

**7º Simpósio de Ensino de Graduação****MATERIAL DESIGN****Autor(es)**

THALITA ARIANE SOARES

Co-Autor(es)

ELOÍSE BENVENUTTO BELAN
ANA LAURA ESTEVES**Orientador(es)**

OSVALDO SUCCI JR.

1. Introdução

English is the major foreign language taught in Brazil. It is a subject that integrates the school curriculum, and this work will discuss how children learn EFL (English as a Foreign Language), the many ways of making teaching real, and how the material can help in this process. It has been proved that children possess a higher mental flexibility and acquires (assimilates) sounds easier. They are spontaneous, self-centered, curious, affectively sharpened, but on the other hand, the capacity of keeping attention focused is short, and they have variable styles of learning, Then choosing the material is extremely important. Children will be more interested in learning if they enjoy what they are doing and it is important to have a material which contains different activities and concepts attending all kinds of learning. In the selection or development of materials it is important to take into consideration the educational setting in which they will be used. Objectives are very important when teachers choose the material. Materials should permit students to express diverse points of view respect differences, with a clear understanding of the possible implications that their positions have in the social context. Material is facilitate the access to certain contents and are perceived as partial constructors of knowledge. Teaching materials promote certain discourses. Material is stimulus. They can encourage students. There are too many ways of working with English at classes, and knowing how to use a teaching book can be of extreme importance for students as well as for teachers, but we must have attention on how we, as teachers, use this material, know how to analyze it and create extra activities that can be improved during the classes, and when we use this material incorrectly we can have problems in the second language acquisition.

2. Objetivos

We, as English teachers, need to know the right way to use the material in the learning process, and what it can bring for our classes. So, we have searched about this theme, we have read some authors and analyzed a course book. The topics of our Literature Review are: Designing Material; Working with Children; Teachers and Material; Thematic Unit ; Interdisciplinarity; Content-based Education; and; Didactic Material and Teaching Book. The topics of our Methodology are: Research Instruments; Questionnaire about Interview with the author of a book for children, Barros'. Material is Analyzed; The book presentation and Class are Analyzed.

3. Desenvolvimento

English is the main foreign language taught in Brazil as subject that integrates the school curriculum as in public and private elementary and high schools. And the material and teaching book is of strong influence in the teacher's actions. For many students the material can be the only contact with the language and for many teachers the unique support for developing his/her job, mainly for the beginners. (RICHARDS, 2002). The influence that teaching materials have on the teaching and learning process cannot be denied, so language teachers must be aware of the role materials have in their classrooms and the way they are used. In the selection or development of materials it is important to take into consideration the educational setting in which they will be used. According to Castaneda (2007) the design has to provide information concerning the material used for the creation of the games to make this material user friendly and safe. For UDL (2003), besides creating physical space and materials, teaching strategies and assessment must be included in the design of curriculum. For the design of the curriculum and teaching strategies UDL point some elements: • Reflect learning goals for individual children, as well as the group. • Provide activities that are challenging, but achievable. • Offer flexible materials and a variety of developmentally appropriated choices. • Include varied approaches to present and supporting learning (verbal, auditory, physical, and visual) • Support each child's interests. • Respect family religion, ethnic, cultural, and linguistic diversity. Leffa (2003) also says that the activities in a didactic book can not come in different order. There are two basic rulers to follow: the easiness and the necessity. The first one starts with what is easier and simpler for the students to proceed gradually to what is more difficult and complex. The second starts with what is necessary and useful for the students. The ideal situation is when the two rules are connected. Children enjoy doing different things. Some children will enjoy painting and drawing, others will find this boring. Children will be more interested in learning if they enjoy what they are doing and material which contains different activities and concepts attending all kinds of learning is important. Children aren't as shy as teenagers and adults in the spoken language. Generally children have fun imitating and repeating. They love acting out and they can memorize easier. They like concrete things and learn by acting playing and involving sensibility. They like singing and repeating poetries by the rhythm and melody, they are naturally curious about other culture. Unlike teenagers, they love to listen to stories and are always ready to learn different sounds. (RAINOLDI & SODINI, 1992, p. 48). For example, children are influenced as much by pictures as by the texts. "Pictures speak louder than words" When we choose books for younger children, we are influenced as much by the pictures as by the text. The aesthetic quality of the illustration reinforcement are important: the artist's use of shapes, colors and textures. At its best, the illustration reinforces the text by creating atmosphere, delineating, character, expanding meaning [...]. (WHITHAKER, 2005) According to Johnson (2000), it's good to expose students to authentic language as much as possible as much as they would normally be in their own language. The student is more involved if he/she is motivated. But it is important to pay attention to bilingual student, because he/she tends to go through stages in which he/she confuses the two languages. All fundamental cognitive activities take shape in a matrix of social history and form the products of sociohistorical development according to Crandall (2003), Children may be able to acquire social language without much assistance from their ESL teacher, but in order to understand social studies textbooks, read and work math problems and follow directions and complete science reports they are likely to require the assistance of the ESL teacher, who can provide comprehensible, yet meaningful opportunities for children to interact as they explore new ideas, relate these ideas to prior learning, react and respond to each other. Teaching children is a challenge and we should know how to teach, especially the material used. According to Krashen (1981, p. 100) "the condition for language acquisition to occur is that the acquirer understands ... input language"; and materials can make learning more accessible and understandable for language input. Following Krashen, language learning can only occur under certain conditions where the kind of input –stimuli– that students receive, is a determining factor to learn a language. Then, didactic materials are essential because they function as stimuli to promote learning. For Tomlinson (2001), a teaching material is considered as anything which is used by teachers or learners to facilitate the learning of a language. Some other authors such as Leffa (2003) state that the successful material is appropriate to the knowledge level of the students, considering the content and age, helping when it is necessary in order to fill in blanks, develop competences and preserve what the student already knows. The idea is that learners of a language can learn it by studying subjects and/or topics of interest to them through the medium of the target language. Holderness (1995) explains that the learning based on topics (topic-based) or themes (theme-based) is, generally, very appreciated. Cameron (2001) defines that the essential base of the teaching directed by themes is that many and variety activities are connected through content. For this reason, this kind of teaching is known as teaching contents (content-based).

