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ENGLISH LANGUAGE ACQUISITION THROUGH CHILDREN'S LITERATURE

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Abstract: Introduction: This research is focused on the methodological strategy “storytelling” with a view to contributions to the acquisition of the English language and the development of children’s vocabulary. General objective: To investigate whether children’s literature, through storytelling, works as a facilitator in the teaching of the English language. In order to respond to this objective, storytelling workshops in English were held in April 2016. Specific objectives: Select children’s literature books that present significant content for learning English. Apply, in the classroom, the methodological strategy of storytelling in English. To analyze whether there was development of children’s vocabulary through storytelling workshops based on children’s literary works. Methodological aspects: The public responding to this research are students from a private bilingual school, which uses various methods to introduce the English language in a playful and natural way, including children’s literature. The survey is divided into two phases, the first of which sought to raise the profile of the respondent public: age, sex, grade, etc. The second phase is to apply reading workshops in the classroom, using storytelling, with the aim of analyzing the development of children in relation to the acquisition of vocabulary in the English language, through storytelling in the target language.

Keywords: Children’s Literature, Storytelling, English Language.

INTRODUCTION

In this research project, one of the different methods used for teaching the English language, children’s literature, will be addressed. Thinking about children’s education, more specifically, the teaching of children aged 2-5 years, there was a concern to observe the role of children’s books in bilingual education, since in the teaching of

the mother tongue, reading books is already part of the routine from the students.

Analyzing English language teaching, it is clear that reading books in English in the classroom is relevant, with the aim of boosting teaching-learning, as children are naturally attracted to the illustrations and colors that are characteristic of children’s books. Therefore, in the insertion of the English language through children’s literature, the child is encouraged to have contact with the language in a more playful and natural way, which is very important when inserting a foreign language into school life.

The choice of books that will be used by the teacher in the classroom is also one of the points that will be highlighted, as it is not just any children’s book that offers significant learning.

Thus, the teacher must take into account that when selecting the books that will be worked on with the intention of inserting the English language, it is necessary to choose those that introduce significant vocabulary, such as books by authors who seek not only to entertain but also to teach words that will help the child to communicate in English.

To carry out this research, we used for theoretical basis, authors who approach and explain about this theme in their works. Like Abramovich (2005), Cunha (1999), Coscarelli (1997), Schutz (2003), among other works.

JUSTIFICATION/PROBLEM

The choice of theme was based on the direct contact these academics had with bilingual teaching, in a school that uses reading stories in English as one of its learning methods.

In this experience, it was possible to perceive that English becomes easier and uncomplicated when inserted in the lives of these children through Literature, which is naturally well accepted by the little ones for its ability to enchant and its significance in the

concrete learning of vocabulary in the English language.

According to Ur (1996), using literature to teach English is relevant, as literature is able to develop emotions and intellect, contributing to the development of the child in several ways.

Thinking about the importance of literature, especially in teaching children aged 2-5 years, which according to SCHÜTZ (2003), for biological and psychological reasons, the sooner the child comes into contact with the English language, the better it becomes the pace of assimilation of the target language, so this is one of the ages most prone to learning, so we realize the importance that books play, and how this resource can be further explored by teachers.

In this study, we also intend to research authors who are concerned with offering meaningful vocabulary learning in the English language. Abramovich (1997) points out that from the contact with a good literary text the child is able to think, ask, question, listen to other opinions, debate and reformulate his thinking, therefore, the books chosen by the teacher need to awaken this attention and while enhancing learning.

In view of the challenges regarding the teaching and learning of English for children, we are faced with the following question: how can children's literary works be used as strategies to boost English language learning and develop the child's vocabulary?

Faced with this problem, this study seeks to investigate whether children's literature, through storytelling, works as a facilitator in the teaching of the English language. In order to respond to this objective, we launched the following specific objectives: select children's literature books that present significant content for learning English. Apply, in the classroom, the methodological strategy of storytelling in English. To analyze

whether there was development of children's vocabulary through storytelling workshops based on children's literary works.

