

THE DISCOURSE OF REGIONALIZATION IN THE TEXTBOOK OF HIGH SCHOOL LEARN AND SHARE IN ENGLISH

O DISCURSO DE REGIONALIZAÇÃO NO LIVRO DIDÁTICO DO ENSINO MÉDIO LEARN AND SHARE IN ENGLISH

EL DISCURSO DE REGIONALIZACIÓN EN EL LIBRO DIDÁCTICO DE LA ENSEÑANZA SECUNDARIA LEARN AND SHARE IN ENGLISH

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ABSTRACT: In this work is analyzed the discourse of linguistic and cultural regionalization in the textbook Learn and share in English. This work is theoretically based in the studies by Albuquerque Júnior (2011), Foucault (2008a; 2008b; 2008c), PCNs (1998), PCNs+ (2006), DCNEB (2013) among others. The corpus is composed of discourse genres that bring statements in which are materialized discourses referring to linguistic and cultural diversity of the English in the world, observing that regional trends prevail. As analysis categories is used the discourse, the statement, the subject and the discursive formation. It was verified that the discursiveness was built in favor of the standard cultured norm, mainly, British and North American. Therefore, in the contemporary society where England and The United States dominate the world economy, to learn English is a social privilege that allows to situate the student in a global village.

KEYWORDS: Discourse. Regionalization. Textbook.

RESUMO: Neste artigo analisa-se o discurso de regionalização linguística e cultural no livro didático Learn and share in English. Este trabalho baseia-se teoricamente nos estudos de Albuquerque Júnior (2011), Foucault (2008a; 2008b; 2008c), nos PCNs (1998), PCNs+ (2006), DCNEB (2013), entre outros. O corpus trata-se de gêneros de discurso que trazem enunciados em que estão materializados discursos referentes à diversidade linguística e cultural da língua inglesa no cenário mundial, observando que tendências regionais prevalecem. Como categorias de análise utiliza-se o discurso, o enunciado, o sujeito e a Formação Discursiva. Foi constatado que a discursividade foi construída a favor de um ensino de inglês com foco na norma culta padrão, principalmente, britânica e norte-americana. Portanto, na sociedade contemporânea em que a Inglaterra e os Estados Unidos dominam a economia mundial, aprender inglês é um privilégio social que permite situar o aluno numa aldeia global.

PALAVRAS-CHAVE: Discurso. Regionalização. Livro didático.

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RESUMEN: *En este artículo se analiza el discurso de regionalización lingüística y cultural en el libro didáctico *Learn and share in English*. Este trabajo se basa teóricamente en los estudios de Albuquerque Júnior (2011), Foucault (2008a, 2008b, 2008c), en los PCN (1998), PCNs + (2006), DCNEB (2013) entre otros. El corpus se trata de géneros de discurso que traen enunciados en que se materializan discursos referentes a la diversidad lingüística y cultural de la lengua inglesa en el escenario mundial, observando cuales tendencias regionales prevalecen. Como categorías de análisis se utiliza el discurso, el enunciado, el sujeto y la Formación Discursiva. Se constató que la discursividad fue construida a favor de una enseñanza de inglés con foco en la norma culta, principalmente, británica y norteamericana. Por lo tanto, en la sociedad contemporánea en que Inglaterra y los Estados Unidos dominan la economía mundial, aprender inglés es un privilegio social que permite situar al alumno en una aldea global.*

PALABRAS CLAVE: *Discurso. Regionalización. Libro didáctico.*

Introduction

To assist the teacher in the search for improvements in teaching, the Ministry of Education and Culture - MEC, has sought to create and support programs that contribute to this purpose, among them the Book Programs can be exemplified. It is worth noting that in 1985 the National Textbook Program - PNLD was created, based on Decree no. 91,542 of 19 August, 1985, which aimed to distribute school books to students enrolled in public primary schools. According to the aforementioned decree, teachers must participate in the analyzes and indicate the titles to be adopted, as well as participate in permanent evaluations of the adopted books in order to improve the selection process (BRASIL, 1985).

The teacher's participation in this process is essential so that the material does not deviate from the school's pedagogical practices and is in fact a tool used by the basic education teacher as an aid for student learning. However, this education professional must present a profile that demonstrates an engagement and commitment to education in the curricular component that he teaches. He must present a good formation in his area of knowledge, in order that the theory is not dissociated from the practice, since the English of the Textbook is different from the one spoken in the student's routine, who usually have contact with the language in songs, movies, series, cartoons, cartoons and games.

For this, as it is a modern foreign language, the student of basic education who is attending high school is between 15 and 17 years old, except if he/she is out of age and grade. Therefore, the adolescent in the process of identity formation inserted in the social environment

needs a global understanding of language and culture around the world, as well as, to know and reflect on their own region, in order to act critically on the reality in place of residence.

