GOBIERNO DEL
ESTADO DE MÉXICO

ESCUELA NORMAL DE IXTAPAN DE LA SAL

ENSAYO

ART AS A TOOL FOR TEACHING ENGLISH

QUE, PARA SUSTENTAR EL EXAMEN PROFESIONAL Y OBTENER EL TÍTULO DE LICENCIADA EN EDUCACIÓN SECUNDARIA CON ESPECIALIDAD EN LENGUA EXTRANJERA INGLÉS

PRESENTA

CARMEN JARUMI MUÑOZ FLORES

ASESORA

L.LE. MIRIAM ELIZABETH LOPEZ JIMENEZ

IXTAPAN DE LA SAL, MÉXICO **JULIO 2020**

TABLE OF CONTENTS

INTRODUCTION 5

CHAPTER I 6

BACKGROUND KNOWLEDGE 6

1. What is education? 2

1.1 School characteristics 3

1.3 The Importance of reflective teaching diary. 5

1.4 About my students in class 6

1.5 Adolescent development 7

1.6 How I choose my topic? 7

1.7 Purposes of the study 9

1.8 Questions 10

CHAPTER II 11

LITERATURE REVIEW 11

2. What is art? 12

2.1 Art, creative and critical thinking 13

2.2 Art in the classroom 14

2.2.1 Optical art illusion 14

2.2.2 The use of paintings in class 15

2.3.1 Imagination 17

2.4 Creativity 17

2.4.1 Creativity in the English learning process 18

2.5 Curiosity 20

2.6 Visual arts 21

2.6.1 Drawing 21

2.6.2 Animation 22

2.6.3 Comics 23
2.6.4 Photography 24
2.6.4.1 The use of the photo as a flashcard. 25
2.6.5 Writing as an art 26
2.6.6 Artist´s student notebook 28
CHAPTER III 30
ANALYSIS OF EXPERIENCES 30
3. Artist student notebook 31
3.1 Drawing a verb 33
3.2 Popcorn films with images and a draw 34
3.4 Classic tales in paintings 38
3.5 Classic tale animated 40
3.6 Comics 41
3.7 Drawing feelings to elaborate my first comic 42
3.8 Writing the final of a comic 44
3.9 Creating my super hero 45
3.9.1 Draft of comic book zine 46
CONCLUSIONS 47
REFERENCES 48
APPENDICES 49

“The day in that the silence was set and my big dream went away”

INTRODUCTION

I started to study at the Escuela Normal de Ixtapan and a new challenge arose in mi life “enjoy what would be my profession” I have never though in being a teacher. I heard my teachers saying “*tener vocación es la clave para ser un buen maestro*” and in this process I found the possibility of teaching English with something that I love; in order to provide support, to spread my enthusiasm and develop a sense of curiosity, my passion for arts, gave the opportunity of inspire, touch the hearts of my students, and know their talents.

In the first chapter I am going to talk about my students, their strengths and areas of improvement, some of the main aspect of their stage, their social context and school characteristics. Moreover the importance of writing a teaching diary and how I choose my topic according to observation practice and first teaching practice.

In the second chapter, I develop some concepts that I consider in English teaching relevant to make the class meaningful for students such as curiosity, imagination and creativity. I took up information from some authors that mention importance of arts to teach to students to be reflective. Also, I respond to some questions such as what is art?, Why does use surrealism painting help students to develop thinking skills? And how it can have a positive impact on their learning process. Moreover, in relation with visual arts I explain general aspects of using drawing and photography in teaching English.

In the third chapter I am going to explain with details the lessons which I worked with visual arts, doing a description of the lesson plan (beginning, develop and closure) also I am going to mention the students´ attitudes during class, some of the questions that students had and the resources that I used to develop each of the class.

CHAPTER I

BACKGROUND KNOWLEDGE

CHAPTER I
BACKGROUND KNOWLEDGE

Currently I am studying the eight semester of the *Licenciatura en Educación Secundaria con Especialidad en Lengua extranjera (inglés) at the Escuela Normal de Ixtapan de la Sal.* According to Plan (1999) the competences that define the graduate profile are grouped into five fields: “habilidades intelectuales específicas, dominio de los propósitos y los contenidos de la educación secundaria, competencias didácticas, identidad profesional y ética, y capacidad de percepción y respuesta a las condiciones sociales del entorno de la escuela” (SEP, 1999, p. 9).

I studied teaching strategies, main characteristics of teenagers, problems with the transition from primary to secondary school and another relevant factors in relation to challenge and the creation of optimal conditions for student´s language learning or how to design lesson plan appropriate to the students´ needs and interest in the following subjects: *Desarrollo de los adolescentes I, Escuela y Contexto Social, Observación del Proceso Escolar, Observación y Práctica docente II, Estrategias para el estudio y la comunicación I, Atención educativa a los adolescentes en situaciones de riesgo, and Taller de diseño de propuestas didácticas y análisis del trabajo docente I, Trabajo Docente II.*

My English teaching practice in the secondary school had important advantages to develop my skills and attitudes through the classroom observation and teaching practice; some of the activities that I did in front of the group were: identification of leaning styles, take decisions to resolve common conflicts in the classroom, support students´ understanding, build up students´ confidence and self-esteem and encourage them to believe that they can succeed and learn English.

In the seventh and eighth semester the challenges and responsibilities increased because I had to be ten hours during the week in front of three groups of different grades attending the*“... la evaluación y la preparación de sus actividades didácticas*” (SEP, 1999, p. 34). During this semesters I coursed two main subjects “*Taller de Diseño de Propuestas Didácticas y Análisis del Trabajo Docente* I” which purpose is to give the trainee teacher the support to design didactic sequences,

elaborate material, write the diary and essay. Thus, I have been reading about art and how to encourage creativity and curiosity on the students in order to write my essay.

1. What is education?

Education is an activity that allows humans to increase their abilities, dreams and think about their personal projects, in this way they expand their options to transform their environment and build the quality of life that each citizen wants. Narro (2012) defines education as "…*uno de los factores que más influye en el avance y progreso de personas y sociedades. Además de proveer conocimientos, la educación enriquece la cultura, el espíritu, los valores y todo aquello que nos caracteriza como seres humanos*" (p. 13). As a teacher I need to be conscious about the importance of education which is the engine of developing in Mexico to improve living conditions and social inequalities; for this reason the secondary school ensures to integrate knowledge, skills and values to solve problems or situations by themselves.

During my teaching practice I have reflected about my performance in teaching to young students in real work conditions in order to attend to what the National English Program in Basic Education (NEPBE) mentions "students have the necessary knowledge to participate in social practices of oral and written language with native speakers and non-native speakers of English through specific skills" (SEP, 2011, p. 20). I attended the NEPBE by adopting attitudes as patience and empathy in the classroom, investment of personal time, continuous search about strategies to teach topics; my commitment to education was evidence the preparation of the sessions and the elaboration of attractive material that allowed students asking questions, and helping them to express their ideas.

1.1 School characteristics

The school where I did my teaching training is called “ESTIC No. 0011 "CALMECAC” it is in the “Salitre” neighborhood which is located in the municipality of Ixtapan de la Sal, State of Mexico.

The school has 12 classrooms, a library, principal's office, two computer rooms, a laboratory, four restrooms and six classrooms for the different workshops (computing, clothing workshop, blacksmiths, carpenter and cooking). Moreover, in the school, there is a sports field, cafeteria and a basketball court which is a civic center.

There are about 40 teachers, a principal, five school counselors (They work with students in the areas of academic achievement, social and emotional development), four secretaries and three janitor. Finally, there are about 500 students.

1.2 Social context

At the beginning of my teaching practice I asked the students of the first-grade group “A” answer an online survey (a student profile) where they wrote their name, birthday date, gender, religion, address, etc. The purpose of this information was to get to know the background of my students, because is important to know who the students are, in order to support their leaning process. Another important factor that I considered was the social context in which the student developed in order to understand their academic expectations, attitudes, behavior and interest that they show in school. In this way I focused my attention on students´ needs and their learning processes. The “*Secretaria de Educación Pública”* (SEP) (2011) mentions that:

> “…*En este sentido, es necesario reconocer la diversidad social, cultural, lingüística, de capacidades, estilos y ritmos de aprendizaje que tienen; es decir, desde la particularidad de situaciones y contextos, comprender cómo aprende el que aprende y, desde esta diversidad, generar un ambiente que acerque a estudiantes y docentes al conocimiento significativo y con interés*.” (*p. 27)

During my teaching practice, to contextualize my students in the English language was an element to facilitate the significant learning, Heckman & Weissglass (1994) comment that "*se ha comprobado que el contexto y las circunstancias sociales son variables importantes que interactúan con las características individuales para promover el aprendizaje y el razonamiento*" (p. 14), for this reason it is important to know where students live and what they do because the social context that each student has can be a support in their educational processes or a limit in their learning. Moreover, each student is unique for this reason it is important to select the most appropriated information, material, also be aware of their ability to process information in order to design the activities that allow them to express in the English language.

> "*El diseño de actividades de aprendizaje requiere del conocimiento de lo que se espera que aprendan los alumnos y de cómo aprenden, las posibilidades que tienen para acceder a los problemas que se les plantean y qué tan significativos son para el contexto en que se desenvuelven*" (SEP, 2011, p. 28).

According to the "student profile", 69% of students live with their parents, a 20.7% just live with their mother and a smaller percentage live with their grandparents. In relation to their religion 100% are Catholic. The 96.6% have enough material to study (dictionary, books, internet, etc.) and the support from their family to do homework. (see appendix No. 1). In addition 48.3% of the students in first grade group "A" have the habit of reading while a 51.7% do not have it

Furthermore, they like working in teams, 58.6 % said it is an effective resource to work but 20.7% said "it is a good way to learn". Nevertheless, during my teaching practice I observed that students had some difficulties working in teams; they found it complicated to distribute roles, they were selective and apathetic, they took too long time to do a task because they have an ineffective communication and some conflicts occur when a student work less than others or a member is not contributing with material. Besides students did not recognize their skills and they lost their creativity when they had to choose an option or take decisions, so this make them feel dissatisfied and angry with the results.

Another point to mention is the predominant municipalities where students come from; 61.1 % are from *Tonatico* and 34.5 % from *Ixtapan de la Sal*, both are towns located in the south of the State of Mexico where the agriculture, tourism and street trade are part of the economy. In the field of tourism it was undeniable that I had to teach my students that English language has played an important role in the development of tourism, for instance: tourist information, promotion of tourist destinations, hospitality and transportation, etc.

A research by The National Autonomous University of Mexico (UNAM) said "there are some 3.6 million Mexican children and adolescents between 5 and 17 years old who are employed, and that six out of every 10 children in Mexico are looking for an "informal but honest" way to survive." If my students need to get a job and they had to work as a waitress, receptionist or tour guide, whether in the sector of restaurants or hotels to cover their study expenses of self-education, one of the requirements in some of the companies is to speak English, for this reason as English teacher I had to motivate my students to learn English and be responsible with my students learning process.

1.3 The Importance of reflective teaching diary.

The reflective teaching diary is an instrument to reflect on what I worked well and why, and what I could have done differently, Dewey (1933) who introduced the term reflective teaching as:

> "Reflection is considered as a thinking process, resulting in creating alternatives of teaching. He further stated that teachers who are unreflecting about their teaching often uncritically accept this everyday reality in their schools and concentrate their efforts on finding the most effective and efficient means to solve problems" (As cited in Pedro, 2006, p. 130)

For instance, I wrote about meaningful learning experiences from my students, aspects of my teaching practice that were not useful, activities that had success, negative and positive student attitudes, organization and distribution of the space and time and its implications in English class. Also, my mistakes about material and activities or vocabulary that were not suitable for the students and how

my students learn or how arts have been useful for their learning process. (see appendix No. 2)

English classes were not always perfect, sometimes I needed to improvise “improvisation in teaching vary from the ability to make spontaneous decisions and solve problems, there and then, to the enactment of concrete instructions regarding what to do” (Mæland & Espeland, 2017, p. 194) and modify my lesson plan to create new ways to catch the attention of my students without forgetting the lesson aim, level of English of my students and their skills.

1.4 About my students in class

There are 40 students, 19 are boys and 21 are girls characterized by being an active group that responds to movement and competition activities. Moreover, they do not like to work in teams but the class environment is positive and the relationship between them is respectful and they really love ludic activities. Furthermore, they like to watch videos, play video games, draw or practice sports like soccer and basketball and also listen to electronic music.