METHODOLOGICAL ASPECTS

The present research was carried out using the methodology of bibliographical research, as it consists of different readings, analysis and the interpretative focus of the texts read with the objective of knowing a little more about the importance of teaching English to children and children's literature as a As a facilitator of this teaching, according to Richardson (1999), research aims to generate new knowledge or refute it, constituting a learning process both for those who carry it out and for the society in which it develops. This type of methodology in which the study is attacked and guided provides a better understanding of the theme.

In addition to the bibliographical research, a field research was carried out, doing this research is of great importance because it is through our own experiences and observations that we can investigate and report, in which the questionnaire technique was applied.

Field work allows the researcher to approach the reality about which he formulated a question, but also establishes an interaction with the "actors" that shape reality and thus builds empirical knowledge very important for anyone doing social research. (MINAYO, 2009 p. 61)

Thus, in order to achieve the specific objectives of the research, storytelling workshops in the English language were used as a data collection instrument, with the objective of verifying the teaching-learning process together with the observations of students from Kindergarten, from a bilingual private school located in Lago Sul, Federal District, which uses bilingual teaching in all grades, from kindergarten onwards, and also uses storytelling to enhance the learning of the English language.

The research took place in April 2016 over

a period of 4 weeks, applying the stories in storytelling workshops. We will also apply a questionnaire to 02 teachers who work using Literature as a facilitator in the teaching of the English Language.

The choice of this theme was due to the Language and Literature students, future teachers, constituting the group of professionals who work directly with the teaching of Languages and Literatures in the classroom and the choice is also based on the experience that the authors experience working with the kindergarten.

This research becomes relevant to future educators, since it allows deepening on English language teaching strategies, gives examples and emphasizes the importance of using books with significant content in vocabulary teaching, as Coscarelli (1997) rightly said, it is of It is the teacher's responsibility to make the students develop more effective learning strategies, it is their role to "help the student to learn how to learn".

THEORETICAL FOUNDATION A BRIEF STUDY OF CHILDREN'S LITERATURE

Children's literature is of enormous importance in children's lives, it is through this magical world of fantasy that children learn a multitude of new things, in this learning children have the opportunity to learn while having fun, being enchanted by the magical world of books, from the make-believe that they themselves create with the awakening of their imagination, children's literature emerged in society, due to the need to create specific stories for children, since for a long time the child was seen as an adult and only had access to the adult literature.

The history of children's literature has relatively few chapters. It begins to take shape at the beginning of the 18th century, when the child, for what he must be considered a

different being from the adult, with needs and characteristics of his own, for which he must distance himself from the life of the elderly and receive a special education, to prepare her for adult life. (CUNHA, 1999, p.22)

According to Vygotsky, the child must be seen and understood as a social and historical being that presents differences of socioeconomic, cultural, family, racial, gender, age group origin and that need to be known, respected and valued, with the purpose of integral development in physical, psychological, intellectual and social aspects contemplating the action of the family and the community, so it is necessary to let the child express himself and learn in the appropriate way for him. And that's what children's literature is capable of doing.

Despite this concern with the need to create books that cater to children, the the first works released for the little ones had the objective of educating, of trying to correct behaviors considered inappropriate for parents and society, it took a while to create stories with content really aimed at playful learning, the stories did not have this pedagogical focus that they have today, where authors are concerned with awakening the imagination in a playful and charming way, thus making children reflect, exercise their critical thinking and learn from it, hence the great importance of reading books thinking about the development of various aspects such as reasoning, imagination, reflection, curiosity and most importantly, a taste for reading from an early age.

Children's literature contributes very effectively to children's education, especially in the early years of childhood, which is where language is developing, reading books brings a whole new and different world, which captures children's attention and adds a lot vocabulary, so the more you read to a child, the more he learns.