This work aims to analyze the discourse of linguistic and cultural regionalization present in the English language textbook for high school, for the three-year period from 2018 to 2020, adopted by the Vicente de Fontes State School. The analyzes will take place in the light of the Discourse Analysis theory in the French perspective. Thus, it will be analyzed as a corpus the speech made up of statements present in speech genres that are proposed in the textbook. These are texts that are part of a Discursive Formation - DF - in which the choice of certain language modalities and cultural scenarios as appropriate to the Brazilian context and to the teaching and learning of English is attributed as truth.

For that, it will be verified which ideology is proposed by the textbook with respect to language and culture, and how the referred material intended for Brazilian students has been building linguistic and cultural identities, it will also be observed that discursive regularities are presented through statements and images in the manufacture of the sayings and visibilities that represent the will of truth regarding linguistic and cultural regionalization in the textbook. In addition, it will be identified which subject position this didactic material assumes in the formation of the identity of the student learning the English language, considering both aspects mentioned about regionalization.

In addition, the aim is to analyze the high school collection *Learn and share in English* as it is a recent material that is available to Brazilian apprentices as the main tool for forming their identity with regard to the English language. In this context, the textbook appears as a relevant support for student learning, since it proposes discourses that circulate in the social context in the various discursive spheres for study. The discursive enunciation is materialized in diverse texts that compose the genres of discourse, presenting linguistic and cultural contents fundamental for the individual in contemporary society.

This work is relevant because it reflects on the need to understand regional diversity as a way of forming a plural linguistic and cultural identity, leading the learner of the English language to recognize and respect the different forms of languages and culture. In this sense, he must situate himself as a global citizen who values his social context, at the same time that he promotes a self-reflection to search for quality of life in the society in which he is inserted. Therefore, as a teacher of basic education, who uses the textbook as a tool in pedagogical practice, it is essential to take a critical look at that material with a focus on linguistic and cultural regionalization for the processes of subjectivity and the formation of identity of

students from the northeastern interior, who, most of the time, call themselves incapable of learning the English language.

From this study, we aim to form a critical perception of the teacher in conducting the textbook, trying to awaken in the student the understanding of the different linguistic and cultural manifestations in English-speaking countries, observing why some varieties are more used in contemporary society. In this sense, the teacher, as a producer of discourses that influence student formation, must contribute to the creation of an identity in which social transformations are understood in the face of the complexity of contemporary society that the student experiences in times of globalization, and needs to situate themselves linguistically and culturally in regionalization for personal and professional success.

The article, in addition to the initial and final considerations, consists of two parts. In the first, a brief report is made about the English textbook for high school. In addition, there are comments related to the social-interactional approach recommended by official Brazilian documents that guide the teaching of this curricular component, as well as the definition of regionalization is also presented. In the second part, the discourse of linguistic and cultural regionalization in the textbook is analyzed, observing how this didactic material situates the student discursively in relation to the teaching-learning of English, having as categories of analysis the discourse, the statement, the subject, the discursive memory and Discursive Formation - DF. Thus, it presents the basic concepts of Discourse Analysis that support the analysis, so that they are explained through clippings of the corpus itself, contributing to the theory and analysis to weave a dialogue.

The Textbook and the social-interactional approach

The textbook is a fundamental tool for the teaching-learning process. This material must be current, attractive, dynamic, interactive and that emphasize a methodological-didactic approach that meets the needs of students in contemporary society. Thus, over the years, the PNLD has been improving and in 2012 it included the Foreign Language textbook, English and Spanish, for choice in high school, being a novelty for professionals in these curricular components. In this context, the book is valid for three years. It is worth mentioning that there was another choice in 2015, and in 2018 it was the third time that books were chosen for this type of teaching. For the 2018 to 2020 triennium, the Foreign Language textbook - English Language - is no longer consumable and, therefore, must be reused, that is, students must return it at the end of the school year so that others can use it the following year.

In the past two editions, the copies in English were replaced every year and given to students so that they could complete the exercises and make notes in the book itself. According to Sarmiento 2016, p. 27, “it is very important that they can use the spaces for notes so as not to waste time having to copy the activities in the notebook” (our translation). Therefore, this determination of the MEC is a step backwards, since there is a difficulty in working with English Language teaching material due to several factors, such as: the students' lack of interest due to the reduced number of classes, overcrowded and heterogeneous classes, low vocabulary of students, lack of adequate acoustic environment to work on oral comprehension, troubled routine of teaching work with double working hours, among others.

According to the Didactic Book Guide - GLD - 2012, 20 collections of English were registered for MEC evaluation and 7 were approved, thus, 35%. In 2015, according to GLD 2015, 14 collections were registered, of which 4 were approved, that is, 29%. In 2018, according to GLD 2018, 15 collections of this curricular component were registered and 05 were approved, that is, 33%. It can be inferred from these data that there is a rigorous analysis of the MEC in the evaluation of the textbook, based on pedagogical criteria determined by that body with the purpose that it is to reach the student with quality material in a country with continental dimensions, in which linguistic and cultural values must be contemplated in a global scope, at the same time as the valorization of the student's local culture is propagated by the great diversity of Brazil. Thus, we will analyze one of the collections approved by the MEC and chosen by the Vicente de Fontes State School, in José da Penha, in Rio Grande do Norte. The collection has as authors Amadeu Marques and Ana Carolina Cardoso, published by the publisher Ática.