I used a questionnaire in which my students wrote their strengths and improvement areas. The information collected was the following:

Some strengths of the group were:

Ask for help if they needed, respect between the teacher and student, positive attitude to work in class and to learn the language through creativity projects in class, participation during the class, like dancing, acting or singing, like doing community service projects, learning words with songs, and my students

Areas of Improvement:

Difficulties to understand oral tasks, problems in identifying verb tenses and complications in reading comprehension. Also, they have a basic vocabulary knowledge pronunciation and intonation difficulties. Moreover, they felt fear of making mistakes when they express orally-they looked worried of classmates' and teacher reaction, were afraid to ask questions finally, they found difficult to work in teams.

1.5 Adolescent development

According to Piaget (1958), there are four major stages of development: the sensor-motor, the pre-operational, the concrete operational, and the formal operational. It is important to mention this aspects because children enter the stage of formal operations at 11 or 12 years old when their thinking about the world changes. Case (1978), "... the "working memory" of the child increases gradually until 11 or 12 years of age. At this time the adolescent can hold at least five pieces of information in mind while working on a problem" (p. 46).

> "For example, if given the premises "elephants are smaller than horses" and "horses are smaller than dogs," he or she can conclude that "elephants are smaller than dogs" even though this statement does not coincide with concrete reality. A concrete operational child would find it difficult to ignore the "factual" content." (Day, 1981, p. 45)

In the stage of preadolescent students cannot memorize ten or more words in fifty minutes, they are reflective and make decisions, I have to allow them to explore, get experience, solve problems and reflect on what they are writing and give them support and feedback.

1.6 How I choose my topic?

During the first period of my teaching practice I choose the topic of my study in relation to the skills, creativity, likes and dislikes and knowledge of the language that the students showed while they were making some craft activities such as a lap book, puzzles and a memo.

Moreover I applied a questionnaire called "All about me" which consisted in sixteen questions like:

1. What is your name?
2. When is your birthday?
3. Who are your friends?
4. What is your favorite music? etc. (see appendix No. 3)

The majority of the students did not answer all the questions because they did not understand some of the words. However I noticed that some students were writing without any problem. I asked for the meaning of words “candy” and “hobby” and an students said “Miss Jarumi, “*no sé qué dice pero me guie por los dibujos, por ejemplo aquí dice “candy” y hay dibujos de dulces alrededor de la pregunta por lo que pensé que debía escribir el dulce que me gusta*”.

If I had not illustrated the questions, they would not have answered anything, Vygotsky’s (1978) “view that the desire to make meaning through drawings and early attempts at writing is a natural step in a child’s communicative development” (p. 10). According to the answers and the activities that I did with them I noticed that my students did not know how to write words in English nor a description so they were placed in A1 level according to the Common European Framework of Reference for Languages.

Furthermore, when I worked with the learning outcome “Revise short silent films” I told to my students in English “ the next English class will be in the laboratory not in the classroom so see you there and please your homework will be to bring a costume similar to Charles Chaplin” and after in Spanish I clarify doubts.

When the day arrived, the first thing that a student asked me was “Miss Jarumi, *yo traje un saco y un bigote ya ¿me lo pongo*?” their positive attitude started when they felt curiosity. Wright (2001) comments “Our job as teachers is to help children to remain curious, to continually look and reflect, and remain open to new understandings”(p. 86), the fact of the class would be in the laboratory and they would dress up, it moved them; they participated a lot and listened to my instructions with attention. (see appendix No. 4)

Therefore, create connection through art activities and English class was interesting and enjoyable for students, Wright (2001) mentions “creative art activities (…) offer a powerful way of integrating language and action“ (p. 16). During my teaching practice my students and I had the opportunity to wear a costume and use an accessory as a crown and their attitudes were positive and they felt interested and motivated to participate and take part in the class.

Furthermore my relationship with them improved when they saw that I also participated in this kind of activities not only gave them instructions and activities. “Relationships between students and teachers and the climate in the classroom are positively associated with levels of student engagement and academic competence (…) when students are authentically engaged in meaningful, quality work, the likelihood increases that they will learn something new and remember what they learned” (Hancock, Betts & Willms, 2002) (citated by Akey 2006, p. 5)

After all the activities in the classroom and the students attitudes and abilities I decided that the topic of my research would be **“Art as a tool for teaching English”** and it belongs to the second thematic line “Analysis of teaching experiences”

> *“Un trabajo en esta línea demanda al estudiante poner en juego los conocimientos, la iniciativa y la imaginación pedagógica que ha logrado desarrollar durante la formación inicial, para diseñar, aplicar y analizar actividades de enseñanza congruentes con los propósitos de la educación secundaria y de las asignaturas de la especialidad*” (SEP, 2002, p. 20).

In this way I adapted some forms of arts of art to teach English to create didactic sequences

1.7 Purposes of the study

General purpose

- The use of art to learn English

Specific purposes

- Use art to stimulate thinking skills in English language learning
- Use art as a tool to teach English

1.8 Questions

The following questions was the support to develop of the research “Art as a tool for teaching English”:

- Why is important the teaching reflective diary?
- Why is important to know the social context of students?
- Can students lost their curiosity in secondary school?
- What means curiosity?
- An adolescent is curious?
- Are images an optical illusion art?
- What is art?
- How creative and critical thinking are implicated in teaching English?
- What is imagination?
- What is creativity?
- Which are the activities that stimulate creativity?
- Why art is a laboratory of imagination?
- Why a comic is art?
- How to work with photography using these as flash cards?
- How artworks can provoke collaboration in students?
- Why writing is a visual art?

CHAPTER II

LITERATURE REVIEW

CHAPTER TWO

LITERATURE REVIEW

2. What is art?

For many years I have read book covers as "the art of loving", "the art of war", "the art of teaching" but what does art mean? I see art as the way that humans find to express their feelings or show to the world how they think or how they see the society. Through arts I reflected about my own emotions; sending out important messages and inspiring people to delve deeper into their lives. Art is everything. I cannot imagine a world without cinema, music, sculpture and painting. I cannot imagine my life without art.

During my teaching practice when I asked to my students ¿What is art? they answered:

Student 1. "*Es las pinturas que podemos hacer con nuestras emociones"*

Student 2. "*Una imagen con la que alguien se puede expresar"*

Student 3. "*Pintar"*

Student 4. *"Todas las costumbres"*

Student 5. "*Diversion"*

Student 6. *"Toda aquella obra que representa algo"*

Art is a universal language, every student has a piece of art in their mind that enters through their eyes when they see a painting on social media or in a museum, a building in their city, a performance like street theater, also through touching a graffiti or sculpture or listening to music or a poem.

In the classroom students saw an image or a painting before they read the text. Furthermore, students interpreted a song just watching the video without listening to the lyrics. Ewing (2010) believes that "the arts have the potential to transform students" because it helps them to create connections, make predictions and finally they start to make questions.

2.1 Art, creative and critical thinking

Besides, arts increase a teenager's capacity to learn English, particularly in English communication moreover has the potential to develop students' thinking skills. Goldberg (2001) points out "what the artist does through artistic activity is what emancipatory educators encourage: critical, reflective, and creative thinking in the context of society, coupled with expression" (p. 33). Thus, humans are thinking beings, their goal in this world is "the knowledge" about everything around them and about themselves and they use thinking skills "tools in a society characterized by rapid change, many alternatives of actions, and numerous individual and collective choices and decisions" (Beyth-Marom,1987, p. 216).

In this study I going to mention two different thinking skills associated with the mental process that students involve to learn English language and analize art.

In one hand, **creative thinking** is defined in *"Aprendizajes clave"* (2017) as "*Estrategia de pensamiento que consistente en poner en consideración vínculos que resultan poco evidentes entre diversos temas, con el fin de encontrar nuevas perspectivas y concepciones a lo ya conocido*"(p. 319), likewise Alvino (1990) mentions that "creative thinking is characterized by four components – fluency (generating many ideas), flexibility (shifting perspective easily), originality (conceiving of something new) and elaboration (building on other ideas)" (p. 1). Moreover Read (2007) says that creative thinking is "an integral part of language lessons" that:

1. Allows 'hidden talents' to emerge.
2. Increases personal investment and ownership – thus helping learning to become memorable.
3. Develops fluently and flexibility in thinking
4. Allows for humor and fun (p. 10)

In the other hand, **critical thinking** is a process in which there is an analysis and evaluation of the information to arrive in a conclusion. Halpern (2003) defined critical thinking as:

> "The process of determining the authenticity, accuracy, or value of something; characterized by the ability to seek reasons and alternatives, perceive the

total situation, and change one's view based on evidence. Also called 'logical' and 'analytical' thinking" (Alvino, 1990, p. 50).

To understand their differences and to appreciate the relationship I found the following citation "Whereas creative thinking is divergent, critical thinking is convergent; whereas creative thinking tries to create something new, critical thinking seeks to assess worth or validity in something that exists" (Beyer, 1987, p. 35). While critical thinking allows students to evaluate an reflect and interpret the art creative thinking invites them to take ideas to create their own art work.

2.2 Art in the classroom

2.2.1 Optical art illusion

During my teaching practice I used interesting images with optical art illusion to develop creative and critical thinking.

> "An optical illusion uses form and shape perception orientation to compose different objects. The object combination modes of plane view images include, separation, contact, overlapping, transparent overlapping, combination, reduction …" (Leborg, 2006; Lauer, and Pentak, 2007; Tanaka, Kurumizawa, Inokuchi & lwadate, 2000) (citated by Wang & Wang, 2012, p. 232) (see appendix No. 5)

This kind of images have visual effects that made them attractive for the viewer eyes in this case the students holding their attention and analyze the composition of optical illusion design because it is a "visually understood differently than how they manifest in reality" (Abdul, 2019, p. 58). To work with them is necessary use a projector to be better appreciated the images or give the students printed material; doing a brainstorming or making questions according to the optical illusion in order to know the learning of the students.

For example: I showed them some titles and I asked them some questions "Elephant Legs"; How many animals do you see in the images?, "The Animals"; What do you see?, "Color Blindness"; What number do you see in the circle?, "My wife

and My Mother in Law"; How many figures can you see in the images below?, "Snakes"; Are the circles moving in the images?, Which colors can you see?.

Moreover, in my class students used phrases to describe the images such as "I can see …" and "there are… / there is…", they made speculations about how many animal they saw or which colors they thought they were seeing. During this activity, I could recognize which was the vocabulary they did know as to colors, animals, letters, geometric figures and members of a family.

2.2.2 The use of paintings in class

The surrealist paintings to discuss in class were: "The enigma of Hitler"; "The persistence of memory" by Salvador Dali, "I and the Village" by Marc Chagall and "Guernica" by Pablo Picasso. This type of art allows the students to make free associations; their interpretations depend on their own perception. The surrealism paintings is a mix of visual images of objects and events influenced by dreams or hallucinations etc., in words of Aragox (1974) surrealism is explained as:

> "…the immoderate and impassioned use of stupefying image, or rather of the uncontrolled provocation of the image for its own sake and for the element of unpredictable perturbation and of metamorphosis which it introduces into the domain of representation, for each image on each occasion forces you to revise the entire universe" (p. 77)

Students were able to appreciate the great art works as "Dogs playing poker 1821","Rat catchers" and "Sleeping beauty" we talked about them but some of the students found it difficult because they see art a loss of time.

Despite that arts opens minds and promotes the discussion in addition to "high levels of analysis and also challenges students to explore themselves" (Ruiz, 2010. p. 2) It always depend on the students 'willingness to guess the meaning, to take risks in the interpretation, and to feel curious and surprise.

For example in a class, I asked students to observed the image of the painting "A Sunday Afternoon On Island of La Grande Jatte" by Georges Seurat. I talked with the students about Information of the artist and year in which it was created, I described the scene with their help asking them "What can you see?" so students

mentioned vocabulary like: park, dog, people, three, green, umbrella. After that I used these vocabulary to complement some phrases as the following: “The painting was taken in the park”. This kind of painting was a good choice because it contains many objects and people.

The painting promoted collaboration between students because there was vocabulary that some students had not seen in the painting and asked to their classmates for example a student said in class “*Donde esta la niña con* white dress?” and somebody answered “*esta a lado de la señora con el paraguas* red” the student who asked started to analyze the painting again and despite their question was not in English he used the a word of the vocabulary and he had to know that red was *“rojo”* to find the girl with a white dress. . This collaboration often uncovers details that were missed and furthers the enjoyment and understanding of the total experience. (Zimmerman,1985, p. 35)

Additionally, the use of art works encourage students to use a wide range of vocabulary, students described what they saw in a painting using as many different words as possible. According to Ruiz (2010) “… the visual arts can be successfully integrated with reading, writing and oral communication to increase literacy development and foster higher order thinking skills for English Language Learners” (p. 4).

