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**CHILDREN'S ACQUISITION OF ENGLISH AS A FOREIGN LANGUAGE: A
RELATION THROUGH DIDACTICAL MATERIAL AND TEACHERS**

**CAMPINA GRANDE-PB
2017**

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Trabalho de Conclusão de Curso apresentado ao Programa de Graduação em Letras da Universidade Estadual da Paraíba, como requisito parcial à obtenção do título de graduada em Letras.

Orientador: Prof. Me. Técio Oliveira Macedo.

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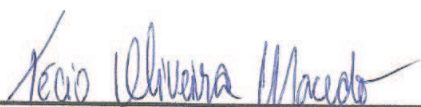
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To my parents, for all support given during
all this graduation.

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“Language is like a skin: with it I get in touch with others.”

“A linguagem é como uma pele: com ela eu entro em contato com os outros.”

Roland Barthes

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CHILDREN'S ACQUISITION OF ENGLISH AS A FOREIGN LANGUAGE: A RELATION THROUGH DIDACTICAL MATERIAL AND TEACHERS

Ana Kécia da Silva Costa¹

RESUMO

Este artigo trata da aquisição de línguas estrangeiras por crianças, através do material pedagógico utilizado no ensino do inglês e como os professores utilizam esses materiais didáticos para manter as crianças envolvidas no processo de aprendizagem. O objetivo deste artigo é compreender como esses materiais educacionais ligados ao comportamento dos professores em sala de aula favorecem a aprendizagem das crianças na aquisição de uma segunda língua, então, para atingir esse objetivo, a metodologia escolhida foi bibliográfica, exploratória e qualitativa para desenvolver um pouco mais o assunto a partir de materiais que já o tenham exposto. Utilizando das contribuições de Piaget (1985), Lima (2008), Gonçalves (2004), Dimer e Soares (2012), Maia (2002), Collier (1987), Ferrari (2002), Urio e Xavier (2006), Nunes (2004), Assis & Assis (2003), Martins (2015) entre outros, para trabalhar a questão da ligação existente entre o ensino de língua inglesa e a aprendizagem da língua inglesa por crianças intermediada pelo professor. Assim, relacionando o material didático e o interesse das crianças com o comportamento dos professores, orienta-os a compreender melhor seus alunos, adquirindo como resultado a maneira mais fácil de transmitir seus conhecimentos aos aprendizes, criticando-se a ponto de perceber as abordagens e metodologias que os mesmos trazem para a sala de aula, pela razão de que tudo isso reflete sobre o processo de aprendizagem das crianças, a fim de formar uma lição onde o conhecimento tome lugar.

PALAVRAS-CHAVE: Aquisição de Língua Estrangeira. Crianças. Aprendizagem. Professor.

INTRODUCTION

Teaching a Foreign Language (FL) to children is a challenge to most of teachers. This difficulty may come from the manner of how teachers can teach children despite the fact that they are in motion all the time, almost never quiet. Some of these challenges can be the deficiency of some didactical material, so it seems to be difficult to keep the children interested in the lesson and in the progress of the class for both teacher and student. Then, to facilitate the understanding of

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these troubles, it is good to comprehend how the pedagogical practices adopted by teachers can favour the children's learning.

Firstly, there are many books to teachers in order to guide them in their lessons, however, these instructions of teaching the target language to children are sometimes not so clear or even in some topics for lessons. Some textbooks may need to have some more instructions about how to approach a subject in the class, that is to say, it is necessary to give some clear and specific tips to teachers work the subject, with their students. It is known that materials used in classroom should be similarly contextualised to the familiarities, realities and mother languages of the learners since it will be probably the very first time that they are being exposed to a different language and it come to be a little bit difficult for them to understand it because the materials are not in their day-by-day context.

In the words of Piaget (1985, apud NASCIMENTO e BRÁS, 2014, p.22) "human phenomena are biological rooted, social in their ends and mental in their means"² then children are using their cognition in order to learn, so it means that they have to get externally involved with people / culture to develop their learning through exchanges of experience, it is to say that the learning process can be from external to individual.