How nice and important it is for the child's education to listen to stories. By telling them, we instigate curiosity and the desire to 'I want more', expressed by the children in 'Tell me again'. It is these feelings that move us to know and learn the things that are in the world, and, knowing what is recorded in books, we will certainly resort to them, thus becoming readers by desire and motivation. (PERRONE & LARA, 2002, p 123)

Thinking about how books became essential in the development process of so many aspects in the children's lives, there was a desire to investigate how literature boosts the learning of a second language, in this case English, since in this age group, they are so used to hearing stories in their mother tongue.

ACQUISITION OF VOCABULARY IN THE ENGLISH LANGUAGE THROUGH CHILDREN'S LITERATURE

Reading to children makes a very effective contribution in several aspects, mainly in the formation of orality, the magical world of tales awakens curiosity and imagination and holds attention in a way that enchants, there are several contributions that reading brings to children's lives. children, as well as English language development.

Language is code, it is a social phenomenon, the language in which we learn to communicate from our earliest years of life. Not only the native language, but also the languages we learn during our development. Reading strengthens the bond with those who read to her (parents, family members, teachers or caregivers), develops attention, concentration, vocabulary, memory and reasoning, stimulates curiosity, imagination and creativity. It also helps the child to understand and deal with feelings and emotions, helps in the development of empathy (the ability to put yourself in the other's shoes). And most importantly for the present study, it develops oral language.

Language is how language is bound. And this can be verbal (speech and writing) or non-verbal (use of codes in which there are no words).

The books feature pictures and illustrations that make children feel inside the stories, being part of the world of characters, this natural enchantment makes teaching and learning fun and uncomplicated and also awaken language and "it is through language that the individual reveals his ontological condition as a constituent being of a place in the universe" (SILVA, 2016, p. 41) as well as the desire to express himself, to talk about the characters, when telling stories in English the same thing happens, the child tries to express himself as he hears the teacher speak, he links the illustration to the story being told, to the characters being explored and thus acquires new words in his vocabulary.

The repetition of stories is very important and the child always loves to hear again, telling again fixes the vocabulary in the child's mind so that whenever the book is read, he will know more elements, more scenes, and the storyteller must always encourage child's orality, asking questions about the characters, about what is about to happen, stimulating imagination and oral language, this stimulus makes children exercise spoken language in English.

According to Brown (2001) the more the child is exposed to a word, the greater the apprehension of the same and the greater the engagement in the process of learning a foreign language, the more the child will incorporate these new words into their vocabulary.

Therefore, the child who is exposed to books that contain significant content, of words that actually helped in the formation of significant vocabulary, develops his speech in the English language more effectively.

STORYTELLING IN LANGUAGE ENGLISH

The act of storytelling comes since many centuries ago, our parents and grandparents always told us wonderful stories that are remembered by us until today, stories mark our childhood in a magical way and what we learn will never be forgotten..

(...) writing as a communicative and interactive process originates from the need that human beings have to tell stories, to exchange experiences, to persuade the other, in fact, to communicate and interact with their peers. (SILVA, 2016, p.34).

The same happens with the stories experienced in the school environment, told by our teachers in a way that enchants and teaches at the same time. Storytelling is communicating orally through a written text, a book that the teacher not only tells a story but tells in an exciting and stimulating way, it is aspects such as context and intonation in the voice of the speaker that influence the understanding of the meaning of what was said. This way, the teacher allows the child to feel inside the book, experiencing the experiences of the characters and learning from them in their imagination and thus enriching their vocabulary.

For the author Fani Abramovich, the care and preparation of the teacher/storyteller refer to: 1. Knowing how to choose what to tell, taking into account the public and with what objective; 2. Know in detail the story it will tell; 3. Prepare the beginning and end at the time of the story and narrate it in the rhythm and time that each narrative requires; 4. Avoid huge descriptions with many details, favoring the child's imagination; 5. Show the child that what he heard is illustrated in the book, bringing him into contact with the object of the book and, consequently, the act of reading; 6. and finally, knowing how to use the possibilities of the voice by varying the

intensity, speed, creating noise and pausing to provide imaginative space.

Therefore, the role of the teacher as a storyteller is very important for learning to be concrete, the teacher must value the potential that a book has to teach and explore the elements that will boost the vocabulary of the little ones.