In the classroom the use of art does not only mean making a drawing or a painting, there are multiple ways; for instance: creating a models with plasticine, clay or mud, take photographs imitating and recreating them with different materials, performance a dramatic skits, an improvisations or a short films, do a street art as murals and listening to music or a poem; another ideas can include as making puppets, masks or costumes.

Finally, art has been seen as a means of knowledge “awareness or familiarity gained by experience (of a person, fact, or thing)” (Biggam, 200, p. 2). Students can hate or love a piece of art, they are free to agree and disagree, to build on one and another’s ideas, or to put forth interpretations based on their own life experiences.

2.3.1 Imagination

In the English learning process, imagination without knowledge is anything. Student can have a lot of ideas and stories, they can make hypothesis in their mind with just see an art work but the most difficult moment for them is when they have to write, why? According to The Journal of Russian and East European Psychology (2004) “the adolescent in this stage he start to adopt critical attitudes and he begins to be dissatisfied with the objective quality of his writing and stops doing it” (p. 36).

My challenge as a teacher was to motivate students to write, encourage them to imagine and then, to help them to master the techniques of writing and make connections between the present and their previous learning, their home and school and between subjects across the curriculum.

Art is a laboratory of imagination, in collaboration with senses and memories. The Journal of Russian and East European Psychology (2004) explain “the imagination depends on experience, on needs, and the interests in which these needs are expressed” (p. 29). Imagination is present in class, every day I use the word “imagine” in questions like: imagine what did Van Gogh felt when he cut his ear? Can you imagine the most beautiful place and write a description about it?.

2.4 Creativity

People told me “you are a very creative person” or I hear teachers saying “my students made their task with a lot of creativity” but what does creativity means? What do I have to do to stimulate creativity in my students? And how does it help in their learning English process? The memories that I have about my elementary school life are the ones where the teacher planned activities, such as dancing with my classmates wearing costumes of animals or cowboys, painting my hand in a big paper etc.

Furthermore, in high school I remember my Mathematics teacher who in each class told us a funny or curious story about his academic life in his university, at the end he finished with a powerful message; I used to laugh with my classmates or

reflect about the importance of study to help my family or follow my dreams. I do not know if he invented each story but I still remember his facial expressions, voice, and behavior in his teaching maybe now I do not remember mathematical operations but I remember how he stimulated my creativity by stories, short quotes or a problem. Drevdahl (1956) describes creativity as:

> "The capacity of persons to produce compositions, products, or ideas of any sort which are essentially new or novel, and previously unknown to the producer It can be imaginative activity, or thought synthesis (…) It may involve the forming of new patterns and combinations of information derived from past experience, and the transplanting of old relationships to new correlates It must be purposeful or goal directed, not mere idle fantasy—It may take the form of an artistic, literary or scientific production."(p. 22)

When I started my education as a teacher I understood the value of stimulating every day my students showing them a picture, an object, reading a text of a short story, asking a question, planning a problem or some combination of these. As a teacher it is necessary to break with traditional teaching and encourage creativity. In my English practice, I used a crow, a costume, I sang, I danced in front of my students; I was not afraid of looking ridiculous Maley (2010) mentions:

> "… If we want our students to sing, we must sing too. If we want them to act and mime, we must act and mime too. If we want them to write poems or stories, or to draw and paint, then we must engage in the same activities as they do. If we want the bread to rise, we need to provide the yeast"(p. 7).

2.4.1 Creativity in the English learning process

The creativity of my students were influenced by a lack of development lesson sequence, limitations in the use of media and resources as well as time to do the activities, their feelings, the teacher´s character and their behavior and peer influence.

> "…Creativity is even more important for a teacher of a second or foreign language as it can help to achieve the affective and cognitive engagement vital for language acquisition as well as helping learners to understand language used for natural communication and to use language for effective communication themselves" (Tomlinson 2010 p. 24).

Creativity enriched learning in my students and in myself to create original ideas, but it was necessary to stimulate it through positive expectations about their results, showing confidence and faith in the students´ abilities. Developing creativity in English classroom have benefits such as:

1. Increases children's engagement and motivation in studying a foreign language.
2. Makes language learning enjoyable and memorable.
3. Develops qualities such as patience, persistence and resourcefulness (Read 2010, p. 29).

Moreover students need "building up" positive self-esteem through recognizing their individual strengths, valuing their contributions, respecting divergent views and establishing a classroom community in which collaboration and interaction are a norm"(Maley & Peachey, 2010, p. 30). In my teaching practice I worked with their creativity, asked them the question "how would you improve this?" when I showed them and example of the final product, they thought in many possibilities and looked at things from different perspectives. Another things that I did were:

- Changing the routine, working the English classes in different places for example in the civic yard, laboratory or library with work individually or teams.
- Using a variety of resources: videos, songs, customs, worksheet.
- Giving the students the opportunity to participate for example changing characteristics or do suggestions of final products without judging their ideas, having flexibility in thinking. In other words monitoring their work, and being flexible enough to change to a different approach (Sullivan, 2001, p. 56).

- Brainstorming of ideas, giving the students the liberty of writing on the board, on the floor of the school yard with chalks or in a big paper with crayons or pencils.
- Doing competitions between students
- Giving them material, working with realia, founding new uses for everyday things.
- Playing music they like or do not usually listening.

Today is easier to be creative thanks to the internet and social media, there are many free recourses. In some of my classes, I showed my students some artworks to open their minds and feeding their knowledge about the world; no matter who they are, where they are, and what they do, as long as they have an idea. Moreover, if they have a mobile phone, they can share their work with another students or teacher who can give feedback to the student.

2.5 Curiosity

If I ask myself when was the last time that I did something for curiosity? and what did I learn? my curiosity about "curiosity" began in "Consejo Tecnico Escolar" which is "*una oportunidad para que el personal docente, bajo el liderazgo del director y el acompañamiento cercano del supervisor, discuta y acuerde en torno de los desafíos que le representan los resultados que obtienen los alumnos que asisten a la escuela*" (SEP, 2013, p. 5) there were some comments about that teacher in secondary school teachers do not promote curiosity.

I consider that curiosity is to have love for knowledge. It starts when students find something interesting and they started searching for more information about the topic. The Journal of the American Academy of Child Psychiatry (1984) points out that curiosity is a "powerful motivating force in human behavior" (p. 1) so being curious means asking "why?" an making an exploration to respond our own questions. According to Beiser (1984)

> "The adolescent's curiosity will be encouraged and directed into areas both personally and socially valuable, showing consideration for self and others. It

is important to remember (…) They may write journals or diaries as part of this new curiosity, some of which may have literary value" (p. 519).

What happens with adolescents? Why if I asked the students "Do you have any questions" they did not say anything, If "young children ask many questions, and those questions are often successful in gaining some information" (Choinard, Harris, Maratsos, 2007; Cosgrove & Patterson, 1977, p. 1). Why adolescents prefer not find answers? Why they feel that they have to be careful when they express their doubts? Is the fear of being judged greater than their curiosity? Attract the curiosity of forty students is complicated in this stage but not impossible, art is a way to involve their feelings, creativity and critical thinking.

2.6 Visual arts

Visual arts involve, drawing, animation, comic, photography and writing. "The visual arts enhance language development by offering non-verbal methods for communication and understanding and by providing a platform for students to create mental images" (Ruiz, 2010, p. 2). In this way students have the opportunity to explore and analyze an art work to interpret and evaluate it.

2.6.1 Drawing

When students draw they have to look and discover the world around them, they see what is actually there. They situate themselves in the world. They use observation, thinking skills and sometimes memorization. Students keep stories in their minds and not in a camera and they can discover extraordinary beauty in ordinary things.

Language is probably the most powerful tool of expression that humans have but drawing was the first way to communicate necessities nowadays we know how "our ancestors" (Shuman,1990, p.16) lived. Drawing is usually thought of as a form of personal expression which other people might or might not understand and enjoy.

However, drawing and designing can also be used as a way of communicating a specific idea which is readily understood by other people" (Wright, 2001, p. 15) For

example in a class students have to create a super hero, firstly we checked vocabulary to create it but it was not enough to the students to communicate how they wanted their super hero; the strategy that I took was asked them to draw how they imagine their hero in their mind and after write short sentences describing their characteristics. First, students who drew before writing tended to produce more words, more sentences, and more idea units, and their overall writing performance was higher than the students who wrote without drawing (Norris, Reichard & Mokhtar, 1997, p. 13).

Every student can draw with different perspectives “a youngster´s drawing is a youngster thinking” (Williams, 1992, p. 1). Drawing is an international language and it is very useful when students need to convey an idea without using words. They can lead other people through their personal expression to connect them and understand their ideas. It is important to keep their drawing very simple.

In my experience as a teacher I observed that students had high expectations about drawing, when I used it as an strategy I reflected with my students that they did not need to do a perfect drawing because they got very frustrated when their drawings were not good enough I told them “*se trata del mensaje que quieren transmitir, del proceso que hace su mente entre relacionar un texto o palabra para poder representarlo*” The ‘Draw and Tell’ task, according to Barrett and Smiegel (2012) “it was an important strategy for the children to express their ideas that their arts engagement is cognitively, emotionally, socially, physically and aesthetically fulfilling” (p. 44).

2.6.2 Animation

In this way I would like to mention that during my teaching practice I used some “animation” with the use of videos of Walt Disney Animation Studios. The use of Animations is another kind of art and I mention it in this part because “Drawing is a key component of ‘traditional’ practice in classical animation that is sometimes seen as an outmoded form lacking relevance to a digital age.” (Hosea, 2010, p. 1)

> “The art of animation is the creation of moving images through the manipulation of all varieties of techniques apart from live action methods. This independent art, whatever its manner of expression –in theatres, on television, in education or children’s film, etc.” (ASIFA, 2014, n. p.) (citated by González, 2018, p. 110)

In class I played an audio, it was relate to cartoons and famous phases of Walt Disney Animation Studios, firstly they wrote words in their notebook that they listen, after that I wrote them on the board, then, they choose one of them, and interpret next, the guessed which cartoon said the phrase, finally they created a poster. (see appendix No. 6)

My students watched videos such as “kitbull” and “Mr. Indifferent” with animated cartoons. During my teaching practice I worked with printed material with images, they ordered the scenes, matched vocabulary and images and describe it with short sentences, also, they listen to dialogs of some cartoons and they identified the vocabulary such as feelings and verbs. (see appendix No. 7)

2.6.3 Comics

In my last teaching practice I worked with comics, a visual art that mix drawing and writing.

> “Comics are often defined as sequences of images— “sequential art” or “sequential images”—that combine to tell a story using graphical means. It is therefore a visual communication medium, and, by virtue of being popular particularly for children and teenage audiences (...) Furthermore, the visual language of comics is often clear, concise, and intuitive” (Zhao, Marr & Elmqvist, 2015, p. 3).

For example in a class I gave them a strip comic with four panels, in this activity they read the dialogs and they had to complete the last panel giving their own final or in other words a different ending to the story, drawing and writing their

own bubbles to do it; they read key words and saw the drawings, and finally reorder the panels.

> “Comics provide narrative experiences for students just beginning to read and for students acquiring a new language. Students follow story beginnings and endings, plot, characters, time and setting, sequencing without needing sophisticated word decoding skills. Images support the text and give students significant contextual clues to word meaning.” (Comic in life in education, p. 1, s.f) (citated by Estrada, 2019, p. 35).

Moreover in my teaching practice my students elaborated a comic book zine (see appendix No. 17), drawing with their own cartoon after to teach them the use of speech and though balloons and another parts of the comic like motion lines, highlights and onomatopoeias, gutter, panels and caption.

2.6.4 Photography

The importance of photographs has increased enormously. According to Monroe (1993) “photography provides a way to learn about culture and the relationships within the culture” (p. 29). Every photo has a powerful story behind it. Through photos students can take their body and minds to know the most remote and traditional groups or places on the planet.

Moreover, the photography has the power of bringing us memories, moments are in the past but can be revived in our minds in the present, also, photography shows people who passed away and that nowadays are an inspiration for many of us. In the same way, the image or picture are a visual representation of a photo, photography is a technique of visual arts, Gangwer (2009) underlines, ”our students think in pictures, see in pictures and communicate in pictures” (p. 44). Students are surrounded by photos in social media, they live in a visual world; using stickers, memes, taking selfies etc; they are a “visual generation” (Donaghy & Xerri, 2017, p. 9).

For English classes I had to be careful at the moment of selecting a photo, I had to think if the picture will help me to encourage students to discuss. I used photos to give instructions, follow the process of a recipe, and check the sequences of an activity. Furthermore, students took photos of themselves representing a verb or feeling Ingledew (2013) mentions that:

> "The brilliant thing about photography is that anyone can take pictures and every photographer has the chance to create images in his or her own unique way. Photography is a potent and powerful force, able to tell huge stories in single images" (p. 6).

