merely as a pretext for

⁹ Translation of the content: Team A - Name: Michael; Nationality; Job. Team B - Name: Michael; Nationality: English; Job: reporter. / Examples: Are you Michael? - No, I am not Michael; Are you Michael? - Yes, I am Michael. - What country are you from? - I am from England. - What is your job? - I am a journalist.

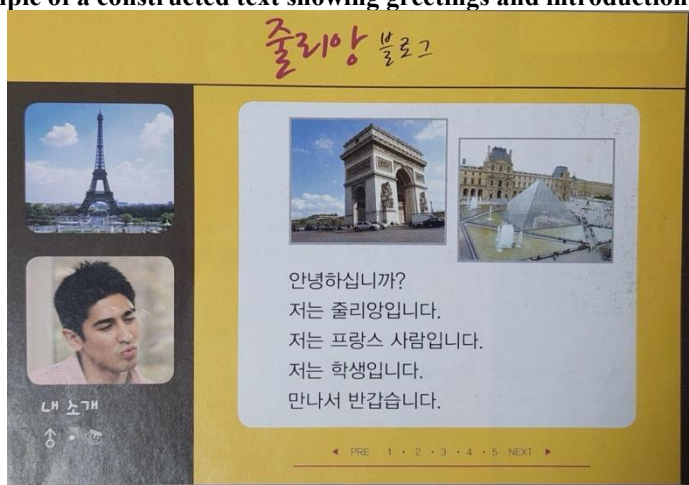
grammatical practice; rather, they should be holistically integrated into the pedagogical sequence through activities that foster authentic communication.

Figure 7 - Authentic comic strip.¹⁰



Source: Silva et al. (2021, p. 38)

Figure 8 - Example of a constructed text showing greetings and introductions in Portuguese.¹¹



Source: Choi et al. (2013, p. 63).

As for contextualized content, the only textbook that introduced new content while contextualizing it was the UFPR book (Figure 9). It introduces numbers through the different documents Brazilian citizens need to have, and later in the unit, it moves on to the price of products and the currency used in Brazil. This is particularly important for those learning the language in an immersion context as money is something that is part of their daily lives. In the Korean books the context can be implied by the topic of the unit; however, explanations and vocabulary are not presented inside a context.

¹⁰ Translation of the content: They asked if the land was ours... and my grandmother said no. That's why they kicked us out! / That land was never "ours". We are the ones who belong to that land.

¹¹ Translation of the content: Julian's blog. Hello! I am Julian. I am French. I am a student. Nice to meet you!

Stagich (1996) asserts that associating vocabulary with specific cultural contexts enhances language memorization and retention. This aligns with Bakhtinian theory, which posits that language is socially constructed and context-dependent. A given utterance encompasses not only linguistic forms but also extra-verbal elements (Volóchinov, 2017). Consequently, materials that reflect real-life situations experienced by learners tend to be more effective. However, that is not what we noticed in all the materials we analyzed. When content lacks practical and contextualized application, learners face greater challenges in establishing meaningful connections with the target language, which can impact the retention of what was covered in class.

Figure 9 - Activity about Brazilian documents for the introduction of numbers.¹²



Source: Alves, Oliveira and Passos (2023, p. 14).

Concerning how cultural aspects are displayed, each Brazilian textbook did it in a different way. The book from UFPR added a note in the margin to explain how people refer to each other, whereas the book from UNESP included topics about Brazilian soccer throughout the activities. Both Korean textbooks had a separate session at the end of the unit to show greetings in South Korea in different situations, such as when people meet for the first time, before they have a meal together, what they say after they eat, etc.

To explore how the book progressed and to compare with the beginning of each book, table 2 shows the analysis of the last unit of each textbook.

¹² The documents are the following in order of appearance: driver's license, Natural Persons Register (taxpayer identification number), passport, and General Registry (State issued number).

