

SECOND LANGUAGE ACQUISITION IN A NATURALISTIC SETTING: A CASE STUDY

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Abstract: In this paper I attempt to show and describe the different settings which surround the life of a seven-year-old Brazilian girl (Luiza, my daughter) acquiring English naturally. I observed Luiza's use of English at school, at home, watching TV/Video, as she played with English friends and her brother, and as she participated in community activities. I talked formally and informally with Luiza's teachers, friends and parents of friends. Following ethnographic principles, this description focuses on Luiza's second language development, i.e., on her interaction with friends, on the importance of TV/Video for learning the new language, and on her use of English in school and at home. For the analysis I will draw mainly on authors who deal with English as an Additional Language (EAL), such as Turner (1997), Drury (1997), and Long (1997) as well as on authors who describe the importance of TV/Video for language development, such as Rice and Woodsmall (1988), Naigles and Mayeux (2001), Singer and Singer (2001), and Rice and Sell (1990).

Key-words: second language acquisition; interaction in a second language; TV/video in second language acquisition

Resumo: O presente artigo pretende mostrar e descrever os diferentes cenários presentes na vida de uma criança brasileira de sete anos de idade (Luiza) aprendendo inglês naturalmente (no país onde a língua é falada). Luiza foi observada usando inglês na escola, em casa, assistindo à TV/Vídeo, brincando com amigos ingleses e com seu irmão e participando em atividades na comunidade. Os dados foram obtidos formal e informalmente junto aos professores, aos amigos e aos pais dos amigos. Seguindo princípios etnográficos, esta descrição pretende mostrar o desenvolvimento na aquisição de sua segunda língua, ou seja, sua interação com amigos, a importância da

TV/Vídeo para o aprendizado do inglês e o uso do inglês na escola. Para a análise serão utilizados principalmente autores que tratam de Inglês como Língua Adicional (EAL) tais como Turner (1997), Drury (1997) e Long (1997) assim como autores que mencionam sobre a importância de TV/Vídeo para o desenvolvimento da linguagem, tais como Rice e Woodsmall (1988), Naigles and Mayeux (2001), Singer e Singer (2001) e Rice e Sell (1990).

Palavras-chave: aquisição de segunda língua, interação em segunda língua, TV/Vídeo e aquisição de segunda língua.

Introduction¹

In this paper I attempt to show and describe the different settings which surround the life of a seven-year-old Brazilian girl (Luiza, my daughter) acquiring English naturally.

My motivation to write the current description stemmed mainly from the facts that most case studies are based on minority children, i.e., children who immigrate and are usually from a very different cultural background, not only in linguistic terms (as most papers from Gregory, 1997). Some of these differences are related, for instance, to reading practices. In some Eastern cultures, parents do not read bedtime stories to their children. This has been found to influence children's Western literacy practices in the initial stages (Drury, 1997). Reading in these Eastern countries has different underlying assumptions. One of the most common practices consists in reciting the words of the Qur'an, usually without understanding it. In the West, reading means understanding. Also, in many of these Eastern families, parents do not have a good master of the new language, thus, they cannot help their children in the learning process. Another divergence is that most parents from these families (and also from the EAL studies), do not have much formal education. These three factors are different from Luiza's reality, as will be described below. This way, I believe this study is relevant in trying to show the reality of a child who comes from a similar cultural background, whose mother speaks English and has formal education.

I also believe I am in a privileged position to observe the whole process. Being Luiza's mother, I spend a great deal of time with her, and I am more able to follow what goes on. Similar study was conducted by Long (1997) in which she observed her daughter learning Icelandic. However, Long was also learning Icelandic together with her daughter, which is not the case here.

Another point which motivated me was in observing the effect watching TV/Video had on the acquisition of the new language. There are not many studies related to this topic.

¹ I would like to thank PUCRS and the British Council/Hornby Trust for financial support.

In this paper I describe the life Luiza had in England from the end of September, 2004 to the beginning of April, 2005, roughly 7 (seven). My objective is to offer a wide description of the situations/interactions in which Luiza was exposed to English, how she responded to these situations/interactions, and how she started using English. During these seven months I tried to take notes of all situations in which she used English at home, at school, and playing with peers. I did not have any pre-established categories for observation. The classification of the data was carried out along as data emerged.