Taking a photo was easier for students, there was a possibility to discover what was important for them; such as their family, toys and pets. After that, I asked students to describe why did he/she took the photo. Using the photo as a tool in the first grade was important to be clear with the characteristic; showed them a printed photo as an example.

2.6.4.1 The use of the photo as a flashcard.

During my teaching practice my students used the photography to do flashcards which have some advantages in teaching English, for instance "they can be used for consolidating vocabulary; are motivating and eye-catching; and provide visual link between L1 and the target language "(Haycraft,1978 p.102 & Cross,1991, p.120 citated by Ika & Novianni, 2016, p.11)

I used this material for two weeks, students discussed the photos, guessed the verb or feeling by watching the image (I pasted three different flashcards on the board and a student choose one of them to imitate and the other students guessed it), another activity was imitate the sound of the feelings like angry, surprised, sad and sick or saying the word slowly or faster and matching images with vocabulary.

Before to do the flashcards I showed the students some photos of Charles Chaplin doing different activities and expressions, I was teaching them the topic of "silent film era" and my intention with this activity was that the students reinforced

their vocabulary about verbs (see appendix No. 8) and feelings (see appendix No. 9) and allowed me to know their skill using technologies.

In this way, in relation with the characteristics that have to have flashcards Kasihani (2007) “Flashcards is cards measure A4 papers amount to 30 to 50 cards. Every cards are contain of picture and name of it picture. Usually flash cards grouped appropriates with it varieties, for example group of picture fruits, vegetables, part of body, animals, transportation, etc.”(p.109). Moreover “The pictorial form of flashcards is chosen with assumption that pictures give a clear concept of what a word or structure may mean” (Halliwel, 1992, p.41 citated by Rahmasari, 2016, p. 2). However the characteristics of the flash cards that my students elaborated were:

1. The flash cards were print in black and white and in letter opaline sheets.
2. The lettering font had to be large and clear.
3. The student had to appear in the photo representing a being feelings or a verb.

I noticed that some students had difficulties with this activity because some of them had cell phone but did not know how to use “Microsoft word” I think this activity can be more effective in third grade because the first grade still does not have knowledge about the use of some computer programs. However, most of the photos were according to the assigned, those had a verb or a feeling but those did not have the characteristics that I have mentioned.

2.6.5 Writing as an art

My students wrote short sentences appreciating artworks or seeing videos with animation; they wrote a comic with a story using their imagination, I consider writing is an art form because is a human expression that provoke reflection.

> “…writing is like all the other arts in this regard: all are composing activities and therefore require invention. Just as composition in speaking and writing has to do with ordering words, so composition in music has to do with ordering

sound, and drawing or painting has to do with ordering objects in space, and so on." (Hobson, 1998, p. 2).

Writing is a way of expression that requires an organization of graphic signs or group of words to give them a meaning, it can have the same impact of influence in a society than drawing of photography. Shuman (1990) mentions that writing is a "composition, the development of skill in forming concepts and shaping them and recording them in some relatively lasting form" (p. 15).

In my lesson plan I always felt afraid of developing a writing in class and I felt the same as a student. The fact of only building a sentence involves to have knowledge about vocabulary and grammar. Moreover follow the process that many authors propose for example Grenville (2001) mentions six steps:

1. Getting ideas (in no particular order).
2. Choosing (selecting the ideas you think will be most useful).
3. Outlining (putting these ideas into the best order—making a plan).
4. Drafting (doing a first draft from beginning to end, without going back).
5. Revising (cutting, adding or moving parts of this draft where necessary).
6. Editing (proofreading for grammar, spelling and paragraphs) (p. vii).

Spend time in this process can be frustrating. Many times I told to my students "Be patient is the key, your writing won't be perfect at the first time".

In my English practice I worked with writing in short forms, it means students wrote sentences using recently vocabulary and grammar to reinforce and practice them. "Just the act of writing sentences makes them think about the new grammar or vocabulary in a more considered way that if we asked them to provide instant spoken examples" (Harmer, 2006, p. 33). I noticed that students were more attractive to write "creative, social and personal writing" (Hedge,1998, p. 95)

- **Creative writing:** It is mainly for oneself but which may be shared with others (Hedge,1998, p. 96) for instance songs poems, short stories, memoir, interpretation of images, drama. It is about self-expressive entertain and share and experience.

- **Social writing: it** is a category which includes all writing that establishes and maintains social relationships with family and friends; that is, personal invitations, notes with congratulations, condolences, and telephone massages (Hedge,1998, p. 96)
- **Personal writing:** This writing is for our self, and includes various kinds of aide-memories, as well as diaries and journals. “These writing activities would normally be carried out in the first language but there may be good motivational reasons for using them in the foreign language classroom” (Hedge,1998, p. 95) another example of personal writing are: shopping list, reminder for oneself, packing lists, addresses ,recipes.

2.6.6 Artist´s student notebook

In this way I used “Artist´s student notebook” which is an interactive notebook of medium sized which students wrote about themselves, their family, dreams etc. using drawings or photos. (see appendix No. 10)

> “An interactive notebook is a tool students use to make connections prior to new learning, to revise their thinking, and to deepen their understandings of the world around them (…) provides a space where students may take what is inside their brains, lay it out, make meaning, apply it, and share it with their peers, parents, and teachers” (Marcarelli, 2010, p. 2).

Their objectives and interactive notebook according to Marcarelli (2010) are:

- Increase student thinking and achievement.
- Provide a means of communicating, tracking, and assessing.
- Reflecting the work students do. Interactive notebooks provide a window into the minds of students to reveal their true understanding and their misconceptions, and
- Provide an opportunity for teachers to open up new horizons for their students to explore.

Most of students wrote about themselves, their pets, favorite colors, movie etc. They draw and used color sheets. “The best way of motivating children to write is to give them plenty of opportunities to write in a variety of contexts and to encourage them to share their writing with others” (Reilly & Reilly, 2005, p. 8) I believed that “Artist´s student notebook” was meaningful for students because they were free in the use of different tools and surfaces for writing for instance a student used paper of different sizes and colors, another student used drawings and their favorite pencils to write. Sometimes students did not what they could write in the “artists’ student notebook” and in this case was necessary give them a specific task; for instance: a) Found a painting on “google arts & culture” and with common objects try to imitated it, take a photo, paste it on the artist student notebook the original and your imitation, write as many words that you can think to describe it. b) Listen a song in English, chose your favorites parts, write it using different colors and with photos of your friends family represent it. c) Did you remember the cloud with form of an elephant? See the sky, found figures of animal, people or objects, take a photo and search the vocabulary. You can also find spots in your home, street, school that have figures you can use it.

In this chapter I discussed the relation between thinking skills and arts, made comments about the impact of stimulate creativity in English learning contrasting my experiences of my teaching practices with different authors. In this way I see the use of art as an opportunity to open minds, provoke the discussion and collaboration between students.

CHAPTER III

ANALYSIS OF EXPERIENCES

CHAPTER THREE

ANALYSIS OF EXPERIENCE

In this chapter I explained my experience using art for teaching English in the first grade of secondary at the middle school ESTIC. 11 “CALMECAC”. The characteristic of each class are: name of the lesson (according to the different arts saw in the second chapter) introduction (contextualization of the reader describing the lesson in a short form, material used and previous learning of students) development of the lesson (narrating of the beginning, development and closure of the didactic sequence using the teaching diary as a support instrument, adding students comments or instructions) and reflection (description of difficulties, proposes to improve material or activities).

3. Artist student notebook

An interactive notebook is an instrument in which students share a free production in English in a creative way, they could use different kinds of arts such as photography, drawing, doing a comics, describing a photo or a painting. The purpose was use it as an instrument of evaluation I read it and identified the progress of my students to reinforce areas of improvement in class. Was shared for students each lesson; they took the notebook, they did their work and shared it with another classmate the next class.

- **Topic:** free writing
- **Lesson Aim:** students will be able to produce a free writing
- **Grammar aspect:** none
- **Skill to work on:** writing
- **Product:** one page with their production

I read the following text which accompanied the artist student notebook and explained what students had to do, what they can use and who can help them,

previously I explained the students in English and I showed them my example, the text was written in Spanish with the purpose that when they got home their parents would read it too.

¡Hola! soy la "artist´s student Notebook"

En mi podrás escribir en inglés todo lo relacionado contigo, escribir canciones, adivinanzas, alguna frase de tu personaje de Disney favorito, describir a la persona que más admiras ya sea un futbolista, científico, artista o algún miembro de tu familia, algún sueño, investigación sobre vocabulario que te interesa saber en Inglés, hablar sobre tu mejor amigo, mascota etc. Puedes usar recortes, confeti, crayones, fotografías y hojas de colores. Ten cuidado con los marcadores y la pintura acrílica.

Como voy acompañarte hasta el fin de año, necesito que me cuides mucho, y que no te olvides de llevarme siempre en tu mochila. Deberás entregarme con tu maestra de Inglés al inicio de cada clase. Mientras este contigo soy tu responsabilidad, no me rompas o pierdas.

Puedes pedir ayuda a tus papás o cualquier persona que te brinde apoyo, también puedes consultar algún maestro de inglés, hacer uso de internet o diccionarios. Recuerda que tu maestra espera mucho de ti, deja salir tu creatividad y no tengas miedo de cometer errores. Te recuerdo que todo lo que escribas en mi será en inglés, puedes guiarte de los modelos que tu maestra ha realizado en las primeras hojas. Por último, solo podrás usar una o dos páginas.

"Querido alumno (a) los resultados que consigas serán directamente proporcionales al esfuerzo que aplicas recuerda que éxito es la suma de pequeños esfuerzos que se repiten cada día."

Miss Jarumi.

Reflection:

There are classes where students finish their activities before and one or two students can share their task that they did on the artist student notebook in this time.

The fact of not only writing in their notebooks or from the exercises books. motivate students to be more creative and the idea of another students would see their work create in them more agreement to work together sharing a part of them in the artist´s student notebook.

However, In my teaching practice I chose the students who would write on the notebook but sometimes I forgot to ask for it. A good solution for this would be to do a list with the students name and day in which student have to share the notebook with another classmate.

Students need to see an example of every activity but sometimes they think that have to be identical despite of the instructions they do not use different materials or types of writing.

Revising and editing. Despite the “artist student notebook” have the objective of to be a free writing without drafting to identify the process of the student to work in an autonomous way some students will ask for their corrections. I would make copy identifying mistakes and student would correct it in their English notebook.

3.1 Drawing a verb

The following strategy was taken to improve the knowledge of students in relation of verb tenses.

- **Topic:** verbs
- **Lesson Aim:** students will be able to increase their vocabulary of verbs using drawings
- **Grammar aspect:** none
- **Skill to work on:** writing
- **Product:** verbs and drawings

Every week I gave the students a paper with six verbs in their three tenses (base form of the verb, past simple and past participle) in a sheet of their notebook,

students wrote the date and pasted the paper and in the second week of my first teaching practice I started with this activity.

I told them *"Cada semana les dare un papelito como este ¿que haran? Investigar el significado pero no en el traductor, ni en el diccionario, entraran a Google, en la opción de imágenes y escribirán el verbo después de ver las imágenes ustedes interpretaran el significado, finalmente volverán a escribir los verbos con su letra y lo representaran con un dibujo, será su tarea de cada semana tienen cuatro días para realizarla, la reviso los días viernes yo determino el valor*" after that I showed my example which I did in my teaching journal. The first week only fifteen of forty students gave me the task, in the second week were twenty students. I decided to put this vocabulary in their first exam some of them were disappointed because they lost fifteen points.

The student who did their task every week were happy some of them said "fueron quince puntos regalados maestra, me acuerdo que con el verbo de "eat" *yo intente dibujar mi comida favorita que es el espagueti, me quedo muy fea pero cuando vi el verbo, pensé en mi dibujo y sabía que significaba".* I really liked his activity because students were free in choosing what they could draw, some of them made connections with their interest for example with the verb "play" they drew a soccer ball or a student who loves Japanese cartoons their representations were always about them. (see appendix No.11)

Reflection:

I consider that this activity had benefits for each class because students could recognize verbs without the necessity of found it in their dictionary, they remembered they draws and think in the meaning. It is important being constants and give them a value in the evaluation or include the verbs in their test.

3.2 Popcorn films with images and a draw

This was my first class with the first grade group "A", I was insecure because I did not have a lot time to the class I observed them just two classes during the observation practice because there were some changes with the groups.