4. Resultado e Discussão

The children's readiness and ability, their more motivation to interact with native speakers fearless of making mistakes motivated us to work with material design for children. Chosen a foreign language pedagogical material to analyze, we considered if its content, and activities were appropriate to the children's age and grade. The chosen book was the first grade one from the private school in Piracicaba - which was elaborated by a group with ten teachers, having Barros as responsible. After the interview, we had a better knowledge about the methodology used and the reason why the material and the challenges found adapted to both teachers and students. **The research consists of an interview, the pedagogical book analyses and classes were attended. It has as objective to**

describe in an analytic way the pedagogical material, its contents and the classes. Research Instruments: a) Semi-structured interview with Barros; b) Pedagogical Material used in Foreign Language classes Analyses; c) Classes Analyses Questionnaire / Barros' Interview We talked to Barros, the one of creators of the English material for private school in Piracicaba. Material Analyzes The book analyzed is used in a private school in Piracicaba with students in the first year of the elementary school. To analyze the book, some criterions proposed by Ramos (2003) are important, which serves us as a guide.

We talked to Barros, the one of creators of the English material for private school in Piracicaba. Material Analyzes The book analyzed is used in a private school in Piracicaba with students in the first year of the elementary school. To analyze the book, some criterions proposed by Ramos (2003) are important, which serves us as a guide. 1. The target public 2. The objectives of the units / book / course 3. The language view 4. The learning and teaching view 5. What the materials consider a) content: knowledge b) texts: genders and authenticity c) Activities: objectives, instructions etc. 6. How the material is explored 7. If the material achieves its objective 8. The final diagnostic What materials take into consideration: a) Content The contents are brought in thematic units with content based, vocabulary valorization. The themes are in fact the indication of the semantic field to which the words belong. b) Texts The book doesn't have texts because the children are too young to write appropriately, but it brings sentences to be completed (drills) with few words to fix the written language. c) Activities Most of the activities have pictures in order to memorize the vocabulary easier: cut, paste, match, associate and choose. The utterances are only in English, so the students need the teacher's explanation to do the activities. Repetition is always required. There are not listening activities. The final diagnostic The book provides the students interaction, the vocabulary is not isolated and is always within a thematic unit that helps to memorize, which is relevant because they learn more than just the language. The pictures are important for the children because it helps in a visual way that brings motivation. But on the other hand, some instructions are not clear and the students can be confused about it. There's not a teacher's book and none of the activities have listening skills. The listening skill is important because the children can learn with songs, repetition especially at this age and the teacher's book is resource for who teaches. Class Analyses 4 classes were attended in the first grade of elementary school. The students are 5 or 6 years old. The classes are involved by games. The classroom has a particular look with posters; projects made by the students, pictures and some easy words fixed on the wall. The subject is content-based and classes are based on the lessons of the material (teaching book).

5. Considerações Finais

Teaching a foreign language has been considered a difficult task to accomplish because of the different situations individuals are exposed to in such process. Students' have different learning styles and needs, levels of motivation, children learn in different ways. For McLaughlin (1992) hence there is the illusion that the child learns more quickly than the adult, whereas when controlled research is conducted, in both formal and informal learning situations. Results typically indicate that adult (and adolescent) learners perform better than young children. Teaching children is a challenge and we are prepared for it, the use of a teaching book is important, but choosing this teaching book is yet more important because teaching children means not only introducing students to great intellectual achievements, but giving the students opportunity to learn the desired language, as much as increasing their world's knowledge. The act of learning the target language will be more pleasurable and enriched for the students if teaching books have not only structures and grammatical rules. The contents of the book, lead to a learning language process, as well as to the development of students as people, it is necessary have a lot of care and criterion in a teaching book adoption. In a teaching book well didactically elaborated, the designer searches for the attention to a grammatical construction, choice of vocabulary, structure of speech and eventually pronunciation, but it is not enough, the materials can shape values, social relationships, stereotypes, semantic and pragmatic correctness, all of which are aspects related to discourse and ideology. The influence that teaching materials have on the teaching and learning process cannot be denied, so language teachers must be aware of the role materials have in their classrooms and the way they are used. They must consider the consequences that those teaching-learning practices promoted by the use of materials have in the social contour and in the life of students

Referências Bibliográficas

- BARROS, T. English Book 1º ano: Educação Infantil. São Paulo, Piracicaba. CAMERON, L. 2001. Teaching English to Young Learners. Cambridge: Cambridge University Press.
- KRASHEN, S. Principles and Practice in Second Language Acquisition. London: Prentice-Hall International, p.100, 1987.
- KRASHEN, S. (1985). The input hypothesis. London, Longman.
- LEFFA, V. J. Como produzir materiais para o ensino de línguas. In: LEFFA, Wilson J. (Org.). Produção de materiais de ensino: teoria e prática. Pelotas: EDUCAT, 2003.
- RAMOS, R. C. G. A abordagem instrumental e material didático para contextos presencial e digital. PUC-SP, 2003.
- TOMLINSON, S. (2001) Education in a Post-welfare Society. Buckingham: Open University Press. UDL. Growing ideas: Increase

access, universal design in early care & education.