In the first section, entitled **Background Information – The subject**, I offer a brief description of Luiza's family in England, the city, and her personality. The second section, **Life in England- The School and Friends**, deals with Luiza settling in school, her first interactions with British children, and how she started learning English. In **The Use of Video** section, an account of the influence videos had on Luiza's learning of the new language is offered. Following (**Luiza Begins to Use English**), I shall demonstrate the situations in which Luiza started speaking English and the situations in which she refused to speak English. Finally, in the **Final Considerations**, I attempt to present a summary of what has been said in the article as well as to show my impressions of the process.

Background Information- The subject

Luiza is the older of two children and is living with her young brother Vitor (4), me (her mother) and her grandmother in a house in Lancaster, northwest of England. Luiza is in England for a year, and arrived last 24 September, 2004 (this is now April).

Luiza comes from Porto Alegre, a large city located in the south of Brazil, with nearly two million inhabitants. She comes from a typical middle class southern Brazilian family. We are in England now because I am taking my second MA in Applied Linguistics. I have been lecturing in English at a big university in Brazil for the last 12 years.

Even though she could already read and write in Portuguese, when we left Brazil Luiza was still going to a pre-school. In Brazilian educational system, the school year starts in March, and children start primary school in the year they turn seven. However, most pre-schools already start preparing kids to literacy.

Luiza is a very active girl. She becomes easily involved in children's play and activities. In Brazil she used to go to ballet and painting classes. She likes running and playing physical games, such as hide-and-see and tig. She also likes painting, drawing, playing computer games and watching TV and video². Luiza makes new friends very easily, and is always ready to go anywhere when invited by friends. However, she can get really shy and embarrassed in big groups, as was reported by her pre-school teacher in Brazil. She does not like being pushed to do something she does not feel comfortable with,

² I shall use video to refer to both video and DVD, since they have the same effect for the purpose of this study. My children do not make use of subtitles or other facilities that are more often found in DVD technology.

such as dancing ballet in front of relatives. She will dance on the stage though, where, according to her, it is appropriate to dance. Thus, I try not to expose her to situations which I believe will make her uncomfortable.

At the age of five, Luiza used to have English lessons at school. When she came to England she could only say a few things, like: count to twenty, say colours in English, ask /answer some simple personal questions such as “What’s your name?”, and “How old are you?”. Also, being an English teacher has always put me in touch with a few English native speakers, who sometimes came to our house in Brazil for dinner or meetings. In this way, although Luiza could not speak English, the English language has indirectly been part of her life. Also, English is a high status language in Brazil, and it is considered an asset to be able to speak English. This was many times, and by many different people, said to Luiza before she left.

Before we left Brazil, some of my colleagues from university suggested I should start speaking English to the children. However, the few times I tried, I felt they did not respond well, refusing to answer or speak English to me. Therefore, I did not try it anymore.

Life in England- The School and Friends

We live in a house in a Cul-de-Sac in the centre of Lancaster. When we are at home, we speak Portuguese. Luiza’s grandmother does not speak any English at all. There is a small Brazilian community in town, of about 30 people all together. Most of them live on campus (about four miles from where we live), and they are all in England for educational purposes, that is, for a limited time (from one to four years). Apart from Luiza and Vitor there are five more Brazilian children (all girls) in Lancaster, aged: six months, three, six, eleven and twelve years old. At the beginning, particularly in the first three months, these were the only children Luiza used to play with outside school. Now, Luiza meets the other Brazilian children only occasionally, mostly at weekends.

At her school, she is the only Brazilian child, or Portuguese native speaker. Her school is famous for being multicultural, with a lot of foreign children, mainly from Pakistan. However, there are only two more foreign children in her group, a girl from India and a boy from Japan.

Luiza started going to school in England on 28 September. She is in Key Stage 2 year 1. She was very welcomed by her classmates from the start. When I accompanied her on her first school day, many children, especially the girls, wanted to “take care” of her. The girls would hold her hand and tell her what she was supposed to do in class. On the first school day, her very first interaction was related to telling the ages. One of the boys verbalized, as well as used his fingers to show he was seven and asked her how old she was. She, then, used her fingers to show she was six.

As she is very confident of her physical abilities, she strengthened her relationships during the breaks. Since the first days she would play tig with the other kids.