- **Topic:** short silent film
- **Lesson Aim:** students will be able to explain what kind of movies they like
- **Grammar aspect:** none
- **Skill to work on:** speaking
- **Product:** dialog

Beginning:

I started this class asking my students if they liked to watch movies then I gave each student twelve little images of posters about different types of films for instance with drama. Also gave them a poster of the movie for drama “the miserables” for horror “It chapter II”, action “Fast & furious”, adventure “Journey to the center of the earth. Same planet. Different world”, science fiction “Guardians of the galaxy”, romantic comedy “How to lose a guy in ten days”, romance “Me before you”, comedy “The hang over”, western “The ridiculous 6”, war “Fury”, animated “The grinch”.

The students wrote the topic “Types of films”, they drew a popcorn box in the middle at the bottom, they divided their notebook in two columns I like.. /I do not like…” after this they cut and paste the images in the columns according to their likes and dislikes. While I was monitoring their work, they talked about what movie they saw and which was their favorite movie.

I asked the students “What were their favorite’s types of films?” and we did a brainstorming of types of films that were written on the board in English and Spanish after I had previously the name of types of films in sheets, I gave to some students the sheets and to others I gave them posters of the movies, I told them “a los estudiantes que les entregué los posters y las palabras, por favor levántese y busque el poster que creen que le pertenece a ese tipo de película” they walked around the classroom, between the lines, in front of the board and when they found the correct match poster/type of film they ask me “¿Miss, estamos bien?” but I did not answer them, I asked to the class “what do you think, animated with the grinch, is it correct? And the others students said “yes” or “no” finally students pasted the posters and sheets of the types of films on the board. All the students wrote the

vocabulary matching the images with each type of film. These activities took more time than I expected, the next class I continued with the lesson.

Development:

I started asking my students about previous vocabulary while showing them the poster of movies they were supposed to aloud the type of film, I told them "*imaginemos que un primo o amigo que vive en el extranjero y que el idioma ingles es su primer lengua les dice "hey! What kind of films do you like" ¿cómo le responderían*?"

I wrote the following expressions on the board:

I am (not) a big fan of…

I really (do not) like…

I quite like…

I am (not) really into…

I cannot stand

We read together the expressions, the students wrote them on their notebook and chose three of them to complete with their favorite kind films.

Closure:

I told my students "*bien, ya sabemos cómo se llaman algunos tipos de películas, conocemos la expresión para responder si alguien nos pregunta "what kind of movie do you like and we have the name of some movies" ahora si estamos listos para tener una conversación sobre el tema"* I wrote a dialog and explained them in Spanish and I told them they would work in pairs.

The students worked in pairs, chose a film and they talked about it using the next dialog:

A.- What is your favorite film?

B.- I really like…

A.- Really?, What type of film is it?

B.- I think is… I enjoy watching this kind of films, what kind of films do you like?

A.- Awesome, I quite like…

I chose two pairs to present the dialog in front of their classmates.

Reflection:

In this class I noticed that student linked their draw of the popcorn with cinema and it means that the use of draws had success however I had to mention that students spend much time doing it and it is important being very specific which the characteristics and it is possible show them and example in a notebook not in the board.

3.3 Charles Chaplin sequence of photos

I loved this class my students and I used a costume of Charles Chaplin with the purpose of making de class meaningful. Previously I prepared the resources that I was going to use in the laboratory. The last class I gave the students a movie ticket "meeting Charles Chaplin" with instructions about where the class would be and what they would be using, and also I told them their homework "see a video of Charles Chaplin and write their biography".

- **Topic:** silent film
- **Lesson Aim:**
- **Grammar aspect:** none
- **Skill to work on:** writing
- **Product:** sequence of photos

Beginning:

When I arrived to the classroom the students were excited and worried for example a student told me "*Miss yo solo traje un sombrero ¿teniamos que traer todo el disfraz de Charles Chaplin?"* I answered "*En su boleto decía que podían traer solo una cosa o todo (Bigote, baston, sombrero o saco) según lo que tenían en casa o pudíeran conseguir"* another students told me "*miss, entonces ya nos podemos poner lo que trajimos?"* I aswered "*Si, preparen sus cosas y los veo en laboratorio*".

When they arrived to the laboratory I did not talk with them I only point them with my hand in my mount "silence" they understood that I did not talk because I was Charles Chaplin.

I prepared a presentation with images of photos and few information about Charles Charles. If they asked something about the meaning of a word I pointed the

images related to the word and I did mimic. The students took notes of information about Charles Chaplin. They did few questions because most of the students did their homework about who was Charles Chaplin

Development:

I played the video “the kid”, I gave the students a worksheet with scenes of the video and sentences in disorder. I read instructions. The students organized the scenes and sentences while they saw the video. We checked the order of the scenes.

Closure:

The students linked scenes and sentences in tenses present continuous that also were in their worksheet

1. The baby is crying.
2. She is looking for her baby
3. The kid is drinking milk
4. The boy is cutting his nails
5. The police man is watching the door
6. The kid is breaking a window
7. They are running away

This activity was difficult for some students because they did not remember the verbs or they did not do their drawing of verbs of every week. We checked the sentences fastly.

Reflection:

In this lesson I had the mistake of gave them the answers of the last activity and the students and I did not reflected them . However the use of the scenes of the movie of Charles Chaplin helped the students to elaborate their flash cards of verbs and feelings with their own photos. The use of the customs was stimulate their creativity and curious.

3.4 Classic tales in paintings

The previous class I told them “*Imaginen que estamos en un museo y se encuentran con un importante crítico de arte y esta persona les pide que escriban una carta*

describiendo su pintura favorita ¿Como describimos una pintura, que expresiones usamos? o en otra situación salieron de viaje con su familia pero al entrar al mercado de artesanías ustedes pierden de vista a su mamá y les llama por teléfono que es lo que dicen si ella les pregunta ¿Qué hay en donde estas, yo voy por ti?, a student said " *Yo miss yo diría que … bueno voy a usar la imagen que tiene la portada de mi libro, diría que puedo ver muchos colores que hay caricaturas y animales"* I told them *"Exacto, usamos la palabra "hay" hay un perro ,hay algunas personas y demás, por eso hoy aprenderemos como decirlo pero en inglés*" I taught them the use of "there is" and "there are", I gave them some examples using objects of the classroom such as pancils, pencil case, books, windows etc.

This was my second class working with the topic classic tales and implementing images of paintings. To make my material I found paintings which represent princess and classic tales as "Sleeping Beauty" and "Goldilocks and the three bears".

- **Topic:** classic tales
- **Lesson Aim:** students will be able to use there is and there are to describe an image.
- **Grammar aspect:** none
- **Skill to work on:** reading
- **Product:** description of paintings

Beginning:

I showed some paintings to the students such as:

1. Dogs playing poker 1821
2. Rat catchers
3. Sleeping beauty
4. A Sunday afternoon on the Island,1884
5. Rain´s rustle in the park
6. William Williams "Will penmorfa, 1826" (see appendix No. 14)

I wrote below them words about things that appear in the paintings. While they saw it they commented which painting they knew. I read the vocabulary and I cleared doubts.

Development:

I explained the students again how to use there is and there are with some examples related with the painting because the last class fifteen students skipped to the class for evaluation they were doing an exam. I gave the students a printed painting. The students found their painting and described it using there is and there are.

I gave them a title of a classic tale. Students read their title. Students looked for the meaning of key words in a dictionary. For homework students created a painting with their classic tale and wrote some sentences using there and there are.

Reflection:

The use of paintings that I mentioned give them the students the elements to write their sentences but after this class I decided used optical art illusions and surrealism paintings which were more extractives for students. Moreover it was a positive collaboration between students when they wrote their sentences and search vocabulary. Was important write the example step by step because there was confusion in the use of “a” and “and”. Finally I saw their progress in relation to understand how to use “there is” and “there are” when the next class students gave me their homework (see appendix No. 12).

3.5 Classic tale animated

In this lesson we saw the first classic tale it talked about a princess, a price and a dragon. The class took place in the laboratory, when they entered I gave them a crown, a student told me “*miss, hoy vamos a ser princesas todas ¿leeremos un cuento?*” another student ask me “*Nos podemos quedar con la corona*”. I gave the crows for the class to contextualize. The students always wait for more surprises and pay more attention to the class. (see appendix No. 15)

- **Topic:** classic tale
- **Lesson Aim:** students will be able to match scenes and sentence.
- **Grammar aspect:** none
- **Skill to work on:** Listening
- **Product:** Worksheet “Fairy Tale”

Beginning:

I showed in the projector two columns one with the vocabulary in Spanish and the other in English. The students matched vocabulary they did not took note and I removed the presentation. To reinforce the vocabulary I gave them some printed material with images with and the same vocabulary to each table which they were set in teams. They cut the material, since they forgot some of the words they had to use the dictionary to find the meaning, they worked together to match images, vocabulary in “English” and “Spanish”. Finally when I checked their work they copied the vocabulary in their notebooks.

Development:

I gave the students a worksheet with the fairy tale, they cut and pasted it. I played the video, they only saw and listened the fairy tale after that the students had to complete the worksheet with the missing words I played the video “Fairy tale” again and I noticed that only twenty students were doing the activity because the rest of the class did not understood what to do.

Closure:

We checked the missing words reading aloud the fairy tale. We did not had a lot of time only, so we read one time with the help of five students.

Reflection:

The use of crows attract their attention, definitely small details like this are effective to keep the student’s attentive, it seems that all the class students were waiting for mor surprises. The video with animated characters also was attractive but the dialogs and audio was not the best for some of the students, unfortunately the time of the lesson was not enough to read again the fairy tale.

3.6 Comics

In my third teaching practice I worked with comics, mainly I considered the comic of the cartoon Garfield because it had simple vocabulary and it is perfect with the English level of students.

- **Topic:** comic strips
- **Lesson Aim**: students will be able to identify parts of a comic

- **Grammar aspect:** none
- **Skill to work on:** reading
- **Product:** order and identify parts of the strip comic.

Beginning:

I brought some comics about “avengers” and I asked my students some questions “Have you ever read a comic book? and Do you know what are the parts of a comic strip?” We talked about what we can see in the comic.

Development:

I pasted an image on the board of a strip comic. The students saw the images and read the dialogues. I wrote on the board some words related to parts of the comic strip. We identified parts of the strip comic and matched the words such as title, sound effect, speech balloons, caption, panels, stem, character, signature, gutter, motion lines, though balloon with the image.

Closure:

I gave the students a printed comic strip in disorder. Students ordered and identified individually parts of the comic strip. I showed an example of how his work would look like at the end. We checked the answers. They were confused with some parts and when I saw the notebook some of the students did not write all the vocabulary I asked them to write “*porque no anotaron todo el vocabulario”* and explained me “*es que no es muy claro la relacion que usted hizo en el pizarron, me refiero a la lineas que usted conecto del verbo con la imagen*” (“maybe I had to use the projector to teach this aspect”) I explained again each part.

Reflection:

I believe that in this class I had difficulty with de model of comic, students were confused about the parts of the comic. It is important with the use of visual arts have clear recourses and with an appropriate size to be appreciated, in this case the vocabulary of characteristics of the comic and dialogs were small.

3.7 Drawing feelings to elaborate my first comic

In this class student made a relation between bubbles and drawing to express feelings or actions.

- **Topic:** comic strips
- **Lesson Aim:** students will be able to identify differences between speech, thought, and exclamation bubbles
- **Grammar aspect:** none
- **Skill to work on:** writing
- **Product :** comic strip

Beginning:

I showed the students an image of a comic strip. I asked the students “Do you know, What is the difference between speech, thought, exclamation bubbles and onomatopoeia?” I drew on the board an example of each bubble and wrote its definition. The students wrote definitions on their notebook.

Development:

I gave the students a worksheet called “Write your own comic strip”, we checked the vocabulary: confused, in love, thinking, sleeping, great idea, sad or gloomy, frustrated, shiny or bright, shivering or cold. The students participated in this class drawing on the board how he or she represent the vocabulary with symbols for example for “in love” a student drew hearts.

Closure:

Finally, I drew on the board an example of a comic strip using symbols that students did in the development. The students wrote and drew their own comic strip with two panels using symbols and facial expressions. The students showed their comic strip to a classmates.

Reflection:

Students have many forms of interpret feelings. More of ten students wanted always participate in how to represent the vocabulary of feelings with symbols, maybe I should do this this activity individually or in pairs and just give them the list vocabulary with the instruction of draw an focus on the comic strip that they elaborated in the closure.

3.8 Writing the final of a comic

In this class the students matched the images of the comic and dialogs, I used short comic strips.

- **Topic:** comic strips
- **Lesson Aim:** students will be able to identify key words to understand a text.
- **Grammar aspect:** none
- **Skill to work on:** reading
- **Product:** comic strip

Beginning:

I gave the students a worksheet with a comic strip without bubbles. I asked to the students “What character can you see? There are animals or people? What activities are they doing?”