The textbook must be developed within a sociointerational perspective and must be based on the guiding documents, namely: National Curriculum Parameters for Secondary Education (PCNEM), Curricular Guidelines for Secondary Education (OCEM), Educational Guidelines Complementary to Curricular Parameters National High School (PCN +) and the Reference Matrix of Languages, Codes and their Technologies from the National High School Exam (ENEM).

In this way, the collection based on these documents can provide the student with the concept of citizenship, fostering a reflection on the position he occupies in society, so that he is able to face the daily and social challenges of life, as necessary to different uses of language in certain environments, making a self-criticism of the cultural and linguistic universe in which he is inserted, observing factors such as language, customs, beliefs, traditions and way of thinking.

In addition, the care that must be taken in the production of didactic material is essential, as Brazil has continental dimensions, with five different regions.

It is worth noting that regionalization is a process of differentiation and/or clipping of space in cohesive or articulated plots. For example, Brazil is divided into five distinct regions for its biome, for cultural, economic aspects, and so on. Therefore, it has a wide variety of dialects and accents. Therefore, regionalizing is grouping by similarity, adopting specific criteria, in this grouping, which can be physical, economic or historical. When it comes to the planet, it can be said that the physical criterion is related to the division of continents, politics, biome, location of lands, etc., the economic to the division of countries according to the Human Development Index - HDI, the countries from the North (developed) and the South (underdeveloped), and finally, the historical criterion that concerns the division into first world, second world and third world, colonization, among others.

Regionalization concerns the action that the subjects produce in the space and in the interaction that they establish in society. Therefore, in order to determine regionalization, the set of regularities of discursive practices with images and texts that characterize various aspects that are united by some criteria that result from historical, imaginary and symbolic creations formed over the years must be considered. According to Albuquerque Júnior (2011, p. 35, our translation), “to define the region is to think of it as a group of statements and images that are repeated with certain regularity, in different discourses, at different times, with different styles and not thinking homogeneity, an identity present in nature”.

Contextualizing for Brazilian teaching, the socio-interactional view argues that the learning of a foreign language occurs through interaction with the social environment, with the teacher and with other classmates. For, “learning is a way of being in the social world with someone in a historical, cultural and institutional context” (BRASIL, 1998, p. 57, our translation). Thus, it is the language that enables contact with the world. It is a form of social interaction, and the language is materialized in the speech genres.

The textbook must be chosen to meet the student's needs and must be in line with the school's Political Pedagogical Project. Therefore, it necessarily has to be appropriate and thought-provoking so that through the interaction with colleagues, with the teacher and with the social environment, learning is built. In the socio-interactional view, language is conceived as a form of interaction, it is the result of a collective construction and interaction processes that cannot be separated from the production process in society. Language has a social and communicative function that enables man to contact the world, that is, in the school context, the student builds knowledge in interaction with the other.

In the dialogical perspective, language represents communicative use, being seen in a socio-historical context that goes beyond the frontier of systematization and abstraction, not being limited to linguistic aspects only. In this approach, the presence of the other is considered, since language is not an individual act, since the discourse is addressed to concrete interlocutors who also establish a dialogical relationship with the world. It is through interaction in society, with the use of speech genres, that the student will understand the functionality of the language and will be able to produce statements and use them in different social situations to provide him with efficient communication. It is based on working with genres that cultural and linguistic learning is possible, which contributes to the formation of students in society, in order to understand it critically and exercise citizenship.

In contemporary society, it is necessary for the school to provide material that promotes critical reflections on diverse themes involving citizenship, thus contributing to the formation of a thought without prejudice and discrimination with regard to the great linguistic and cultural diversity, whether in Brazil or in the world. Therefore, it is essential that the textbook presents diverse discourse genres that address topics such as different lifestyles, languages, customs, beliefs, among others, stimulating the student through activities for a culture to combat different forms of prejudice and discrimination, because “the school environment is a place that concentrates many young people in the process of identity formation. Therefore, the school is a favorable place to reduce discrimination and the various forms of prejudice” (LIMA, 2012, p. 37, our translation).

Therefore, as recommended by the PNLD 2018 announcement, there is a concern that the textbooks should include the most diverse social groups and be treated positively and with respect. With regard to regionalization, it is associated with standard dialects and local languages, so it is not possible to discriminate between the student's language, as well as the socioeconomic, political situation, customs, geographic and sociocultural issues. Sociocultural regionalization corresponds to the assessment of social and cultural conditions, inserting in this context the human development index to explain how people live in a given place. According to the PCNs + (2006, p. 98, our translation):

The construction of cultural identity starts from the awareness of the need to build linguistic identity, constituted by the study of conservation and ruptures, the position of the interlocutors at a given historical moment, the negotiations of meaning, intentions and expectations involved.