Consequently, when teachers take a look inside of a textbook to use it in their lesson, which presents no clear guide inside of it in order to plan their lessons, it may become a hard work to teachers develop their lessons, because if they could link learning theories with the tips contained in textbooks, in this case, it could help them to develop a lesson with the approaches and practices used by themselves connected with the context of children learning. As a result, it appears another difficulty, which is teaching children while they want to play all the time. Some techniques can show a way to have a funny lesson using games, but sometimes, in practice those techniques do not work inside of the classroom.

According to Piaget (1985, apud GONÇALVES, 2004) if the children are socially involved with the learning it means that they have already learnt, so when a child puts it into practice with another child, it means they have internalized the subject. As this theory is constructivist, it means that when a child is exposed to something new, he/she will construct what that thing is according to his/her

² "Os fenômenos humanos são biológicos em suas raízes, sociais em seus fins e mentais em seus meios" Piaget (1985, apud NASCIMENTO e BRÁS, 2014, p.22).

experiences once lived. For example, the student has first learnt the colours in Portuguese (which is his/her mother tongue), so when he/she is exposed to the colours in English, he/she will build up their learning from what has been already built up in his/her mind.

When the techniques and approaches regarding to the dynamic way of children chose by teachers do not work in a classroom, the lesson can become boring and both teacher and student cannot pay attention to what is being done, on the other hand, when a lesson is good both teacher and student enjoy it and get more interested in the lesson making it even more productive.

This article aims to consider how some pedagogical practices used nowadays by teachers for primary school (private/public) can favour the learning of a FL by children. In order to reach this objective, it will be discussed some theories about children's learning process that can help teachers to plan their lessons not only using the tips contained in textbooks but linking to some ideas in order to keep children interest in the lesson i.e. role plays, playing games through teachers' behaviours to the learning of the target language takes place.

Regarding the methodology used in this article, according to Gil (2008) it is in its objective exploratory, because aims to expand the literature about the subject; in its technic procedures it is bibliographic, because it mentions other papers and qualitative for the reason that offers a way to help in the awareness of the problems already exposed as well as the exploration in news areas that may not clarify them, and in addition it shows a wide range of occurrences of this phenomenon at the classroom as it deals with children in different learning stages.

This article is divided as follow: first, it will deal about some difficulties teachers may face when is planning some lesson, after it will present some features about children learning processes, next it will deal about the usage of the tips contained in the textbooks, then it will present brief considerations about some strategies used in order to children keep their attention in the lesson, after it will cover the behaviour of teachers in a classroom and its effects in the children learning processes. Finally we present our final remarks on what has been exposed.

1. Selected difficulties that teachers may face when planning lessons

Teaching English language in the early childhood education requires dedication and attention. Many people think that teaching children is an "easy" task, since the things taught for this age group are more "simple" when compared to others pedagogical practices, for instance, in adolescence (or high school). Lima (2008) however, says that this is not how it happens exactly: the deficiency of teaching English language material can turn this task even more challenging, for the reason that the task of keeping the attention of a child speaking another language is not so easy. It is necessary to involve songs, games, etc., and sometimes not all teachers can deal with these activities as states Dimer e Soares (2012).

1.1 Some aspects about the process of learning for children

An important factor, which must be taken into account when exposing a child to other language, is to pay attention to the methodologies of teaching and learning that the school imposes for teaching English. Some "slips" made in the classroom during an English class can puzzle the understanding of the child instead of empowering and developing it in the learning of a FL. According to Dimer and Soares (2012), good pronunciation of the words and knowledge about English teaching for children, abundant use of English in the classes, not mixing two languages in one sentence, and using creativity in classroom are essential factors for a good English class.