Development:

I explained instructions. The students identified key words to understand the correct order of the bubbles. I wrote the meaning of the words that the students do not understand. Students ordered the bubble in the correct panel. We checked the order.

Closure:

I gave the students a different comic strip. They did the same activity (ordering the bubbles) but now adding their own final to the comic strip. I monitored and checked the students work. They finished this activity for homework because I did not teach the vocabulary of their comics so they found each word to understand it .

Reflection:

In this lesson the use of the comic strip adding their own final, provided the students a support to work with their imagination about which vocabulary could use, first they interpret the animated characters, then ask for the words that they did not know and finally drew the last panel.

3.9 Creating my super hero

In this class the students knew characteristics of super heroes, in this class was necessary to make their final product. (see appendix No. 16)

- **Topic:** comic strips
- **Lesson Aim:** students will be able to select specific information and make a mind map.
- **Grammar aspect:** none
- **Skill to work on:** writing
- **Product:** mind map “My super hero”

Beginning:

I gave them a piece of paper with vocabulary to describe a super hero. For example:

Can: become invisible, fly, jump high, lift heavy objects, read mind, talk to animal, control the weather, change form, move very fast, make fire, travel in time.

Be: fast, strong, intelligent, protective, helpful, good, famous, rich, powerful, dangerous. Have: special powers, many enemies, powerful weapons, x-ray vison, super strength and money

Disguise: a mask, a cape, suit, has a shield, boots, gloves, a lasso, special glasses, a helmet, a sword, a shield, hood.

I also gave them a dictionary to search for the meaning of the words, I did have enough dictionaries for most of the students who did not brought their dictionary or cellphone to use traductor. We checked the meaning of the words.

Development:

I gave the students a piece of paper to draw their vocabulary. The students went outside the classroom. They looked for the words of the vocabulary they had drawn when they found the words, and pasted their drawings next to them.

Closure:

The students thought in a super hero. The students made a mind map on their notebook using the vocabulary that described their super hero.

Reflection:

In this class I had to be careful with the search that students did about the meaning of vocabulary because this depended that students elaborated a comic using the words. There were a lot of mistakes, students confused the words and did not know how to use the dictionary. However they finished the activities and elaborated their product. It is important contextualize the situation in which they will use the vocabulary for instance some of them drew things that did have coherence with the topic “super heroes”.

3.9.1 Draft of comic book zine

In this class students did a draft of their comic book zine

- **Topic:** comic
- **Lesson Aim:** students will be able to create a comic.
- **Grammar aspect: none**
- **Skill to work on:** writing
- **Product:** draft and comic book zine “My super hero”

Beginning:

I told students what was the class purpose and the expectations. I showed the students an example of their final product and aspects to evaluate.

Development:

I gave them a worksheet which would be like a guide to make a draft of their comic book zine “My favorite super hero”. Students completed five panels with the following information: Scene number, draw, dialog and kind of bubble and action

Closure:

I only checked the draft of fifteen student (see appendix No. 17), the elaboration of their book zine was for homework.

Reflection:

They had never made a draft before as final product. It was difficult for them to understand the idea they thought that it was not necessary to do a draft, this activity represent the writing as an art because the students selected and organized the vocabulary to create their own artwork (see appendix No. 18)

CONCLUSIONS

I conclude, that the use of arts can provide them an opportunity to explore English because through the use of images, sounds, and costumes they can predict, express their opinion or feelings; for example when they listen to a song or when they see a performance.

Art definitely can be used in many different ways to provoke discussions and stimulate creative and critical thinking skills with a variety of activities. There are many kinds of art but the art optical illusion and surrealism painting were the most effective to analysis and increase vocabulary.

The process of create or appreciate art works requires time and resources that sometimes are not available in the secondary school. For me was easer project the paintings in the wall with the projector because I did not spend time pasting the flash cards or paintings more over big materials or clear images are mor attractive.

I really like to work with the art student notebook because I consider that through their works I knew better my students. It provided me an idea of the support that they had in home, the resources that they can use according to their possibilities and the most important point “how I could support them in the learning process”.

I had many activities though with photography an another forms of art, unfortunately the quarantine did not give the opportunity of do it, I was so disappointed but I understand that the ability of a teacher is adapt to any situation. I had many challenge to work with art as a tool for teaching English because the society in which students lived found in drawing or appreciate art works a loss of time, is consider insignificant.

Students are capable of be expressive, creatives and create beautiful arts, I would like to continue with this search and improve my knowledge about involve arts into teaching English.

REFERENCES

Alter, F. (2009). Understanding the role of critical and creative thinking in Australian primary school visual arts education. International Art in Early Childhood Research Journal, 1(1), 1-12.

Abdul Mohsen El Sayegh" Art Education and Creativity: Optical Illusions and their role in Education" IOSR Journal of Research & Method in Education (IOSR-JRME) , vol. 9, no. 4, 2019, pp. 52-65.

Akey, T. M. (2006). School Context, Student Attitudes and Behavior, and Academic Achievement: An Exploratory Analysis. MDRC.

Barton, G. (2015). Arts-Based Educational Research in the Early Years. International Research in Early Childhood Education, 6(1), 62-78.

Barrett, M., Everett, M., & Smigiel, H. (2012). Meaning, value and engagement in the arts: Findings from a participatory investigation of young Australian children's perceptions of the arts. International Journal of Early Childhood, 44, 185-201.

Beyer, B. (1987). Practical strategies for the teaching of thinking. Boston, MA: Allyn and Bacon Inc

Biggam, J. (2001, January). Defining knowledge: An epistemological foundation for knowledge management. In Proceedings of the 34th Annual Hawaii International Conference on System Sciences (pp. 7-pp). IEEE.

Day, M. C. (1981). Thinking at Piaget's Stage of Formal Operations. Educational Leadership, 39(1), 44-45.

Drevdahl, J. E. (1956). Factors of importance for creativity Journal of Clinical Psychology, 12, 21-26.

Durán-Acero, K., & Lopéz-casasbuenas, C. (2017). Uso del español en la enseñanza–aprendizaje del idioma Inglés. Un estudio de caso. REVISTA ADELANTE-AHEAD, 5(2).

Durán Castro, M. (2011). Editorial: La escritura en las disciplinas artísticas. Cuadernos De Música, Artes Visuales Y Artes Escénicas, 6(2), 5-12. https://doi.org/10.11144/Javeriana.mavae6-2.eeda

González, R. C. L. (2018). The Art of "Including Art" in Animation: DreamWorks' Intertextual Games for All. Journal of Literary Education, (1), 107-129.

Hämäläinen, V. (2017). Teaching English through Arts in upper secondary school: a photographic teaching material package.

Harmer, J. (2006). How to teach writing. Pearson Education India.

Haycraft, J. (1978) An Introduction to English Language Teaching, Longman

Heckmann, P.E.; Weissglass, J. (1994) Contextualized Mathematics Instruction: Moving beyond recent proposals. For the learning of Mathematics 14, 1, 29-33.

Hobson, E. H. (1998). Seeing writing in a visual world. ARTiculating: Teaching writing in a visual world, 1-15.

Ingledew, J. and Gullachsen, L. (2013). Photography. 2nd ed. London: Laurence King Publishing.

Ika, A., & Novianni, A. (2016). A study on flash cards in teaching vocabulary for seventh grade students at mts negeri ii surakarta in the academic year of 2015/2016 (Doctoral dissertation, IAIN Surakarta).

Maley, A., & Peachey, N. (2017). Integrating global issues in the creative English language classroom: With reference to the United Nations Sustainable Development Goals. London: British Council, 208.

Marcarelli, K. (Ed.). (2010). *Teaching science with interactive notebooks*. Corwin Press.

Michael O' Sullivan (2001). Developing the Cambridge learner attributes. Innovation and creativity. Cambridge Assessment International Education

Monroe, S. (1993). Doors and windows of my mind: Thresholds of visual thinking. (ERIC Document Reproduction Service No. ED 360 213)

Mæland, K., & Espeland, M. (2017). Teachers' Conceptions of Improvisation in Teaching: Inherent Human Quality or a Professional Teaching Skill?. Education Inquiry, 8(3), 192-208.

Norris, E. A., Reichard, C., & Mokhtari, K. (1997). The influence of drawing on third graders' writing performance. Reading Horizons: A Journal of Literacy and Language Arts, 38(1), 2.

Olaya Mesa, M. L. (2018). Reflective teaching: An approach to enrich the English teaching professional practice. How, 25(2), 149-170.

Pate, R.; Buchner, D. Implementing physical activity strategies. United States of America: Human Kinetics, 2014. 408 p.

Pedro, J. (2006). Taking reflection into the real world of teaching. Kappa Delta Pi Record, 42(3), 129132. https://doi.org/10.1080/00228958.2006.10516449.

Rahmasari, B. S. (2016). The Use Of Flashcards In Teaching Vocabulary At Fourth Grade Students Of SDN Sukosari 02 Dagangan Madiun. Jurnal Pendidikan Edutama, 3(1), 1-10.

Read, C. (2015). Seven pillars of creativity in primary ELT. Creativity in the English language classroom, 29-36.

Reilly, J., & Reilly, V. (2005). Writing with children. OUP Oxford.

Ruiz, P. J. (2010). Art as a tool for teachers of English language learners. New York, The New York State Education Department Office of Bilingual Education and Foreign languages Studies/University of The State of New York.

SEP (2017). Aprendizajes Claves para la educación integral. Plan y Programas de estudio para educación básica. México. SEP.

SEP (2002). Orientaciones Académicas para la Elaboración del Documento Recepcional. México. SEP, 20.

SEP (2010). Plan de Estudios de 1999. Licenciatura en Educación Secundaria. México. SEP.

Shuman, R. B., & Wolfe, D. (1990). Teaching English through the Arts. Theory and Research into Practice (TRIP) Series. National Council of Teachers of English, 1111 Kenyon Road, Urbana, IL 61801.

Tomlinson, B. (2015). Challenging teachers to use their coursebook creatively. Creativity in the English language classroom, 24-28.

Wang, R. W., & WANG, C. F. (2012). Composition methodology of optical illusion design. Visible Language, 46(3).

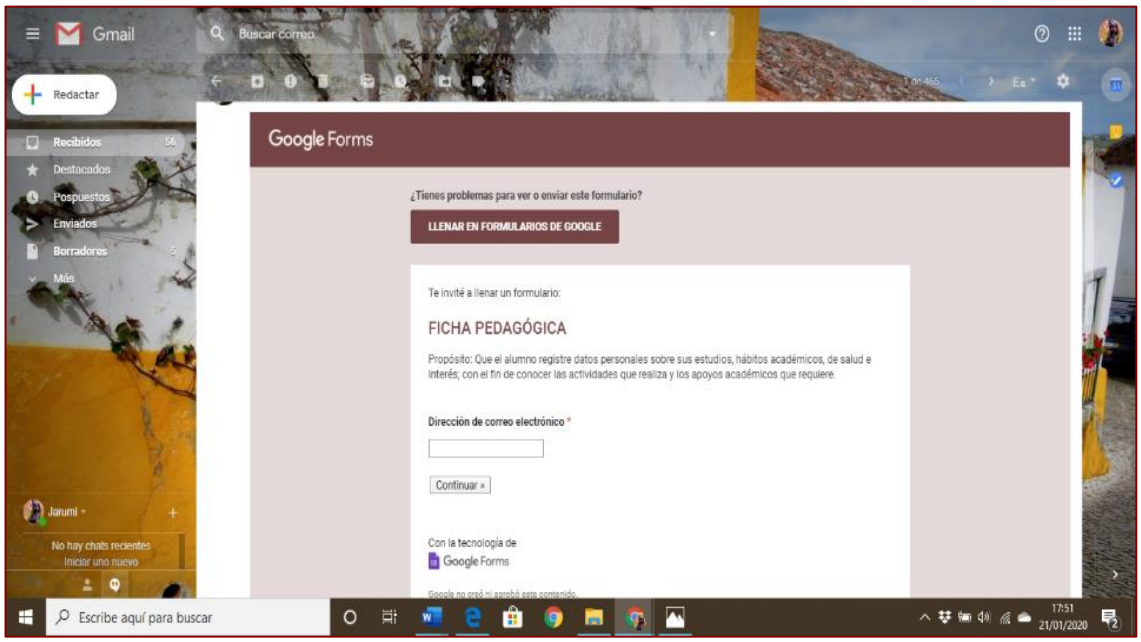
Wright, A. (2001). Art and crafts with children. Oxford University Press.