It can be said that the individual must master multiple languages, know and respect diverse cultures to be able to enter the job market more easily, as well as achieve social

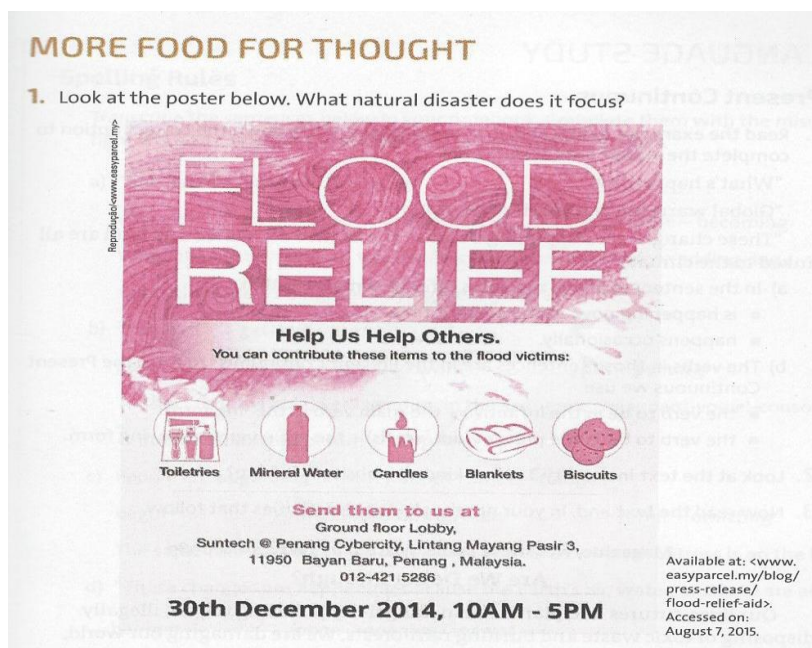
ascension. In this way, learning the English language allows direct access to the cultural production of the countries that speak this language and allows communication with the world because it is a universal language.

Analysis of the regionalization discourse in the book *Learn and share in English*

The regionalization discourse in the textbook of high school *Learn and share in English* is analyzed. For this, the subject, the statements, the DF, the discursive memory and the discourse present in the didactic manual are used as categories. As a corpus, books from the 1st, 2nd and 3rd grades of high school (Student's Book - SB) will be used, focusing on regionalization factors related to language and culture. It is intended to verify what sayings the textbook proposes in the fabrication of truth through power relations, which linguistic and cultural model is proposed as suitable for teaching and learning the English language.

In a poster, in SB, 1st year, p. 37, there is the word “biscuits”. See figure 1:

Figure 1 – Poster



Source: Marques (2016)

In this context, the word *biscuits* is British and SB does not contain any explanatory notes, such as, for example, showing the option of *cookies* used in North American English. In addition, with regard to the cultural aspect from the statement in the text "*Help us help others*" it is possible to perceive the solidarity of the British people in the face of natural disasters that affect the population and leave people emotionally and financially fragile.

So, it can be said that in a country like England there is a current of solidarity to help people recover from these disasters. The teacher can instigate the student to retake the discursive memory and question about the occurrence of floods in Brazil, or in the locality where he lives. For example, it is common for floods to occur in some Brazilian regions. However, in the interior of the northeast region there is a situation opposite to flooding, as it is common to experience drought for a long period. The teacher can stimulate the student to reflect on this theme, checking if there is solidarity from people in facing this natural problem, if there are campaigns from other Northeasterners or from the Brazilian population with donations to help the people of the country to face drought.

It is worth noting that to enter the discourse order it is necessary to be qualified, that is, one must satisfy certain requirements to enter the regions of the discourse. For it to occur, it is necessary to contextualize what can and should be said. Therefore, it is the speeches that produce the truths of a certain historical moment. There is no way to produce discourse absolutely freely, because it is always controlled, as certain utterances are put in place instead of others, silences occur, resumed to the discursive memory, so that the production of meanings has acceptance in the social, cultural and historical, that is, there is a silence regarding North American English. In this sense, the textbook can be seen as an identity document because it can bring speeches that negotiate identities when used by teachers and students, as it can contribute to the permanence of hegemonic identities or to open space for new identities to appear.

When the textbook gives preference to considering a language pattern, such as the British one, without pointing out other possibilities, a relationship of strength is implicit that will influence the subject's identity, which when entering into the learning of a language considered adequate, immerses itself also in the ideology of the country that propagates this language. Thus, the subject is inscribed in the social and is ideologically marked, historically produced and transformed. The student is directed to understand the importance of British English for the user of this language, as well as, he is taken to know the cultural characteristics of a nation in a socioeconomic region of the first world, and to confront with the socioeconomic space in which he resides, so that he can seek improvement solutions for his life.