Thus teachers should have great ability to deal with games and to master the knowledge of English language, since their importance in the teaching-learning process to motivate and provide relevant activities that favours the interaction of students requires further than grammar knowledge, clear conceptions of language and FL teaching and learning. Maia et al., (2002, p. 35) says that in the communicative approach:

[...] Instead of describing the language through grammatical concepts and vocabulary, the language was used by means of systems of meanings necessary for the communicative use of the language [...].³

³ “[...] Ao invés de descrever a língua por meio de conceitos gramaticais e vocabulário, a língua era usada por meio de sistemas de significados necessários para o uso comunicativo da língua [...]” (MAIA, 2002, p. 35).

Then, in the communicative approach children are taught to work on contextualised subjects, recognise them and be able to communicate in these contexts, as in the supermarket, at the church and so on. The grammar is not the focus but the interaction between young learners in order to use, comprehend and internalise the target language.

McLaughlin (1984, apud COLLIER, 1987) states that children have additional faculties over adults on learning because they are still assimilating their mother tongue and using the same means to learn their own mother tongue in order to acquire a FL. Regarding Lennenberg (1967, apud COLLIER, 1987) that presents the hypothesis about the critical period i.e. a permanent period about approximately 10 (ten) years, in which the learning of a FL occurs naturally; for the reason that until there, as some researches on neuroscience suggests, the number of synapses (neural connections) of the human brain remains established and increases more successively in this period than in adolescence, because the quantity of synapses is reversed, which also indicates less resourcefulness for the acquisition of another language after the age already exposed. According to Magaly Ferrari (2002, p.111 apud DIMER e SOARES, 2012), the hypothesis about the critical period suggests that:

There is a specific and limited period for the acquisition of language, and there are two versions for this approach. The first takes a radical stand on the problem: after puberty, learning the mother tongue cannot occur. The other version proposes that learning will be more difficult to occur or will occur incompletely after puberty.⁴

According to Castro (1996, apud LIMA, 2008) assimilating a FL in the literacy phase could delay the development of the mother tongue, in other words, if the children learn a FL while learning the mother one, they could not learn the mother tongue itself, however, according to the first principle of the vygotskian ((VYGOTSKY, 2001) psychology, it is argued that the learning of a FL in the literacy phase contributes to the learning of the mother tongue. Still, if the child learns something wrong, he/she will persist in that error until someone guides him/her in the right path,

⁴ “Há um período específico e limitado para a aquisição da linguagem, e que há duas versões para essa abordagem, A primeira assume postura radical frente ao problema: após a puberdade, a aprendizagem da língua materna não poderá ocorrer. A outra versão propõe que a aprendizagem será mais difícil de acontecer ou ocorrerá de maneira incompleta após a puberdade” (FERRARI, 2002, p. 111).

so it is important that parents and teachers keep on following the child's development in acquiring a FL in parallel with the mother language.

Overall, Lima (2008) states that there are many beliefs and few facts about Foreign Language Teaching (FLT) for children from the part of parents, caregivers and teachers who believe that as earlier the child is exposed to a FL better his/her future will be. This is another important characteristic of childhood: children often do not understand why they need to learn a FL if they will not use it in their day-by-day context. Children have a great need to understand what learning is for and put it into practice, so when English does not have another reason (as the communicative one); it is difficult for them to comprehend this importance in the adult phase, once it is very hard for them to think about their future.

Nevertheless, teachers can also rely more on experiences, pedagogical practices adopted during their works and perceptions than on concepts and/or researches on language acquisition and teaching, showing that beliefs "(...) are stem from of our experiences and problems, our interaction with the context and our own ability to reflect and think about what surrounds us (BARCELOS, 2004, apud SANTOS, 2006, p 122).⁵

Regarding the acquisition of a FL for children, it is also necessary to consider the specific characteristics of this phase, namely physical, mental, emotional and social. It is important to bear in mind that being quiet for a long time may imply that they can move when they are bored; teachers, on the other hand, when aware of these features of children who are about to be introduced into a FL, can make their lessons become more motivating and consequently less "tiring" by using ludic activities e.g. playing roles in some games, singing and dancing songs, etc; "consequently, it will be up to the teacher to improve the quality of the teaching-learning process, and to develop new didactic practices that allow students to learn better" (NUNES, 2004, apud MARTINS, 2015).⁶

⁵ "nascem de nossas experiências e problemas, de nossa interação com o contexto e da nossa capacidade de refletir e pensar sobre o que nos cerca" (BARCELOS, 2004, apud SANTOS, 2006, p. 122).