Based on this assumption, Abramovich (2005) points out that the choice of the book to be used in storytelling is very important, and several factors must be taken into account: thinking about what your objective will be when telling that particular story, with a view to teaching of the English language; select books with significant vocabulary for teaching the target language; read books that contain animal names, days of the week, months of the year, colors, alphabet, numbers, notion of quantity, time, body parts, hygiene habits, among many others. All this makes the child increasingly enrich their orality.

STORY TELLING WORKSHOP

The storytelling workshop aims to make children have a moment in their day to experience stories selected to expand their vocabulary, stories that will be told in a playful and fun way, stimulating their participação children's participation at all times, because as Coelho (1991) rightly said, the story does not end when it comes to an end, but remains in the child's mind, making him always explore his imagination and always remember what he was told.

Having the opportunity to use literature as a teaching tool is wonderful, as there is no better way to delight children than by awakening their imagination in such a magical and playful way.

(...) reading stories for children, always, always... It's being able to smile, laugh, laugh with the situations experienced by the characters, with the idea of the story or with the way of writing of an author and,

then, being able to be a little accomplice of this moment of humour, of joke, of fun... It is also to provoke the imagination, it is to have the curiosity answered in relation to so many questions, it is to find other ideas to solve questions (as the characters did...) (ABRAMOVICH, 2005, p.17).

For the storytelling workshops held at the school, we selected books by authors who have in their works, elements that we deem very important for the development of vocabulary in the English language, which children can be exposed to as many words as they will remember and will use in their communication.

SOME BOOKS WITH CONTENT FACILITATING THE TEACHING OF THE ENGLISH LANGUAGE

The books that we will talk about below were selected by us so that we could demonstrate in the project, how literary works can be worked on by the teacher with the aim of promoting the use of English and arousing the children's interest so that the learning of the target language can be verified and verified.

3 books were selected that we considered very important for the workshops, which most caught our attention due to the content that offers a variety of significant vocabulary, and illustrations that are fascinating in the eyes of the children.

"The very hungry caterpillar" by Eric Carle

We could have selected only Eric Carle's books, so wonderful and inspiring are the author's works, they are works that work on different aspects of children's vocabulary and use an element that is adored by them, stories with animals.

The book *"The very hungry caterpillar"* brings a magical story with charming illustrations, narrates the metamorphosis of the caterpillar, how it becomes a butterfly after going through various stages in its life,

from when it was still an egg to becoming a beautiful butterfly.

The author was concerned with inserting a new world, of new words, using playfulness to materialize the children's learning, who are enchanted by the illustrations. The book greatly enriches vocabulary, as it brings several elements that can be worked with the child, such as day and night, numbers, quantity, fruits, colors, days of the week.

As the story was told and retold, the children learned what they had heard, and when encouraged to repeat it with the storyteller, they were able to link the word to the illustration and assimilate the name of each element contained in the book, using the target language in which the story was told the english.

"Good night moon" by Margareth Wise Brown

The book *"Good night moon"* brings a charming narrative with elements that are found inside the room of a child who is about to fall asleep, the illustrations are beautiful and help a lot in telling this story, we used in this story an instrumental background music, very slow, to remember the time of sleep, which is what the book narrates, a boy saying "good night" to everything that makes up his room, everything he is seeing before falling asleep. What adds a lot to the children's vocabulary, several new elements, from everyday objects, such as telephone, painting, comb, brush, clock, among many others that are properly illustrated in the book.

This story, when told, connects the word to the illustrations and the children assimilate well the name of each thing that exists in that room, and they were encouraged to repeat the story together, which, as the story was being retold on different days, some children were speaking along with the accountant, being able to remember all the elements of the book, using oral language in English.

“I spy with my little eye” by Edward Gibbs

This book contains the element of surprise, which children love and participate more effectively, as the child needs to guess together with the storyteller what comes on the next page, and it is through this that we had the opportunity to work on orality more concretely. This book reinforces vocabulary, as it brings colors and animals, which can be seen by the “little eye” of each child.