Table 3 - Analysis of the last unit of each textbook according to the established criteria

	Concept of language	Interaction	Speech genres	Context	Culture
UFPR	There are some structural activities (fill in the blank with bom, mau, bem, mal), but the students are also encouraged to think about the situation and the message they want to convey (what do to when you're sick)	After each text and video students must answer questions about the material as well as their own health practices.	Authentic banners and pamphlets to make the students think about the topic and authentic video about the flu.	Yes. The content is presented based on the Brazilian context.	This unit does not bring any particular aspect of culture.
UNESP	There are some structural activities, but there are also exercises in which students must do a research about a specific topic and present it to the class.	After the texts, there are interpretation questions; there are activities for the students to do some research about a topic and present to the class.	Authentic texts from the internet such as recipe, paintings description, testimony, video, string literature, and songs; students have to write a postcard and an email.	The writing activities (email and postcard) are contextualized, but the grammar points are explained in isolation.	Culture is presented through the texts throughout the unit (it is about the five regions of Brazil).
HUFS	This unit brings one exercise in which students should write a message to a loved one. The other activities are structural.	After learning the structure, students should reproduce the same dialog changing the information (age and characteristic).	Nonauthentic birthday card.	The reading activity about a birthday card is in context, but the unit brings many different situations to use the honorific form of the language, and they are not presented in a context (listening activity about being drunk).	This unit does not bring any particular aspect of culture.
SNU	It brings different exercises so the students practice the structure of the language through the creation of dialogues based on an example; some questions bring more the social aspect of language, such as what the students do in their free time and what they do with their friends.	Students have to practice dialogs by replacing expressions in the example dialog.	Writing an advertisement for finding friends.	The content is explained through sentences that are in the scope of the central theme, but they are not contextualized.	Cultural note at the end of the unit (where people first meet their boyfriend / girlfriend).

Source: Elaborated by the authors.

Although all the four textbooks present structural activities, they bring open questions throughout the units that encourage them to think about the message they want to convey, simulating a real life situation. In this regard, we can see a progress from the first unit to the last in all the textbooks. As the students advance in their language learning process, the materials foster their own thinking to produce the target language, which is a very important step so the learners can gain confidence when expressing themselves in a different language.

With respect to the interaction aspect, all textbooks kept the same format as their first units. Both Brazilian books inserted speaking activities that helped students develop their own answers without following a pre-made example. They had, for instance, to talk about health issues in their country or search for a song that represents their country, write a summary of it and present it to the class (Figure 10). Whereas the Korean books aimed at providing a practice of the structure and grammar, and for that they provided students with a sample dialogue from which they should replace some information in order to create a new dialogue (Figure 11). Martins (2025a) points out the importance of a more controlled material when learning a distant language. For that reason, when speakers of western languages, for example, come to South Korea to learn Korean, they can substantially benefit from these more controlled kinds of activities as they have the time to process the new language they are acquiring.

Figure 10 - Activity about searching for a song that represents the country of the student and writing a summary of that song.¹³

2. Atividade de pesquisa

Faça uma breve pesquisa na internet, com seu celular, e procure uma música que represente seu país. Elabore um resumo por escrito sobre a música escolhida e o leia para toda a sala. No final da atividade, convide os alunos e o professor a ouvirem a música.

Source: Silva et al. (2021, p. 163)

¹³ Translation of the content: 2. Search activity. Do a brief search on the internet with your cell phone and look for a song that represents your country. Write a summary of the song you chose and read it to your classmates. At the end of the activity, invite the other students and the teacher to listen to the song.

Figure 11 - Activity about creating a dialogue based on the examples provided.¹⁴

정우 여기가 한강 공원이예요.
 켈리 와, 정말 시원하네요. 정우 씨는 이 공원에 자주 와요?
 정우 네, 자주 와요. 우리 자전거 탈까요?
 켈리 그래요.