⁶ "consequentemente, caberá ao professor dar uma melhoria da qualidade do processo de ensino-aprendizagem, cabendo a ele desenvolver novas práticas didáticas que permitam aos discentes um maior aprendizado" (NUNES, 2004, s/p).

On the other hand, if teachers use some strategies to take advantage of what this age (in childhood), makes available, a double way of learning will might be designed. For instance, if a teacher uses the children's curiosity through educational tales, he/she will may take advantage of the creativity i.e. one of the features of this stage, consequently can facilitate children to use what has been moved to them through memory, helping the development of the ability to discover facts by themselves and employing activities that involve handling, since children like to be on the move.

Lima (2008) experienced that it is necessary to teachers exercise their attention in the way they speak, since in this age group, children seek to teacher's approval in what they are doing (even when they copy one another). As they are doing the activity, some doubts may come along and in order to do it correctly they ask to the teacher if the answers are right or wrong just to check their learning about the subject taught. In group activities, children may begin to be closer to others of the same sex than others of the opposite sex, but here is an opportunity for the teacher to help in the process of social interaction by making them aware of their differences through conversation, tales and real life examples using a vocabulary appropriate for them. The author also states that some actions can "facilitate" the progress of the class and make it enjoyable for children, for instance, making them participate in the class by letting they hold posters, tell stories and search for customs and stories, challenging them with "difficult" tasks.

Although they become interested in the things unknown, they also lose interest quickly about the subject introduced and are unable to maintain motivation for tasks that they judge as difficult. It is proposed the interaction between children using the activities suggested by textbooks, although some tips may not help teachers to approach some subject, the vocabulary exposed is related to the reality of children e.g. animals, colours, family, fruits etc., what may help teachers to plan their lessons in a ludic way, as said by Lima (2008).

If teachers teach their class using playful methods related to children realities, they will begin to see meaning in the learning of the target language, because according to Nunes (2004, apud MARTINS, 2015, *ibidem*):

Ludic activities are usually more used in mathematics teaching, however, they should be inserted into the practice of other disciplines, as is the case with the foreign language. Well, it will facilitate the learning of it and motivate both children and adults to learn. In this way, it is clear to see how important

playfulness is in the school context, since it provides a greater interaction between the student and the learning, making the contents easier in the eyes of the students, who are more interested in watching to the class (ON-LINE).⁷

Based on this, if the teacher uses ludic approaches to teach the target language making use of authentic materials, he/she might be able to keep the children attentive in the lesson and still collaborate in their concentration in order to learn with almost no difficulties for both.

2. Using the tips contained in the textbooks

There are a variety of books to teachers aiming to guide them in their lessons; but, if they do not present instructions of how to teach the target language to children taking into account some aspects about classroom's environment e.g. time of each procedure, as states Urio e Xavier (2006) the planning of a lesson may be a little bit complicated. Textbooks need to have some additional instruction about how to approach a given subject in the class; in other words, it provides some guidelines to the teacher work the subject with her / his students.

2.1 Some considerations

Considering that the learning by children is through stages, as it is explained by Piaget (1985, apud NÓBREGA, 2004, p. 226), "the development [...] to Piaget occurs through stages: sensorimotor; preoperational; operative concrete and formal operations, and even praises the speech".⁸

⁷ "As atividades lúdicas, geralmente, são mais empregadas no ensino da matemática, contudo, elas devem ser inseridas na prática de outras disciplinas, como é o caso da língua estrangeira. Pois, assim, ela facilitará o aprendizado da mesma e motivará, tanto crianças como adultos, a aprenderem. Desse modo, percebe-se o quão é importante a ludicidade no contexto escolar, visto que ela proporciona uma maior interação entre o estudante e o aprendizado, fazendo com que os conteúdos fiquem mais fáceis aos olhos dos alunos, os quais ficam mais interessados em assistir à aula". (NUNES 2004, apud MARTINS, 2015, ibidem).