When listening to this story, the student participates more effectively in the storytelling, they were encouraged to answer what they could see with their little eyes, what color and what animal they could spy, thus making this story very dynamic and with lots of children’s participation.

RESEARCH ANALYSIS AND RESULTS

This research is focused on the methodological strategy “storytelling” with a view to contributions to the acquisition of the English language and the development of children’s vocabulary. For this, it is divided into two dynamic phases: the first sought to raise the profile of the respondent public: age, sex, grade, and the second applied, in the classroom, reading workshops, using storytelling.

The realization of the workshops was relevant for the realization of the hypotheses raised during the pre-project construction. The workshops made possible a wonderful interaction between teacher and students, experiencing this interaction, the way children react when stimulated through stories told in English, only reinforced the fact that literary works are capable of stimulating orality in a way playful and magical, as Perroti pointed out in the magazine *Criança* (2005, pg.18): “children may not yet know how to read and write, but they already produce texts: they think, speak, express themselves”

STUDENT PROFILE

GRADE AND AGE

Motherly	2 – 3 years	10 students
Garden I	4 – 5 years	18 students

Table I

NUMBER OF BOYS AND GIRLS

Total	28	
girls	5	Motherly
boys	5	Motherly
girls	14	Garden I
boys	4	Garden I
scholarship students	5	

Table II

Given the students’ profile, children’s literature books were selected that presented significant content for learning English. Books that suited the age group and were concerned with creating illustrations and content that reinforced language acquisition and vocabulary development. Thus, one of the specific objectives of the research was achieved.

In view of this, the storytelling workshops began, but precisely on April 4, 2016. On that day, and during the reading workshops, workshops were developed in two different groups, both researchers had the opportunity to apply the workshops, one in Maternal, and the other in Jardim I.

As illustrated below, it can be seen that in the group of children aged 2-3 years, they were very participatory and attentive to reading, despite being more easily dispersed.

It is worth mentioning that the 4-5 year olds, from kindergarten I, were able to concentrate more in the workshops, and the girls participated more when encouraged to

communicate in English.

In an overview, it can be seen that in the workshops, most of the children, after participating in this moment of reading, were developing their orality and expanding their vocabulary, each time the stories were being told and repeated during the course of the other stories. workshops.



Storytelling - maternal 2
(Teacher 1)
Illustration 1

In the last workshops, they already knew how to help tell almost everything that was in the books, they related the illustration with the word and helped when it was time to say each sentence.

To preserve the identity of the children and to have the opportunity to tell how they reacted during the workshops, we will use the following names for each one:

Student 1	M1
Student 2	M2
Student 3	M3
Student 4	M4
Student 5	M5
Student 6	M6
Student 7	M7
Student 8	M8
Student 9	M9
Student10	M10

Table III Maternal

In Maternal, children assimilated many words in the English language, words

contained in the books that were used. In the first workshops, they were a little more shy and spoke little, but as the workshops were held and the stories were being retold, it can be seen that they became more involved in the storytelling, and the more encouraged to speak the elements in English, the more they expanded their vocabulary in the target language.

In the workshop on April 22, the last one held in this class, in the telling of the story “The very hungry caterpillar” to analyze the children’s learning, the name of many elements of the book was asked at the time of the storytelling.



Storytelling - maternal 2
(Teacher 1)
Illustration 2

During the storytelling, questions were asked with the aim of stimulating the children’s orality and seeing how the vocabulary contained in the books they acquired.