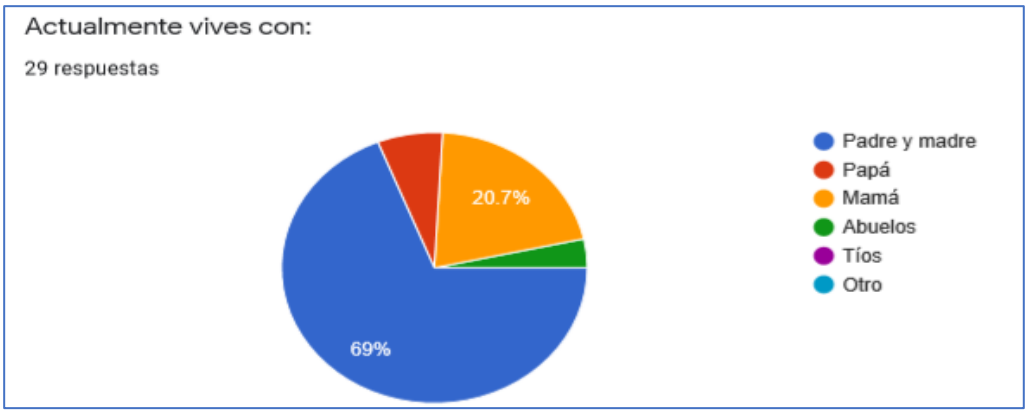
Zhao, Z., Marr, R., & Elmqvist, N. (2015). Data comics: Sequential art for data-driven storytelling. tech. report.

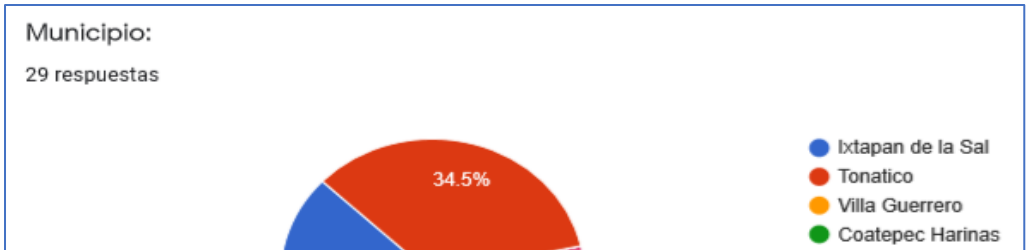
Zimmerman, P. (1985). Writing for art appreciation. Roots in the sawdust: Writing to learn across the disciplines, 31-46.

APPENDICES

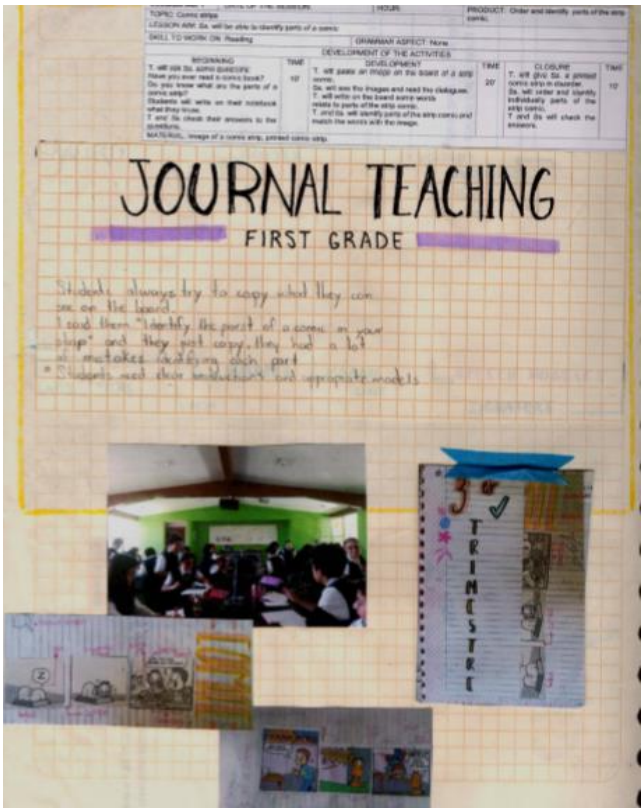
Appendix No. 1:

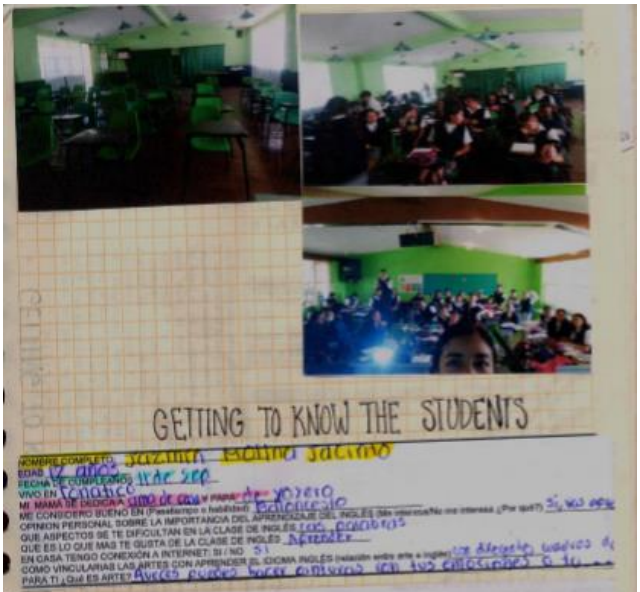


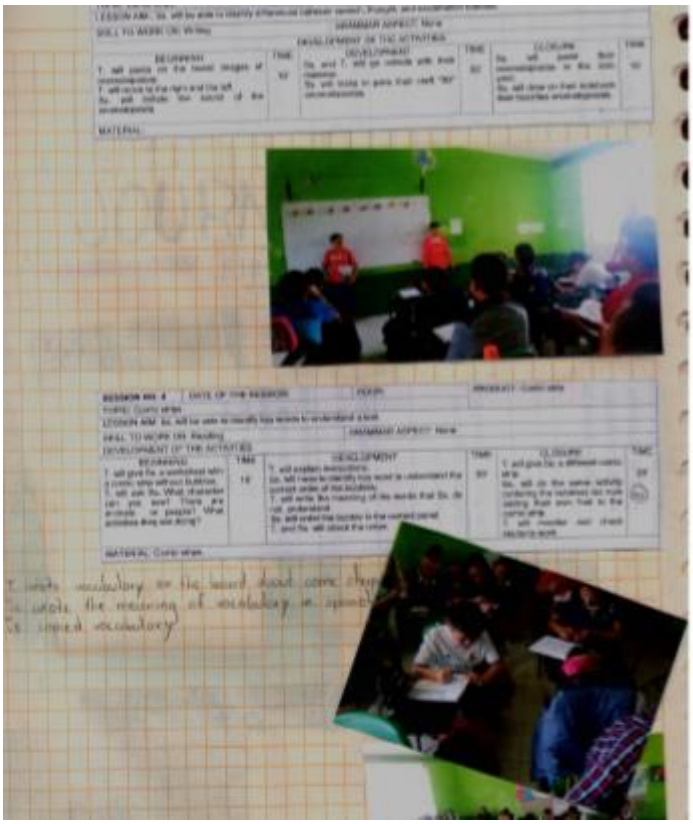




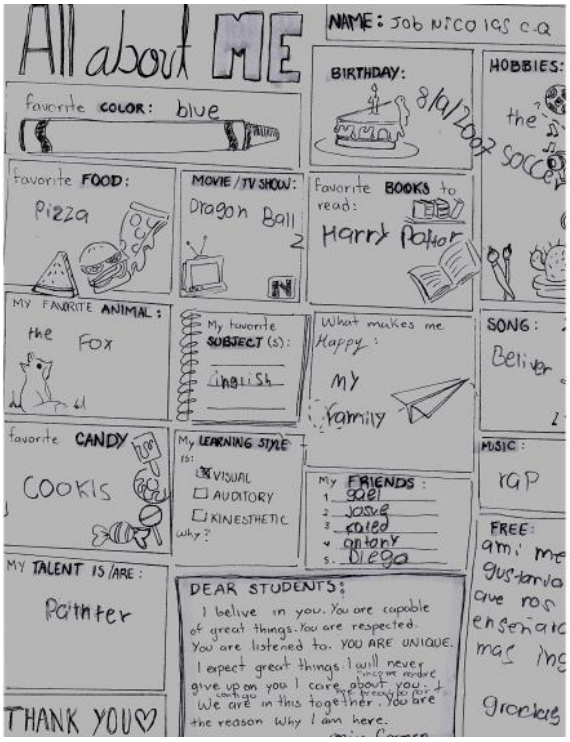
Appendix No. 2:



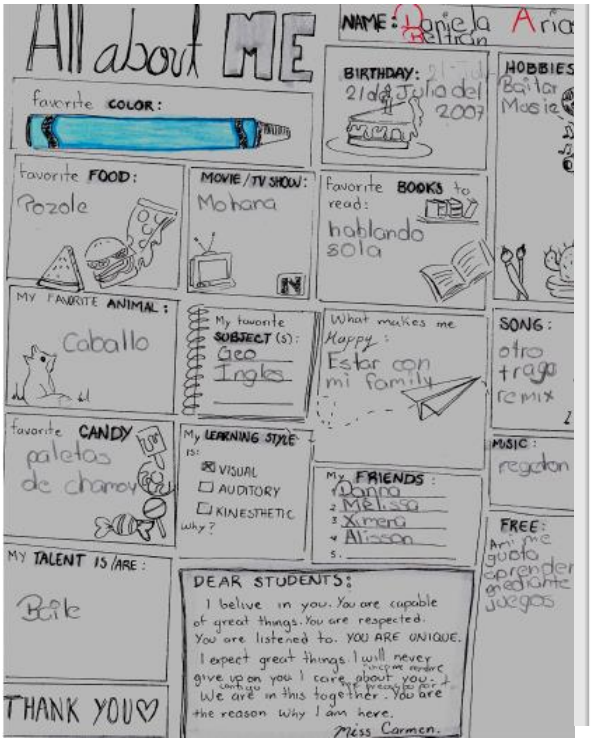




Appendix No. 3:


All about ME
NAME: Job NICOLAS C.Q
BIRTHDAY:
HOBBIES:
favorite COLOR: blue
favorite FOOD: Pizza
MOVIE / TV SHOW: Dragon Ball Z
favorite BOOKS to read: Harry Potter
MY FAVORITE ANIMAL: the Fox
My favorite SUBJECT (S): English
What makes me Happy: my family
SONG:
favorite CANDY: Cookis
My LEARNING STYLE is: VISUAL
AUDITORY
KINESTHETIC
why?
MUSIC: rap
My FRIENDS: 1. gael 2. josue 3. kaled 4. antony 5. diego
FREE:
MY TALENT IS /ARE: Paithter
DEAR STUDENTS:
I belive in you. You are capable of great things. You are respected. You are listened to. YOU ARE UNIQUE.
I expect great things. I will never give up on you. I care about you.
We are in this together. You are the reason Why I am here.
THANK YOU♡

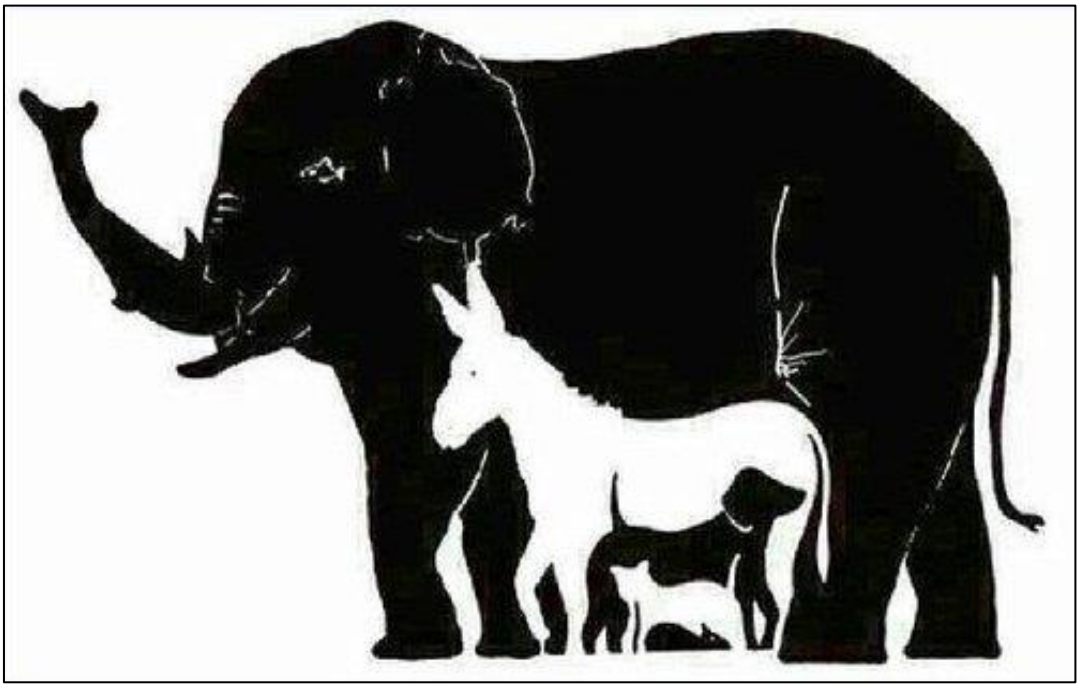
All about ME
NAME: Karla Yaretzi
BIRTHDAY: 21 de Agosto
HOBBIES:
favorite COLOR: Purple
favorite FOOD: tomato
MOVIE / TV SHOW: Disney channel
favorite BOOKS to read: la ultima Joápda de Santa Anna
MY FAVORITE ANIMAL: CAT
My favorite SUBJECT (S): español Artes Física
What makes me Happy: Play
SONG:
favorite CANDY: ice cream
My LEARNING STYLE is: VISUAL AUDITORY KINESTHETIC
why?
My FRIENDS: 1. ximena 2. Francisca 3. edwin 4. lluvia 5.
MUSIC: regetan
FREE:
MY TALENT IS /ARE: Run
DEAR STUDENTS:
I belive in you. You are capable of great things. You are respected. You are listened to. YOU ARE UNIQUE.
I expect great things. I will never give up on you. I care about you.
We are in this together. You are the reason Why I am here.
Miss Carmen.
THANK YOU♡