⁸ Se as crianças estão entediadas, elas não prestarão atenção e não aprenderão. Você não precisa brincar o tempo todo, também; Eles estão na sala de aula para aprender, não para ser entretido por você. Seu trabalho é tornar a aprendizagem envolvente e divertida. (tradução nossa) "Não importa quão bom seja o livro didático em questão, ele geralmente não abarca em sua totalidade os interesses e necessidades de uma turma. Há que se adaptar, ampliar, variar as atividades e apresentações de conteúdo para atender aos propósitos daquele grupo específico de alunos. (ASSIS & ASSIS, 2003, p. 318, apud URIO e XAVIER, 2006, p. 35).

A teacher with this knowledge can plan a lesson taking into account each stage of learning with its characteristics in order to facilitate the understanding of children about the subject taught. As described previously, in a ludic way the lesson planned by teachers may work better in order to the learning take place and linking this with the features of each stage (adjusting them when planning a lesson and considering the reality of the classroom that is set), the teacher may not face so many difficulties when his/her lesson is in progress. Nunes (2004, s/p, apud MARTINS, 2015, p.13) affirms that:

Playful activities have the power over the child to facilitate both the progress of their integral personality and the progress of each of their intellectual and moral psychological functions. In addition, playfulness does not only affect children, it also brings various benefits to adults, who love to learn something while being distracted (NUNES, 2004, s/p).⁸

So, we have not only the result of a communicative competence, but an entertainment for both children and teacher (because he/she is continuously learning through teaching). Pesce (BusyTeacher, available at: busyteacher.org), states that “If children are bored they won’t pay attention, and they won’t learn. You don’t have to clown around all the time, either; they’re in class to learn, not to be entertained by you. Your job is to make learning engaging and fun.”⁹

It does not mean that the class will turn in a chaos if teachers allow children to play, but to play in order to learn, in other words, handling things to the learning take place and it is very important to teachers comprehend that having fun does not mean that they can lose their respects, on the opposite, children might enjoy and participate more and more in the lesson. As in the line of thought of Assis & Assis (2003, p. 318, apud URIO e XAVIER, 2006, p. 35):

No matter how good the textbook in question is, it generally does not cover in its entirety interests and needs of a class. It is necessary to adapt, expand, and vary the activities and presentations to suit the purposes of that particular group of students.”¹⁰

⁹ “Se as crianças estão entediadas, elas não prestarão atenção e não aprenderão. Você não precisa brincar o tempo todo, também; Eles estão na sala de aula para aprender, não para ser entretido por você. Seu trabalho é tornar a aprendizagem envolvente e divertida (tradução nossa)”.

¹⁰ “Não importa quão bom seja o livro didático em questão, ele geralmente não abarca em sua totalidade os interesses e necessidades de uma turma. Há que se adaptar, ampliar, variar as atividades e apresentações de conteúdo para atender aos propósitos daquele grupo específico de alunos (ASSIS & ASSIS, 2003, p. 318, apud URIO e XAVIER, 2006, p. 35).

Maybe, that can be a problem for teachers work only with the tips that some textbooks give, saying in other words, they do not give some tips in order to teachers teach a given subject in time or how to develop children own learning: some textbooks may just show what subject will be covered in the lesson and some suggestion of approaching and procedures, since when teachers are planning their lessons they might take into account several things as time, an interesting theme to the lesson, the environment of the classroom, the age of children and so on.

2.2 Some manners of keeping children attentive to the class

Piaget (1985, apud GONÇALVES, 2004) see children as unquiet, who pays attention to everything around them and they are also competent to create hypothesis about what is seen by them in the classroom, affirming that children watch the world by their own view and it is built up progressively the learning going from individual to social. When Teachers are aware of this feature they may plan their lesson in order to collaborate to creativity and curiosity of children by activities and themes in which call their attention to what is being taught.