정우 켈리 씨, 재미있어요?
 켈리 네, 아주 재미있네요.
 정우 그럼 우리 다음에 또 올까요?
 켈리 좋아요.

연습1 친구와 연습해 보세요.
 Practice with your partner.

1) 한강공원	2) 관악산	3) 찜질방	4) 하나식당
시원하다/공원	좋다/산	크다/찜질방	사람이 많다/식당
자전거를 타다	걷다	저 방에 가다	불고기를 먹다
재미있다/아주	피곤하다/조금	덥다/조금	맛있다/아주
다음에 또 오다	좀 쉬다	식혜를 마시다	주말에 또 먹다

Source: Choi et al. (2013, p. 194).

The same idea can be applied for the speech genres seen in the textbooks. The Korean books kept the same format of having constructed texts throughout the unit, which, once again, can be beneficial for speakers of distant languages. From another perspective, the Brazilian textbooks used only authentic texts throughout the last unit, such as campaign banners and cordel literature¹⁵ (Figure 12), different from the first unit, that contained constructed texts as well. Discursive approaches make use of authentic materials that help students to think more critically about real life situations (Martins, 2025b). This approach can be very favorable for speakers of languages close to the one they are learning, such as Chinese and Korean or Spanish and Portuguese, for instance. In addition, advanced students, independent from their mother tongue, can benefit from a more discursive approach, too, as their baggage of knowledge is

¹⁴ The example highlights a few expressions in different colors, and they should be replaced by the given expressions when making the dialogues. Translation of the content: Jeongoo: Here is the Han river park. - Kelly: Wow, it is very refreshing! Do you come here often? - Jeongoo: Yes, I come here often. Let's ride a bike? - Kelly: Sure! - Jeongoo: Are you having fun, Kelly? - Kelly: Yes, it is a lot of fun! - Jeongoo: So, let's come again next time! - Kelly: Sure! / Practice. 1) Han river park; refreshing / park; ride a bike; to be fun / very; come again next time. 2) Gwanaksan; to be good / mountain; to walk; to be tired / a little; to rest a little. 3) Sauna; to be big / sauna; to go to that room; to be hot / a little; to drink a sweet rice punch. 4) Restaurant Hana; there are many people / restaurants; to eat bulgogi; to be delicious / very; to eat again on the weekend.

¹⁵ Cordel is a literary speech genre that originated in the Northeast of Brazil. It is a traditional form of popular poetry, written in rhythmic verses and printed in small pamphlets. It often tells stories about everyday life, legends, and historical events. The name comes from the way these pamphlets were displayed for sale, hanging from strings.

enough for them to be exposed to authentic texts.

Figure 12 - Authentic campaign banner about poliomyelitis vaccine used to introduce a class discussion.¹⁶



Source: Alves, Oliveira and Passos (2023, p. 57).

The contextualization aspect in the last unit presented divergences among the textbooks. The only book that introduced topics and grammar inside a context was the book from UFPR. It used mainly campaign banners and videos throughout the last unit. The textbook from UNESP presented dialogical activities; however, grammar explanations and examples were seen in isolated tables (Figure 13). The textbook from HUFS displays different situations with different activities, not following situations in context to present the content. Lastly, the textbook from SNU follows a central theme throughout the unit, but the activities and explanations are not shown inside a context, like the example sentences for the grammar point (Figure 14).

Figure 13 - Table in Portuguese containing example sentences for the grammar point presented -

¹⁶ Translation of the content: Poliomyelitis. Get vaccinated and protected. Our champions. Children under 5 years old. Parents or guardians, if you haven't got your children vaccinated, go to the nearest health care center and get their vaccination record updated.