When I started the story I asked the following question: “Who remembers which animal came out of the egg”? Students responded as follows: When I started the story I asked the following question: “Who remembers which animal came out of the egg”? Students responded as follows:

“A caterpillar!” (M9, 2016)

“Uma caterpillar!” (M3, 2016)

“A caterpillar!” (M2, 2016)

“A lagarta!” (M8, 2016)



Storytelling - maternal 2

(Teacher 1)

Figure 3

The students answered and I continued telling the story, always attentive to the answers, which most of the time were given in English, as they had heard when I told it, I also asked: “The caterpillar ate a lot, right! What did she eat?” And they answered me:

“*uma apple!*” (M9, 2016)

“*two green pears*” (M1, 2016)

“*muitas frutas!*” (M3, 2016)

“*five oranges!*” (M3, 2016)

I continued to do so throughout the story, and most of the time I had responses in English. At the end I asked: “What happened to the caterpillar?” And many students knew how to answer in English, this word that was the focus of the book, was the most learned by the students:

“*Uma linda butterfly!*” (M9, 2016)

“*A butterfly!*” (M3, 2016)

“*Butterfly! Bem colorida!*” (M8, 2016)

The children loved this story, and that’s why they were very attentive during the telling, the words that were most remembered by the children were: *caterpillar, red, orange, apple, purple, green, butterfly, leaf, sun, egg.*

Children in this age group, 2-5 years old, are very enthusiastic, participatory and creative, so when encouraged to repeat words in English, they would repeat and memorize what was told to them. And this learning propagates in other activities proposed in the classroom by the teacher.

In Jardim I, an even greater participation was observed at story time, the children learned very quickly the vocabulary present in the books, and they already knew how to tell many parts of all the stories.

In the storytelling on April 22nd, the last one held in this class, as we did in Kindergarten, at the time of the storytelling we asked the students, with the question “*What’s this?*” the elements of the book “*Good Night Moon*”, as the students in this class are older and more fluent in English, the answers we got were mostly in the English language. Below is the table with the participating students.

Student1	J1	Student10	J10
Student2	J2	Student11	J11
Student3	J3	Student12	J12
Student4	J4	Student13	J13
Student5	J5	Student14	J14
Aluno6	J6	Student15	J15
Student7	J7	Student16	J16
Student8	J8	Student17	J17
Student9	J9	Student18	J18

Table VI Garden I

As the story was being told, the students were encouraged to speak, in this class they already knew how to tell most of the story and they were linking the illustration to the word.



Storytelling – Garden I
(Teacher 2)

Figure 4

The story was told in a very playful way and we tried to get them to complete the sentences that make up the books, we started the story by saying: “In the great green room there was a...” and we waited for them to respond while we pointed to the illustration, Many students participated by saying:

“ A telephone” (J4, 2016)

“ Red baloon” (J8, 2016)

“three bears” (J11, 2016)

“A little toy house”(J13,2016)

“mouse!” (J17, 2016)

Story Telling – Garden I
(Teacher 2)

And so they used orality to respond to the elements they had in the room that the book describes.

The words most remembered in English by the children were: *Good night, moon, telephone, red ballon, cow, bears, mouse, comb, brush, mush, rush, room, stars, air, light.*

It is noticed that as the stories are being retold, children assimilate more vocabulary, and storytelling makes learning so playful and uncomplicated that children acquire this

vocabulary without even realizing it.

The kindergarten teachers who use this method to boost the teaching and learning of the English language, answered the questionnaire to emphasize how literature plays a primordial role in this learning process.

	Teacher I	Teacher II
How often do you tell stories to your students?	Every day	Every day
Do you only speak English in storytelling?	I speak Portuguese too	Yes
Do you think that literature contributes to the acquisition of the English language?	Yes	Yes
Do you pre-select the books you will use?	Yes	Yes

Table V

Field research provided immeasurable knowledge that goes beyond the theory learned in the classroom during graduation.

We know that common sense says that it is the role of the school, more precisely, of the teacher, the arduous task of making the student learn through different methods, the teacher must always be looking for new and different ways of teaching, always respecting the students’ age and contextualizing teaching-learning.

FINAL CONSIDERATIONS

This article aimed to investigate whether children’s literature, through storytelling, works as a facilitator in the teaching of the English language. This study leads us to believe that the teacher who innovates and is always looking for ways to improve his classes and make them more interesting, is always looking for ways that are not only effective for teaching, but that also bring enthusiasm and joy to his classes.