Now comes the question: how to keep children interested in the lesson if some of them enjoy being moving around and some other prefer being quiet? In order to answer that, considering Piaget's theory (1985, apud GONÇALVES, 2004) that one who prefers being quiet is learning by oneself and that one who prefers being on the move, he/she has already learnt the given subject and is using what has been learnt, then it is important to teacher gives another task in order to him/her learn new things or improve the one that was made.

As teachers do not introduce grammar because it is still an abstract idea for children, they create activities in which children can interact with each other to put into practice what they have already learnt. Once textbooks contain a vocabulary very close of the children's reality like toys etc., this group of words may be opposite to some exercises that favour the use of this vocabulary for communication if the teacher only follows the tips inside of the textbooks

Nunes (2004, apud MARTINS, 2015) considers that playing games involves children in order to facilitate the progress of their intellectual functions. A ludic lesson does not provide benefits only for children, but to teachers too, because both children and adults enjoy learning while having fun.

Therefore if teachers do not have any ability to play activities with children the lesson may not work and they can learn in the wrong manner the given subjects, in other words, if teachers give their lessons in a fun way, children can probably have more opportunity to get the learning “and perhaps just in the play, that children enjoy their freedom of creation”ⁱ as confirmed for Winnicott (apud MARTINS, 2015).

2.3 Children learning and teachers’ behaviour

Likewise teachers interact with children in order to learn, children should have this interaction among themselves and teachers for the learning takes place. It needs to be learnt by interactions also and not only by words out of a context, because in this way children will learn by memorization and repetition, and perhaps that is not good for both teacher and children.

When children are exposed to the target language in the classroom, it can become easier to them to get interested and learn what is being taught by the teacher, it means that the more teachers offer inside of the classroom what children do not have outside of it the better the acquisition of a FL may be, because children do not use the target language for communicate with their families, friends, etc.

According to Batstone (apud LIMA, 2008) if learners find sense in the target language learning easier the teaching of it will be. So, in order to make it work, teachers should provide some activities in which involve known subjects by children e.g. colours, numbers, taking into account what they already know and adding things that they are still going to learn.

While children are learning the mother language and interacting with their families and friends using it, at the same time they can interact with the target language with each other in the classroom to improve their own vocabulary of both: mother language and target language. The use of the mother language should be done in order to help children in this process and as they are advancing, reduce the use of it i.e. to use the mother language just in some circumstances, for instance, if they do not understand what the explanation said is e.g. even when mimics is used or drawing on the board, things like that.

Teachers should provide an interesting didactical material through FLT aiming the learning of a FL to allow as well a highest chance to the learning and the interest/concentration of children to take place.

When teachers know their students it becomes easier to plan a lesson, because they probably will think about children's reality. It means that when teachers consider how children face the world, the activities can include more things in which involves children's experiences and as a result the learning may come naturally. As Lima (2008, p. 11) states "Thus, it is not enough that the teacher knows the language they will teach: he must also know their students".¹¹

There are some topics presented by Craidy (2001, p.3) that may contribute for teachers' behaviour as follow: empathy, children's adaptation and teacher's knowledge.

Some aspects that are part of everyday life in preschool can influence considerably the development of children. Often these aspects, such as adaptation to school, [...] the moments of sleep, among others, go unnoticed or are less discussed in practical day-to-day life of people who deal directly with the education of children small. However, many of these practices are small violence which may negatively affect child development.¹²

Some teachers may like more some children than others and this can be a trouble for the running of the class because if teachers praise just some of them the rest of them will feel rejected and might start calling attention by doing noise, crying, jumping, arguing, screaming and so on.

Another point that teachers may consider is children's adaption on classroom. If they are too young, they can feel sleepy or missing their parents; if they are a little bit older, they can ask to go home and teachers are supposed to be prepared to face these problems by the institution, for example. Finally, teachers have to always criticise themselves in order to notice if they are effectively teaching children because sometimes when a teacher knows too much about some subject but do not know how to teach it to children, it might become a problem.