She would start running and one of her classmates would start chasing her. This was how she started building up her relationships. At the end of the school day she would tell me that she could run faster than the others. Daniel, one of her classmates, told me one day “Luiza is fun to play with, she’s fast and very strong”. When the kids at school had something to tell Luiza, they would tell me either when I took her to school in the morning or when I picked her up in the afternoon. I would then answer for her. She never had any problems interacting, even though she did not say a word in English. On the third week (on 12 October 2004), she was awarded “Star of the week” for the first time. The award said “Luiza Divino is the star of the week because she has fitted into 2S well and overcome language barriers”. When she got the award, neither she nor I really knew what was going on, as we do not have such an award in Brazil. I asked her teacher what it was about, and then explained it to Luiza.

At school, she soon started with private sessions with a bilingual assistant³, who can speak some Portuguese because she was born in Mozambique. During the first two months they used to have sessions everyday. They would practice the numbers and the alphabet in English, as well as read books together. She would also help Luiza in other tasks, like in numeracy, literacy and science. Whenever Luiza was (is) alone with the bilingual assistant, she would speak to her in English and in Portuguese. However, if the other classmates were (are) together, Luiza would not verbalize at all. She would still do the tasks with the assistant’s help, but without speaking a word in either language. During international week, which took place in October, we (Luiza, I and Vitor) had a stall with Brazilian food. She played with many children during the evening. I also went into school to teach some Portuguese to the two Year 2 groups. Luiza accompanied me in both classes, but she did not say anything again. For Turner “Perhaps children learn to be quiet because they are unwilling to speak their first language and have not yet learned enough English to join in with the classroom chat. Often bilingual children are described as no trouble at all, they’re so quiet” (TURNER, 1997:141).

However, lack of verbalization, did not prevent Luiza from making friends, interacting, or communicating. According to the class teacher, Miss Skellern, Luiza was (is) a very popular child, and her classmates would queue to be her partner during the activities. Klein (1986) points out that, spontaneous learners, as opposed to guided learners⁴, can avail themselves of different means of communication at any point; initially, their repertoire may chiefly consist of nonverbal means and, to a different degree, means which allow them to enter communication. This is what seemed to be happening with Luiza. She even had a best friend from the start, Lily, who initiated her in the classroom and school routines.

³ Bilingual assistants are provided for children whose first language is not English. This is a service provided in state schools all over the UK and it is free of charge.

⁴ Guided learners are those who learn a second language in a non naturalistic setting, through formal instruction.

Apart from the language barrier, the underlying educational beliefs in her present school in England (Drury, 1997) do not apparently differ from the educational beliefs in her previous school in Brazil. Routines, both at home and at school, seem to be very similar. For example, Luiza spends a lot of time colouring, drawing and painting at home. As a result, she can do all those things very well. Her class teacher has many times complimented on her colouring, and awarded her “star of the day” because of that. Luiza has been read bedtime stories since she was a baby (which, according to Drury (1997) is considered important for children’s literacy practices). She usually plays with construction toys, and is often asked what she thinks about a topic. In this way, Luiza has not experienced a big cultural shock when compared, for example, to other children who come from a culture which is further apart from the British middle-class one⁵.

From the start, Luiza did not like when I spoke Portuguese to her at school. Actually, to communicate with me at school, she would whisper something in my ear, and I would have to whisper back. This was the only way she did not feel embarrassed.

When we went to shops, Luiza would occasionally speak English to shop assistants to ask about prices. However, she would usually ask me to do it for her.

In spite of not producing much English for real communicative purposes, I could see Luiza’s second language ability improving. She started using English expressions to talk to herself, to her little brother, and also to me. The first structure she used was the imperative: “come on”. She also started using “please”, “thank you”, and “excuse me”. I could also notice she understood TV programmes and videos better than at the beginning (I shall deal with that in a separate session).

She would come home from school and tell me things she had been studying, for example “*Mãe, hoje nós estudamos* circles, spheres, triangles, and squares” (Mum, today we studied circles, spheres, triangles and squares). She already knew these concepts before, so the information, or content, was not new to her. However, she was learning new concepts that she could not even name in Portuguese, such as “odd and even” numbers. At this stage she mixed codes frequently, as she does even today (April, 2005), usually naming concepts in English and using meta language in Portuguese. Mixing languages has been reported a frequent phenomenon in children learning a second language in a naturalistic setting (McLaughlin, 1984).