In 1st grade SB, on page 15, a comic strip is presented by an Australian organization. See figure 2:

Figure 2 – Comic strip



Source: Marques (2016)

As can be seen, English is used in another region of the planet outside England, although the word “rubbish” is British English, which differs from the North American English “garbage” or “trash”. It is noticed that once again the North American English is silenced, because although the Australian is being introduced, it is close to the British. In this way, the student can be led to realize that this language is officially present in another continent, in other words, in another region of the planet. Furthermore, when analyzing the cultural aspect, the statements “*What you'll need*”, “*chalk*”, “*reusable bag*”, “*a bin*” and “*facts*” are verified, there is a concern of the enunciating subject, an environmentalist organization, in raising awareness to Australians, especially young people, for environmental problems.

In the strip 8 questions are presented with their respective answers that deal with the problem of garbage that affects Australian families, but which is also a worldwide problem. It is noticed that there is a speech that brings impactful facts about the highlighted theme, in order to draw the attention of the target audience to create an awareness of care in the final destination of garbage to preserve the environment. Therefore, the teacher making this text available, and adopting the suggested interpretation activity proposed by the SB, should explore this theme in the classroom. In this case, there are no issues in SB proposed by that manual that encourage the exploration of counterpoints and similarities between environmental preservation in the region of Australia and Brazil, which does not prevent the teacher from using his cultural knowledge and experience to make this connection.

In addition, on page 21 of this same book there is a text that includes Australian English and an explanatory note with the word *Flavour*. See figure 3:

Figure 3 – Explanatory note with the word Flavour

AS YOU READ
Now read the text and do the following activities.

Eating Tips for Teenagers
Good nutrition is essential for everyone, but it's especially important for growing teenagers. Unfortunately, many Australian teenagers have an unbalanced diet. It may require some effort to change your eating habits, but even a few simple changes will make a huge difference. You'll feel better and may find managing your weight easier. [...]

Eating Tips to Improve your Diet
Small changes can make a big impact:

- Cut back on sugary drinks like soft drinks and energy drinks. Water is the healthiest drink – try adding a slice of lemon, lime or orange for flavour.
- Keep a fruit bowl stocked at home for fast and low-kilojoule snacks.
- Eat breakfast every day so you're less likely to snack on junk food at morning tea. [...]
- Don't skip lunch or dinner either.
- Reduce the size of your meals.
- Don't add salt to your food.
- Don't eat high-fat foods every time you visit a fast food outlet with your friends. Many of the popular fast food chains now have healthier food choices on the menu.

General Comprehension
Choose one of the options below and transcribe it in your notebook. The text gives Australian teenagers some important tips on how to

- have a balanced diet.
- skip breakfast and be healthy.
- be a health food freak.
- eat well at fast food outlets.

Flavour is the spelling used in the UK (United Kingdom), AU (Australia) and in most other countries which are former British colonies (India, South Africa, Nigeria, Kenya, Jamaica, etc.). **Flavor** is the spelling used in the USA.

Source: Marques (2016)

By proposing the work based on this text, linguistic and cultural aspects of young Australians can be explored, since it allows the Brazilian student to reflect on eating habits between these two geographically distant regions of the planet, considering similarities and divergences in order that, by understanding his culture, he should be able to think about his eating behavior in order to improve his life.

The discourse present in the text directs the Brazilian adolescent to understand customs and eating habits of people in the same age group, who, although they are geographically distant, can be culturally linked through behavioral modes in face of a basic human need. Thus, the discourse will make it possible to operate the necessary link between the properly linguistic and the extralinguistic level. Therefore, the discourse is something that is external to the language, but that needs it to have a material existence. For this reason, it is relevant to understand the language as a resource that enables human communication. In these terms, one can think that:

The speech is nothing more than the reverberation of a truth being born before your very eyes; and, when everything can, at last, take the form of discourse, when everything can be said and discourse can be said about everything, this

is because all things, having manifested and exchanged their meaning, can return to the silent interiority self-awareness (FOUCAULT, 2008a, p. 49, our translation).

As can be seen, the discourse exerts power in people's lives, and with regard to regionalization there is a selection of cutouts through diverse statements, texts that make up a given DF, represented by the textbook that prioritizes the language and culture of a given region, British English and countries that were colonies of England, therefore, regionalization can be understood as the division of a space or territory in units of areas that explain characteristics that individualize them. Therefore, regionalization can be established according to different criteria that can be physical, socioeconomic, linguistic, cultural, etc. In addition, the explanatory note reinforces the position of the author of the textbook in valuing British ideology as a linguistic cradle of English that expanded the language to several colonies around the world.