And that is what, with this wonderful experience, it can be seen, that literature

is capable of awakening joy, curiosity and most importantly, knowledge. In this case, we were able to attest how reading books in English can be important in this acquisition process for children and the teacher can only benefit from using this method, this moment of storytelling is essential in early childhood education.

And when these stories are told in a happy, different and interesting way, the benefits go far beyond the acquisition of a second language, children are encouraged to use their imagination, exercise their critical thinking and encourage a taste for reading from an early age. And the use of literature for learning English proved to be very effective, because children are encouraged to talk along with the storyteller.

When, for example, a 3-year-old child borrows the voice of his mother, teacher, older friend, and reads the text with the borrowed voice, he is reading. She is reading with her ears, just as others read with their eyes or their hands. When reading with the ears, the child not only inserts himself in the dialogue with the written discourse organized in a different syntax, lexicon and prosody, but also starts to understand the modulations of life that are enunciated in a written text. (BRITTO, 1994, p. 48)

Through storytelling, it was possible to experience and verify all the questions that worried us about how literature was able to encourage children to speak, to use English to communicate with the teacher and also with their classmates.

Through this moment of storytelling, we had the opportunity to see how children are enchanted by the world of books, especially when they are related to the world that naturally arouses children's attention. princes and we chose to select books that offered a rich vocabulary, with words that children would certainly remember and link with the illustrations.

We had very satisfactory results regarding the observation of children who are exposed to storytelling in English, in fact they are encouraged to speak, to use orality when they listen to the stories, and each time the story is retold, they learn more, memorize the words more and link them with the image. Therefore, we could conclude that the more they listen, the more they acquire vocabulary.

Therefore, we consider that children's literature is of paramount importance for the acquisition of English, for children who, even though they are not yet literate, are stimulated as listeners and subsequently activate orality in the target language. And, with a view to motivating innovative and creative practices in the classroom, we leave a brief account of experiences of the entire process that involved the Reading Workshops.

The reading workshops were of paramount importance for the research to be carried out. The observations we made in relation to the acquisition of the English language through reading books, which stimulate the child's orality and increase their vocabulary, formed essences so that we could verify the importance that books play in children's learning in all aspects.

During the internship we carried out at the research school, we were concerned about how books can be used in teaching English to children, since books are a tool used by teachers in teaching English for teenagers. And nothing better than using a method that is so playful and well accepted by children, to insert a foreign language into children's lives in an uncomplicated and natural way. The workshops were held over a period of 4 weeks in April, where books were selected with content that we considered significant in teaching English, and these stories were told and retold in the classroom in 2 classes, one from Kindergarten and the other from Kindergarten. I

During the storytelling, we analyzed and stimulated the vocabulary of the children and we noticed that when the stories were told and retold, the children acquired more of the vocabulary contained in the books. As in the book “The very hungry caterpillar”, which tells the story of a caterpillar, we could observe that when we asked students about the name of a certain element in the book, many knew how to answer, such as: Who came out of the egg? They answered: A caterpillar!, and so it was during the storytelling, as the children were encouraged to answer the name of the elements in the book in English, the more they enriched their vocabulary and were encouraged to communicate using English.

In the book “I spy with my little eye”, which shows different animals and their colors, the children were very interested and participatory and as the story was told and retold, they learned to speak the names and colors of the animals in English, and it was quite satisfying to see how children are able to learn so much through books.

The children learned a lot of the vocabulary contained in the books, and this method of counting books in English proved to be very relevant to the teaching and learning of the English language.

Teaching using books, in addition to being a very efficient method, is also very pleasurable, seeing how children love this magical universe and are so attentive and participatory, shows us the importance that stories play in learning in childhood.

Thus, with this research project, it is expected to contribute, even if in a very simple way, with teachers who seek new ways of teaching and who use children’s literature as a resource and mechanism to facilitate the process of acquiring the English language, in the early years. of children’s education. Thus, with this research project, it is expected to contribute, even if in a very simple way, with

teachers who seek new ways of teaching and who use children’s literature as a resource and mechanism to facilitate the process of acquiring the English language, in the early years. of children’s education.

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