¹¹ Assim, não basta que o professor conheça a língua que irá ensinar: ele deve conhecer também seus alunos (LIMA 2008, p. 11).

¹² "Determinados aspectos que fazem parte do cotidiano da escola infantil podem influenciar de maneira importante o desenvolvimento das crianças. Muitas vezes estes aspectos, tais como a adaptação à escola, a alimentação, a troca de fraldas, os momentos de sono, entre outros, passam despercebidos ou se constituem em práticas pouco discutidas no dia a dia das pessoas que lidam diretamente com a educação de crianças pequenas. No entanto, muitas dessas práticas constituem-se em pequenas violências que podem afetar negativamente o desenvolvimento infantil" (CRAIDY 2001, p.3).

Final Remarks

As discussed throughout this article, it was aimed to consider about manners of some pedagogical practices currently used by teachers that can favour the learning of a FL by children. It was presented that there are some worries that may not contribute for teachers teach their lessons (as the deficiency of the tips contained in some textbooks, some characteristics of children) and these can be difficult for the development of the lesson and consequently mislead children's learning on the target language as affirms Dimer e Soares (2012).

Some difficulty that might affect teachers is the challenge of keeping the children interested in the lesson. As Lima (2008) says, there are varieties of behaviour and sometimes for teachers provide activities which call attention of children and to facilitate the integration of them in groups to have as a result an interaction where the target language is being used, it is hard to do when planning a lesson and should take this into account plus duration of it and so on as stated Urio e Xavier (2006).

Therefore, linking the didactical material and the interest of children with teacher's behaviour by comprehending their students and noticing a better way to teach his/her knowledge to learners by criticising himself/herself to notice how they are approaching the subject considering the process and characteristics of the learning by children as stated Piaget (1985, apud NÓBREGA, 2004, p. 226), because all of this reflects on their way to face the challenges of a new language.

Formerly considered that children have a great potential to acquire a new language as Mc Laughlin (1984, apud COLLIER, 1987) states, teachers can work this better and create situations where children can demonstrate what they are learning by interacting with their peers and stimulate their creativity to the target language as playing roles, narrating tales, etc.

So, linking all of those theories, we may provide a way to facilitate the planning of a lesson respecting the phases in which a child is on the learning in order to him/her acquire a FL more easily and through this teachers might be a better connection between teaching and learning because he/she may be reinventing the pedagogical practices adopted at the same time that is increasing his/her knowledge not only in the target language but in teaching children too.

Finally, this article may contribute to the awareness of the importance that it is to teachers understand not only their classrooms/students and the English language, but manners of approaching a FL in order to respect the stages of learning of a child and regarding the specific characteristics of this phase considering that the ludic and the professional reinvention may be a way of improving the teaching for children.

CHILDREN'S ACQUISITION OF ENGLISH AS A FOREIGN LANGUAGE: A RELATION THROUGH DIDACTICAL MATERIAL AND TEACHERS

ABSTRACT

This article is about children's acquisition of foreign language, by the pedagogical material used in the teaching of English and how teachers use didactical materials to keep children involved in the learning process. The objective of this article is to understand how these educational materials linked with teachers' behaviour in classroom favours children's learning in a second language, then in order to achieve this aim, the methodology chose was bibliographic, exploratory and qualitative in order to develop a little deeper the subject from materials whose have already exposed it. The contributions of Piaget (1985), Lima (2008), Gonçalves (2004), Dimer e Soares (2012), Maia (2002), Collier (1987), Ferrari (2002), Urio e Xavier (2006), Nunes (2004), Assis & Assis (2003), Martins (2015) and some other authors else were used in order to work the connection between English language teaching and English language learning by children intermediated for the teacher. Therefore, linking the didactical material and the interest of children with teachers' behaviour, guide them to understand better their students, acquiring as a result an easier manner of how to pass their knowledge to learners by criticising themselves to notice the approaches they bring to the classroom, for the reason that all of this reflect on children's learning process in order to form a lesson that the knowledge takes place.

KEYWORDS: Acquisition. Children. English. Learning. Teacher.

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