In unit 4, in the question that asks the profession of Marta Vieira da Silva, the answer is “*She’s a soccer player*”, with no mention of other varieties (SB, 1st year, p. 69). In the 2nd year book on page 19, the text on cell phones uses, in question 1, the words “*cell phones*”, which are from North American English, not to mention forms used in other varieties of the English language. In the 3rd year book, on page 95, in the question, “*How are women in Cameroon breaking some of the country stereotypes?*”, It is possible to see two forms of vocabulary present, generally associated with the American and British varieties “*They are playing football/soccer*”. Furthermore, in the 2nd year book, on page 25, in question 3 of the *Language study* section that deals with modal verbs in the negative form, there is a note linked to the answer to question 3, stating that “The form *mayn't*, even if used in *British English*, it is very unusual today”.

According to Francescon, Senefonte and Baronas (2013, p. 2011, our translation), “within the same community, variations can occur due to political, educational, gender, religious, economic factors, among others. However, the variation can also occur between different communities, mainly due to geographical factors”. Therefore, there is no better language variety than another, however, countries such as the United States and England have political, economic and military power and, consequently, in a way, impose their language as a standard model to be followed, since many countries that wish to maintain commercial, scientific, political relationships, etc. with the Americans and the British should maintain contact using the English language.

From this, it can be inferred that the aforementioned didactic material prioritizes British and North American English, although there are cases in which texts related to Australia appear. This is due to the power relations present in the social environment, that is, both modalities of the English language are, in contemporary times, the most important due to the economic expansion, military power and hegemony of these two world nations. According to Foucault (2008b, p. 8, our translation):

What keeps power and is accepted is simply that it does not weigh only as a force that says no, but that it actually permeates, produces things, induces pleasure, forms knowledge, produces discourse. It must be considered as a productive network that crosses the entire social body much more than a negative instance that has the function of repressing it.

On page 29 of the 2nd year book, there is an explanatory note on the colloquial use of the verb “going to”. This can be considered a positive factor, considering that there is a concern to show the use of a real communication situation, even if the cultured norm is not used, but if there is communication it is a valid action. Continuing, in the 2nd year SB, on page 30, there is a text emphasizing the use of slang used in communication over the internet. See figure 4:

Figure 4 – Slang used in internet communication

THINK ABOUT IT

1. Read the text below and discuss the following questions in small groups.

Understanding Internet Slang today

Why Is Internet Slang Used?

Using abbreviations and acronyms to chat and communicate with others helps those who are familiar with technology to chat quicker while saving time. Because of the constant feed of news, media, and technology to keep up with daily, those who are familiar with Internet slang are capable of easily multitasking without taking up too much time to send a formal letter, message, email, or chat reply.

Where Online Slang Is Used Today

The most common places to find Internet slang and abbreviations or acronyms being used includes chat rooms, within text messages, instant messages and programs, along with social media networks.

Internet Slang List

Below are a few examples of the most popular Internet slang words used today:

Dope: good/awesome
Killin' It: doing great
Boss: awesome/top/supreme
Off The Hook: more amazing than expected

Texting Symbols, Abbreviations and Acronyms

Here are some of the most popular symbols, abbreviations, and acronyms you are likely to stumble upon when texting or receiving messages and chatting online:

BRB: Be right back	CYA: See you
OMG: Oh my God/oh my gosh	SUP: What's up?
LOL: Laugh out loud/lots of laughs	GL: Good Luck
TTYL: Talk to you later	H8: Hate
JK: Just kidding	L&R: Later
ILY: I love you	Za: Pizza
LU2: Love you too	Peeps: People/friends
PLZ: Please	ƆPL: People
IMO: In my opinion	RUS: Are you serious?/Are you sure?
	GN: Good night

Faces, Signs, and Their Meanings in Texts and Messages

:-) happy	-- annoyed/disbelief/upset
:(sad	O-o surprised/intrigued/raising an eyebrow
:/ unsure/disappointed/upset	\$\$\$ money
>:(angry	@ at
>:O anger/yelling	
:O surprised	

VOODOO/SHUTTERSTOCK

Available at: <<http://nobullying.com/internet-slang/>>. Accessed on: December 4, 2015. (Fragment).

Source: Marques (2016)

Such a text usually arouses the interest of the student, because it provides the debate on a theme that is part of the student's routine, because it is a very frequent form of communication, fast, dynamic that allows interaction between thousands of people in the world, without being limited to regional geographic space. As a consequence of this, there are many virtual communities that are made up of members from different parts of the world, but that are identified by their thoughts, customs, ideologies, ways of dressing, behaving and speaking. According to the PCN+ (2006, p. 100, our translation), “it is also indispensable that modern foreign language classes make it possible to study cultural groups (migrants, rappers, for example) based on their linguistic uses”. This type of English can be considered universal, because it arises from the technological environment in virtual communities around the world, even where English is not an official language.

In the sequence, on page 31 of the 2nd year book, there is an explanatory note about internetês/netspeak:

Netspeak (or cyber-slang), the internet slang known as *internetês* in Portuguese, is the kind of linguistic variety people use on the internet for the sake of brevity and objectivity when sharing information and communicating with one another. That kind of language may be suitable for informal situations on the internet, but it is not considered appropriate use of language in formal situations (MARQUES, 2016, p. 31).