subordinating conjunctions.¹⁷

CONJUNÇÕES SUBORDINADAS			
	CIRCUNSTÂNCIAS QUE EXPRESSAM	PRINCIPAIS CONJUNÇÕES	EXEMPLOS
CAUSAIS	causa, motivo, razão do efeito	porque, como, visto que, já que...	Como era véspera de feriado, as estradas estavam todas lotadas.
COMPARATIVAS	comparação	como, que, assim como, (mais, menos) do que...	As praias do Nordeste do Brasil são mais bonitas do que as praias do Rio de Janeiro.
CONCESSIVAS	concessão	embora, ainda que, se bem que, mesmo...	Embora não seja feriado prolongado, a minha filha quer viajar para Gramado.
CONDICIONAIS	condição	se, caso, contanto que, desde que, a menos que...	Caso os turistas precisem de informação, podem pedir no balcão da recepção do hotel.
CONFORMATIVAS	conformidade	conforme, como, segundo...	Durante o feriado, li todos os textos como havia planejado.

Source: Silva et al. (2021, p. 159).

Figure 14 - Example sentences for the grammar point presented - how to conjugate a group of irregular verbs.¹⁸

A 우리 같이 걸을까요?
B 네, 좋아요.

예

- 어제 뭘 했어요? - 공원에서 걸었어요.
- 우리 버스를 탈까요? - 아니요, 걸어서 가요.
- 한국 음악은 듣지만 한국 뉴스는 안 들어요.
- 라디오를 잘 들으세요.

걷다 + -어요 → 걸어요
걷다 + -았어요 → 걸었어요
걷다 + -으세요 → 걸으세요

Source: Choi et al. (2013, p. 190).

Regarding cultural aspects, only the textbooks from UNESP and SNU showed cultural elements. The UNESP book used texts that talked about the different regions of Brazil, so the cultural aspects were contemplated throughout the unit. The SNU textbook followed the same model throughout the whole book, displaying a page at the end each unit about a cultural element in Korea. Having cultural aspects throughout the book corroborates with the idea of Kramersch (1998), who stated that students should be exposed to cultural aspects of the language

¹⁷ It shows the types of conjunctions, their meaning, the main conjunctions for each category, and an example sentence for each type.

¹⁸ Translation of the content: A: Let's walk together? - B: Yes, sure!. Examples: - What did you do yesterday? - I walked in the park. / - Should we go by bus? - No, let's walk there. / I listen to Korean music, but I don't listen to Korean news. / Have a good time listening to the radio.

they are learning in order for them to be more prepared to interact in social situations involving their target language.

5 CONCLUSION

The analysis of teaching materials, understood as mechanisms of language policy circulating among educational agents, revealed underlying ideologies—conceived according to Shohamy (2006) as systems of beliefs and values that guide decisions about language teaching and learning, shaping both educational practices and content choices. Through a dialogic analysis of the design of textbooks produced in Brazil and Korea, the study examined how these underlying ideologies are reflected in the organization, presentation, and selection of content for students learning the respective languages in an immersion context.

In the present study, we identified that Brazilian textbooks tend to use authentic texts across a wide range of speech genres, combining structural exercises with activities that promote dialogical interaction. This approach integrates grammar instruction within meaningful communicative contexts, reflecting the discursive practices of the Brazilian context. In contrast, Korean textbooks rely on author-created texts and emphasize drills designed to practice grammatical structures in isolation. Brazilian textbooks appear to adopt a dialogical methodology, resulting in a socially oriented approach to grammar, in contrast to the predominantly structuralist or form-focused methodology of Korean textbooks.

Despite the significant difference, all the books analyzed can be beneficial to the learners. A more grammar-focused approach provides a more controlled teaching-learning environment and can be beneficial for learners of distant languages, as can be seen in the Korean textbooks. Students tend to transfer their L1 to their target language, a phenomenon known as language transference, and a more controlled setting in the material and the classroom can help these students to gain more understanding of the language they are learning. On the other hand, a more discursive approach, which brings a variety of authentic material, helps students to think more critically about real life situations, and language proximity can specially benefit from this approach as well as advanced learners, who carry more language knowledge and are, therefore, more able to understand authentic texts.

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