The Use of Video

Since the beginning, Luiza and Vitor have been watching TV and Video in their spare time. As we are in England just for a year, and will go back to Brazil after that, I try to expose them to the English language as much as possible. However, I am careful

⁵ For more accounts of children from different cultural background in English schools, see Luke and Kale (1997); and Drury (1997).

not to impose the English language upon them. Thus, I found films were a good way to provide them with more input without over pressure.

The first videos we bought were: *Stuart Little* and *Casper, A Friendly Ghost*. As the weather was getting worse, with winter approaching, and they still did not have any friends nearby, they would spend quite a long time in front of the TV. They also watched programmes for children, but mostly videos. They watch the same film again and again, sometimes three times on only one day. I am usually in the same room with them, not necessarily paying attention to the film, but sometimes reading or working in the computer.

Luiza would notice and talk about different parts of the film each time she viewed it. Sometimes she would comment on the content, and sometimes she would refer to the language being used and connect it to something she had already heard at school or somewhere else. Such was the case of “come on”, one of the phrases mentioned above. When she heard it in *Casper* for the first time, she repeated it to herself, not for a real communicative purpose. Rice and Woodsmall (1988) call it “fast mapping”, or the ability to gain a quick and partial understanding of a word’s meaning from a single exposure. For the authors, this is the first phase in lexical acquisition until children begin acquiring and storing more information from subsequent encounters with a word. The authors contend that “a minimum of overt salience-enhancing support is adequate for children to parse a new word and arrive at an initial at least partial comprehension of meaning.” (RICE and WOODSMALL, 1998:426). In the case of videos, the subsequent encounter with a word will often happen when the same film is watched again.

When the meaning of the word/expression is not clear from the context, Luiza will ask me what it means. Such was the case with “What’s going on?”, which she heard both at *Casper* and then at *Stuart*. The sequence of the action is usually: hearing the word/expression, then noticing it, after that asking me about the meaning, next repeating it, and then finally using it to talk to Vitor or to herself. If I am not paying attention to the film, she will rewind the film up to the part she wants me to view, and then the whole action will start again.

As time passed, and Luiza’s English improved, she has started making more comments about the films. Nowadays, after nearly seven months in England, she still likes to view the same film many times, but she seems to “interact” more with the whole situation. The last film she was given was *Around the World in 80 Days*. She got it at the end of March. She still wants me to be around, so that she can show me the scenes she likes, as well as ask me about words/expressions she does not understand.

In this last film, during one scene in which the characters were flying a balloon over the sea, she turned to me and said “Oh, I’d like to be there”. She used English and not Portuguese to comment on the scene. This seems to be happening more and more often. On the other hand, as she is aware of the fact that her grandmother does not understand any English, Luiza will often translate scenes to her.

During a film, apart from asking me to translate the meaning of a word/expression from English into Portuguese, she has now started to wonder how to say

something in English, usually triggered by an image or a situation shown in a film. The question is usually asked in Portuguese, and she wants me to provide the word in English. It happened during the *Around the World in 80 Days*, and she asked me “*Mãe, como se diz ‘chinês’ em inglês?*” (Mum, how do you say Chinese in English?).

At other times, she comments on some scenes, using a mixture of both Portuguese and English. When she finds something funny, she describes the scene in Portuguese but reproduces the exact words of the film, such as: “*A velhinha saiu correndo e disse, ‘my bag, I want my bag’*” (The old lady started running and said “my bag, I want my bag”). She also reproduced the following line: “My dad never speaks and my mum never shut (*sic*) up. *Viu, aquela ali é a mãe dele.* (See, that’s his mum)”.

In many other situations, when the TV is off, the children will either reproduce complete dialogues or sing some of the songs from the films. One of the songs they have been singing is “Everybody all over the world joined in celebration”, from *Around the World*. They also sing all the songs from *The Sound of Music*. As I described before, Luiza asks me to clarify the meaning of the words she does not understand. Sometimes she will stop singing, ask me the meaning of a specific word, and then resume singing.