This statement reinforces the importance of showing linguistic diversity and explains the real use of the language in people's daily situations when using English when they are on the internet, communicating with thousands of people across the different regions of the planet. Thus, the speech present in the textbook shows the need for an understanding in which the individual must make use of different languages for global communication, without being limited to a geographical region.

In addition, in the 3rd grade SB, on page 13, there is a similar situation, as there is a cartoon that illustrates the need for the teacher to use the internet to communicate with his students, which caused astonishment in them, since in the classroom environment this is not a usual situation, given that most of the time the teacher uses the formal language through orality. However, the humorous effect is that the teacher was forced to use the internet to enter the universe of the student who, although pressured by school rules and regulations, insist on distancing themselves from the school by fleeing to virtual communities.

Page 80 of SB, from the 2nd year, emphasizes cultural and linguistic diversity, explaining the plurality of languages spread across the planet, and also mentions this diversity in the same country. Therefore, the proposal is presented through a cartoon. See figure 5:

Figure 5 – Cultural and linguistic diversity



Source: Marques (2016)

It is interesting to mention that the language expresses the way of communication of a people reflecting their culture and must be respected, because there is no better language than another. Therefore, the statements: “*aint no way y'all shuld be here if ya dont speak english real good!*” and “*Sure! May I suggest you avoid double negatives and don't forget to use an adverb*”, represent a discourse of discrimination in which one of the characters has difficulties in recognizing other forms of language than the standard cultured norm.

In this case, the teacher, based on this text, has material to explain the student's need to understand and respect different linguistic and cultural varieties. However, to achieve professional success and personal satisfaction the English speaker will need to know mainly the British and North American variety of the cultured norm, as they are more socially privileged in the current globalized context, due to the economic power of these two regions on the world stage. However, the student must have criticality and linguistic maturity to respect the linguistic and cultural plurality existing in the different social spaces. However, it is worth mentioning that the textbook mentions the universal English used by the internet as a form of communication in contemporary times. According to Albuquerque Júnior (2011, p. 35, our translation):

At no time, regional borders and territories can be located on an a-historical level, because they are eminently historical creations and this historical dimension is multiform, depending on which perspective of space is in focus, if viewed as an economic, political, legal, or cultural space, that is, the regional space is the product of a network of relationships between agents that reproduce and act with different spatial dimensions.

It was found that the analyzed textbook prioritizes British and North American English as a language modality, as well as making reference to other variations such as Australian and Canadian. It is also worth noting that the subject, author of the textbook, shows the relevance of linguistic variation, and highlights internetês/netspeaking as a possibility of communication that is widely used, especially in social networks. In this way, all identity of the discourse are constructions made through the discourse itself, therefore permeable to movements of meanings. When a speech is delivered, it is born with a network woven by other speeches with similar choices and exclusions, because there are the initial speeches that influence, but are not influenced.

There are speeches that “are said” during the days and exchanges, and that pass with the same act that pronounced them; and the speeches that are the origin of a number of new acts of speech that retake them, transform them or speak about them, that is, the speeches that, indefinitely, beyond their formulation, *are said*, remain said and are yet to be said (FOUCAULT, 2008a, p. 22, our translation).

In this sense, the discourse is a social practice that is externalized from the statement. It is made up of statements that belong to a knowledge of a certain time, being a place where affiliations to memories intertwine which, taken up again, always displace meanings. Words acquire meanings from the DF they provide. The meaning is interpreted from the subject's position. The discourse exists only from the interpretation of the reader's relationship with the text, that is, it is an effect of meaning between the interlocutors that materializes in the text. There is no neutrality in the discourse, as the subject always speaks from a position assumed in a given social context. For example, for a textbook proposal, the author subject must meet several MEC determinations. However, his speech is not neutral, because an ideological speech is presented regarding the language and culture that he believes are more appropriate for the Brazilian student learning English in high school in contemporary society.

The discursive subject integrates a social, collective instance, which is constituted in an enunciation space. It is heterogeneous because it changes places and positions. Therefore, this social place externally and historically produced and modified acts in the constitution of this subject. Thus, the authors of the textbook, as well as the MEC, which approves and makes this

material available to schools across the country, assume the position of subject that proposes a form of knowledge considered true in the contemporary context, in view of the 3 years of duration of the high school course, and aimed at the Brazilian student learning English.

On page 52 of the 3rd year book there is an explanatory note on the use of the word *major* in Canada and the United States. However, throughout the collection there are several explanatory notes that bring these differences between the United States and England, as for example in the 2nd year book on page 109: *ageing (UK) = aging (USA)* and page 132: *litre (AU, UK) = liter (USA)*, as well as in the 3rd year book on the page 123: *organised (UK) = organized (USA)*; *Centre (UK) = Center (USA)*, 131: *programme (UK) = program (USA)* and 132: *enrol, enrolment (UK) = enroll, enrollment (USA)*. It is worth mentioning that all of these words are explained because they appear in speech genres that are proposed works in the textbook, that is, in real communication situations. The PCN + (2006, p. 101, our translation) states that "the study of the foreign language allows reflection on language and culture as citizenship assets, in addition to contributing to the elimination of stereotypes and prejudices".

In the meantime, it was found that the collection brings together a set of texts representative of English-speaking communities, covering some regions of the planet, which use different varieties of the English language to address issues regarding these diverse communities. Therefore, "knowledge is defined by the possibilities of use and appropriation offered by the discourse" (FOUCAULT, 2008c, p. 204, our translation).

It is added that the discourse is an organized whole, but not closed, there is room for new and other meanings to be formed. Discourse is renewed as it intertwines with others. That is why the meaning of the speech is not the only priority, since the unity is built by verbal interaction, which is historical and has a relation with an ideology. There is the purely ideological instance where social groups of dominant and dominated come together.

In this way, we cannot simply say what we want, since our sayings only acquire meaning if they obey the order of discourse, which in turn is established by power relations, a disciplinary power that is impregnated in the social context. For example, for the subject author of the textbook to have his material used in the classroom in Brazilian schools, have to meet several criteria defined by the MEC. So, "discourse is in the order of laws; which for long looked after its appearance; with a place that has been prepared that honors him but disarms him; and that, if it occurs to him to have some power, it is from us, only from us, that it comes" (FOUCAULT, 2008a, p. 7, our translation).

Our social practices are formed from the information we receive, and therefore, identity is always in a continuous process. In the context of textbook, the discursiveness built around

the identity of the individual is so that he can be formed as a citizen who recognizes diverse behaviors, habits and customs of English culture and language variants, but that to be successful personally and professionally in contemporary society, he should prioritize the culture and linguistic knowledge of the British and American cultured norm. Thus, according to the National Curriculum Guidelines for Basic Education (2013, p. 170-171, our translation),

school institutions must evaluate the various possibilities for organizing secondary education, ensuring the simultaneity of the dimensions of work, science, technology and culture and considering the needs, desires and aspirations of the subjects and the perspectives of the reality of the school and its environment.

Final considerations

In the contemporary society in which England and the United States dominate the world economy, learning English is a social privilege. Thus, by the statements present throughout the collection, the discourse was built in favor of teaching English with a focus on the standard educated norm, mainly British and North American. However, although the textbook gives greater priority to the British and North American discourse, it already proposes a significant contribution to the English language learner because it will allow him/her to understand aspects related to the social, economic, political, cultural and linguistic conjuncture of these two countries, for through this observe points that resemble or oppose their own country. Furthermore, the importance of linguistic variation and internetês/netspeaking is recognized as a form of communication on social networks in the globalized world in contemporary society.

Thus, the textbook has an influence on the educational background of the student, as it is most often the main pedagogical tool used by the teacher in the classroom. Thus, having as a chronological cut the 3 years of high school, the formation of the individual's identity is imbued with the discursive formation determined by the textbook, which advocates as a standard knowledge, mainly, the British and North American educated norm regarding the linguistic knowledge of what should and can be said in this contemporary society, as well as enabling access to the culture of those countries. So, the textbook can be considered as an DF, because it represents the knowledge that must be acquired by the Brazilian student in the period of 3 years, during the high school course. For, the choices of linguistic and cultural cuts present in the textbook, in the proposed activities, allow the creation or not of certain identities in a given social and/or geographical space in a given period. That is, the textbook enables a student's identity towards a globalized world, understanding and respecting linguistic and cultural

plurality, positioning himself as an understanding of the social environment in which he lives, and from it, seek through language and culture to achieve quality of life.

This work is expected to provoke a reflection on this theme, as it is a relevant subject that allows a critical reflection on a didactic manual in its view of regionalization discourse in the contemporary world scenario. Therefore, the individual's experience builds social, cultural and linguistic knowledge of the environment in which they interact, and the textbook as a pedagogical tool contributes to the student's intellectual formation and, consequently, to his identity as a subject of the society in which he is inserted. Therefore, in a globalized world with cultural plurality, linguistic identity cannot be tied to an ideal of purity that points only to two nations that dominate the world economy. Learning English provides the subject in contemporary society with the necessary self-confidence to face the global job market and stand out in it as a qualified professional for a successful career.

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How to reference this article:

LIMA, J. R. de; FONSÊCA, C. L. C. da. The discourse of regionalization in the textbook of high school Learn and share in English. **Rev. EntreLinguas**, Araraquara, v. 6, n. 2, p. 370-390, July/Dec., 2020. e-ISSN: 2447-3529. DOI: <https://doi.org/10.29051/el.v6i2.13559>

Submitted: 12/04/2020

Required revisions: 02/06/2020

Approved: 05/07/2020

Published: 30/09/2020