From the examples above, and according to Naigles and Mayeux (2001), videos are a good source of language input to children. Videos seem to foster both the development of receptive vocabulary (comprehension of the spoken words) and expressive vocabulary (production). The former is more obvious. However, Luiza often makes use of words she comes across in the films. The authors also mention that, in situations where a child is exposed to many unfamiliar words or concepts, adult co-viewing may be more effective in vocabulary development when the adult provides explicit definitions, explanations for potential confusions and additional exemplars. Singer and Singer (2001) also arrived at similar findings about adult tutoring on unfamiliar words. In their study, children who watched *Barney* with an adult learned more. Adult co-viewing has been proven relevant in Luiza’s case. However, it is important to point out that, in her case, she is the one that has to take the first step. Usually, when I say something that she has not asked about, she will not pay attention to my comments, and either my contribution will go unnoticed, or she will criticize and say in Portuguese; “I don’t want to speak English now”.

Unlike television programmes⁶, videos offer more possibilities for frequent repetition of familiar favourites within a day. In a study conducted by Rice and Sell (1990) about the use of *Sesame Street* videocassettes, gains were reported in children’s vocabulary, letter and number recognition and printed word identification. The researchers noted that “children talk about the cassette, they label the characters and things, and they repeat parts of the songs and dialogue”. They also found that parents interacted with children while viewing by commenting on the tapes and “relating the tapes to other experiences of the

⁶ Close (1994) mentions that, to a certain extent, educational television already seeks to find a balance between new and familiar content. Children’s educational television is aired with a view to being repeated regularly to encourage children’s memory and familiarity with content.

child” (RICE and SELL, 1990:45). According to the experiences mentioned above in this section, Luiza’s experiences of viewing videos coincide with Rice and Sell’s findings.

Luiza Begins to Use English

After the third month, Luiza started going to some of her classmates’ houses, and they started coming to our house to play. The first girl to visit our house was Lily. In her first visit, on a Friday after school, the interaction was still similar to the ones Luiza has in school. They played “tig”, “hide-and-peek”, jumped on the bed, but Luiza did not speak a word in English. Actually, when Lily was about to leave, she asked Luiza if she could say her name, Luiza, nearly whispering, said: “Lily”. Lily was happy to hear that. When Lily’s father came to pick her up she said: “Dad, Luiza can say my name.” Luiza did not like that. On Monday, Lily told everybody that Luiza could say her name. When I picked her up later on that day, she complained that, because Lily had told everybody she could say her name, they all wanted Luiza to call them by the name. That put Luiza off again. One week later, Luiza went to Lily’s and, according to Lily’s parents, she did not say a single word.

In January (fourth month), Luiza started going to ballet lessons on Saturdays. She had taken ballet lessons in Brazil, so she was used to the routine. There are two of her school classmates who go to the same ballet school, Emily and Sarah. After one of the ballet lessons, Emily came around to play. When they had just started playing, Luiza asked me (in Portuguese and nearly whispering): “Mum, can you ask Emily if she can keep a secret? Ask her not to tell anybody in school, and then I will speak to her in English today”. So Luiza spoke to her in English, for the first time, and the whole time. At the beginning of the afternoon, when I was close to them, she would whisper to Emily. Then later she forgot about it, and started to talk freely.

When she went to Emily’s a week later, her mother reported a similar thing. She said that Luiza did not talk to her at the beginning, but that some time later, Luiza just forgot about it, relaxed and was again talking freely.

After these two episodes, whenever a friend from school comes to see us for the first time, the same thing will happen. Luiza asks me to ask them to keep a secret, and then they start talking. Besides Emily, she has already talked to 5 (five) other classmates, as she told Emily a few days ago in my car. Luiza has also started talking to the girls’ parents.

As the weather was warmer during the Easter Holiday (sixth month), Luiza and Vitor started playing outside the house. There are many children living in our street. In this environment, Luiza started speaking English from the start. She now plays outside after school and speaks English all the time with all the children from the street.

At school she still does not talk. However, on 21 February, her teacher sent me a note which said: “Luiza is reading more confidently, well done”. The reading aloud is done in private sessions with the bilingual assistant, who reports her progress to the class teacher. On 1 March, Luiza was awarded “the star of the week” again. This time it said:

“Luiza Divino is the star of the week because of her amazing progress in all areas of her work”. In the same week, her class teacher told me that she had already achieved in Maths what Year 2 children are expected to achieve at the end of the school year. So, learning is indeed taking place. I believe that her first language is still the medium for learning, which, according to Gibbons (1991), is desirable. Luiza is largely developing her first language, as it is the medium of communication at home. The author points out that, children who arrive at school with good command of their first language are somehow in a favourable position to learn English. The children seem to have more ‘pegs’ on which to hang new learning (p.6).

Today, after being in England for exactly 6 months and 20 days, Luiza spoke English for the first time, right out of the school gate, but close enough to be seen from the school. Before, she would only start speaking English quite away from the school, when she was sure nobody else was around, apart from the six friends she speaks English to. On the way home Emily, who was coming over for tea, asked her why she did not speak English at school, and she answered that in case the other classmates knew she could speak English, everybody would want to talk to her and the teacher would ask her to answer some questions in front of everybody, and she feared she might not understand the question.

Final Considerations

In this paper I tried to describe the life Luiza had in England from end of September, 2004 to beginning of April, 2005. I described the situations/interactions in which Luiza was exposed to English, how she responded to these situations/interactions, how she started using English, and also the situations in which she refused to speak English.

From what has been reported above, it can be seen that Luiza is making progress in learning the English language. There are many factors that contribute to her learning, namely the school and her friends, TV/video and the whole environment. Through her friends, play, and watching videos with adult co-viewing, a supportive environment evolved which provided opportunities for Luiza to explore and develop an understanding of the English language.

Long (1997) mentions the importance of friends and peers in the development of a second language. In Long’s account of her seven-year-old daughter Kelly, learning Icelandic in Iceland, she highlights her daughter’s desire to play with peers as “probably the most significant condition” (LONG, 1997:132) for Kelly’s second language development. The author mentions that it was “through comfortable, purposeful, supported experimentation that Kelli eventually acquired an understanding of grammatical structure, vocabulary, pronunciation and appropriate usage” (LONG, 1997:130).

Luiza seems to be going through the same process as Kelli. Because Luiza plays with peers for several hours a day, she has the opportunity and plenty of time to work through her understanding about language. As Luiza plays with friends, she experiments

with English. In the street, with the children of the neighbourhood, Luiza is now (7th month in England) comfortable and proficient enough with English to use it to initiate, lead and organise play-oriented activities. Although her use of English is not always correct, she can use the language fluently and without hesitation.

However, at school she does not experiment with language. Unlike Long's daughter, who spoke Icelandic at school in some informal situations (1997), Luiza does not speak English at school at all, not even when she is interacting informally with friends (except from her sessions with the bilingual assistants and on the playground when she whispers in her classmates' ears).

When they have to sing at school, she told Emily and me: "I sing the words to myself, they are in my mind". And then she sang all the song to me and Emily in perfect English. She sometimes tells me that she would like to be starting school now because then she would start speaking English from the beginning. She says she does not feel comfortable and is afraid that everybody in the class will look at her if she starts to speak English at school now.

Luiza may also be using her silence unconsciously as a defence mechanism to protect herself from the "fluency trap, in which a child is considered fluent, but cannot answer some content questions, or when conversational fluency outstrips the acquisition of literacy skills" (TURNER, 1997:144). In her case, as she does not speak the language in class, the teachers' expectations are not very high; therefore, teachers are not going to be very demanding on her in front of the group.

Personality is also playing a role in Luiza's silence at school. As reported earlier, her inhibition has been shown before, while still in Brazil. I am not aware of many studies relating personality and second language acquisition in children, mainly in a naturalistic setting. Although inconclusive, studies with adults in a classroom environment have shown a relation between personality and fluency (Ellis, 1985). For some reason, the school is still an awkward and uncomfortable place for Luiza. In this respect, even though she already has enough English to speak in the school environment, she does not feel at ease, and prefers not to expose herself.

I believe that some implications should be considered in terms of classroom environment. First, speaking and learning are not in a cause/effect relationship. Everyday Luiza comes home and tells me what they did at school. Luiza also talks about school contents with her classmates outside school grounds. In this way it seems that she is paying attention and knows what is going on in class. Second, children's personalities should be taken into account. Children have different personalities, and some may need more attention and support than others. Finally, there is a danger that children who are very quiet at school will not receive as much attention as the others. Although Luiza's teacher seems to be noticing her progress, according to Luiza's informal reports and teacher's meetings no further attempt has been made to make her feel comfortable enough so as to start speaking English at school.

Thus, opportunities must be provided for non-native students to feel at ease and confident enough to attempt participation, to use the second language, and to interact freely in class. Only then will they be fully integrated in the school environment.⁷

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⁷ We are now back in Brazil. Luiza finished the school year without speaking English in the school grounds. In spite of that, she was often complimented on her excellent proficiency in English.

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