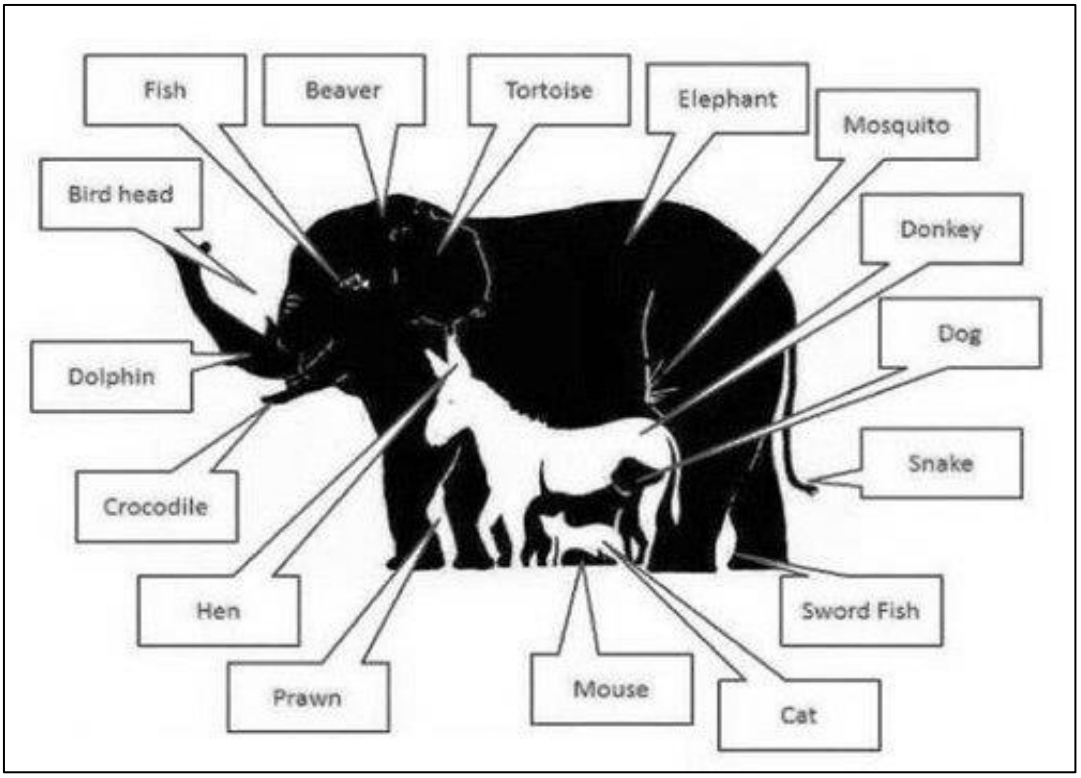

All about ME
NAME: Daniela Arias Beltrán
BIRTHDAY: 21 de Julio del 2007
HOBBIES
favorite COLOR:
favorite FOOD: Pozole
MOVIE / TV SHOW: Moana
favorite BOOKS to read: hablando sola
MY FAVORITE ANIMAL: Caballo
My favorite SUBJECT (S): Geo Inglés
What makes me Happy: Estar con mi family
SONG: otro trago remix
favorite CANDY: paletas de chamoy
My LEARNING STYLE is: VISUAL AUDITORY KINESTHETIC
why?
MUSIC: regetan
My FRIENDS: 1. Danna 2. Melissa 3. Ximena 4. Alisson 5.
FREE:
MY TALENT IS /ARE: Baile
DEAR STUDENTS:
I belive in you. You are capable of great things. You are respected. You are listened to. YOU ARE UNIQUE.
I expect great things. I will never give up on you. I care about you.
We are in this together. You are the reason Why I am here.
Miss Carmen.
THANK YOU♡

All about ME
NAME: Danna Valentina
BIRTHDAY: 04 april
HOBBI
favorite COLOR: Orange
favorite FOOD: potato
MOVIE / TV SHOW: Avengers end game
favorite BOOKS to read: nine friends
MY FAVORITE ANIMAL: rabbit
My favorite SUBJECT (S): Spanish
What makes me Happy: my family
SONG:
favorite CANDY: ice cream
My LEARNING STYLE is: VISUAL AUDITORY KINESTHETIC
why?
MUSIC: Pop
My FRIENDS: 1. Dalia 2. Paty 3. Galia 4. Alix 5. Alizee
FREE:
MY TALENT IS /ARE: dancin
DEAR STUDENTS:
I belive in you. You are capable of great things. You are respected. You are listened to. YOU ARE UNIQUE.
I expect great things. I will never give up on you. I care about you.
We are in this together. You are the reason Why I am here.
Miss Carmen.
THANK YOU♡

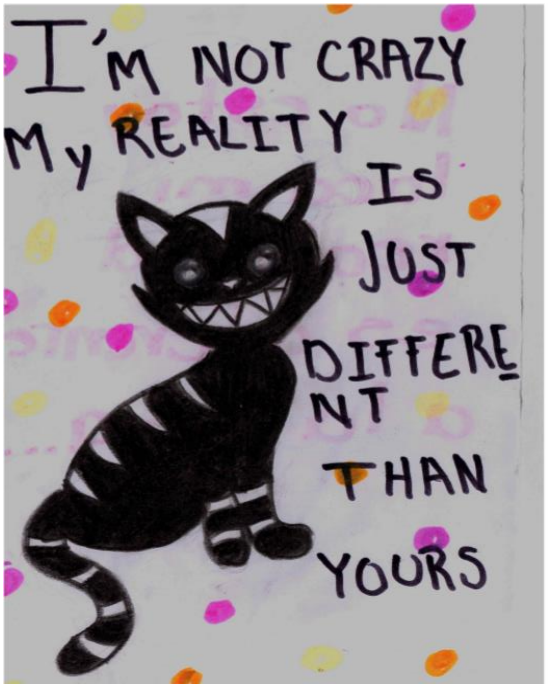
Appendix No. 4:

Appendix No. 5:



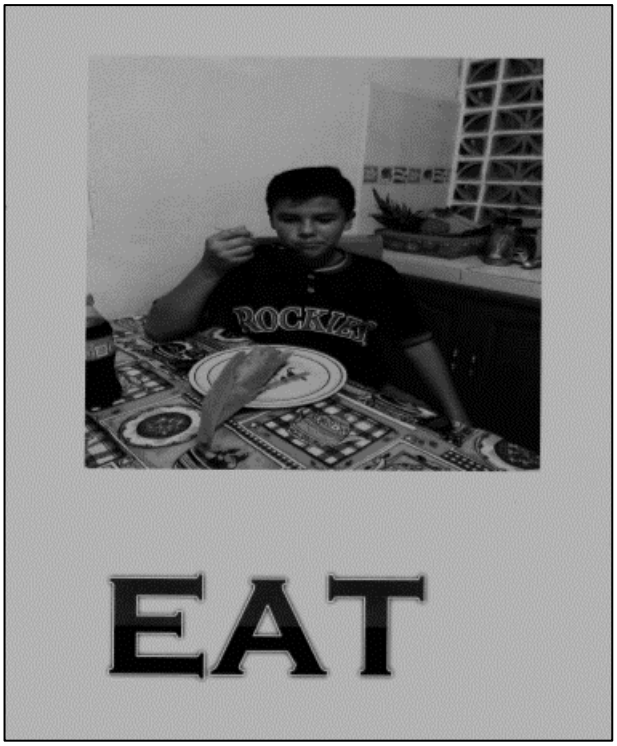

Fish
Beaver
Tortoise
Elephant
Mosquito
Bird head
Donkey
Dog
Dolphin
Snake
Crocodile
Hen
Sword Fish
Prawn
Mouse
Cat

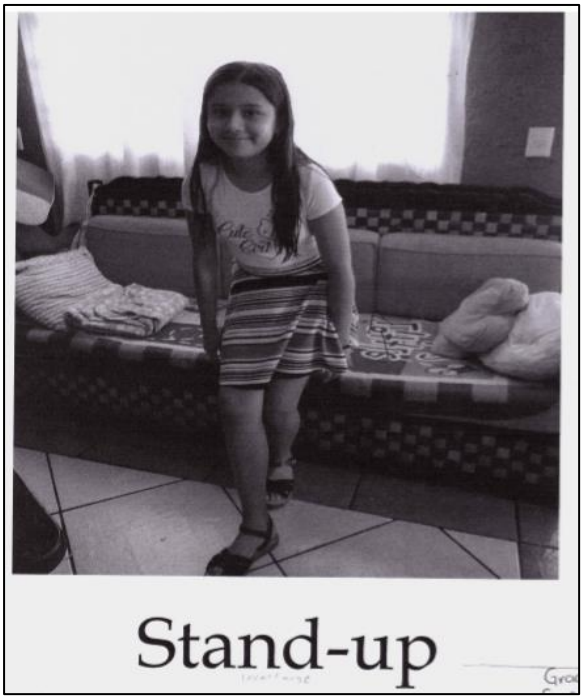
Appendix No. 6:



Appendix No. 7

Appendix No. 8:





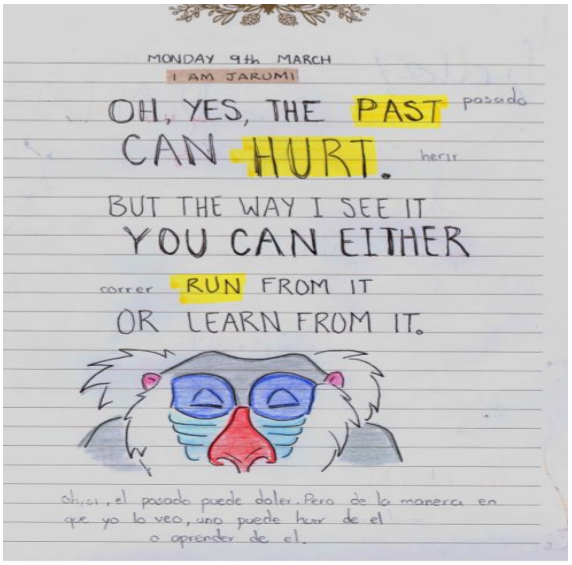
Appendix No. 9:

EXCITED- EMOCIONADA

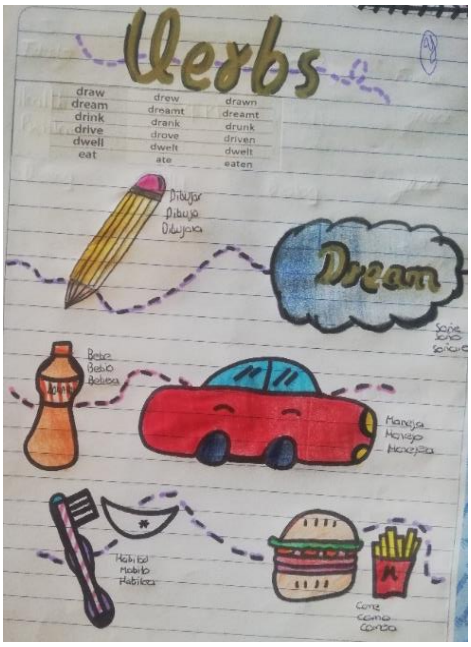
CONFUSED

MAD

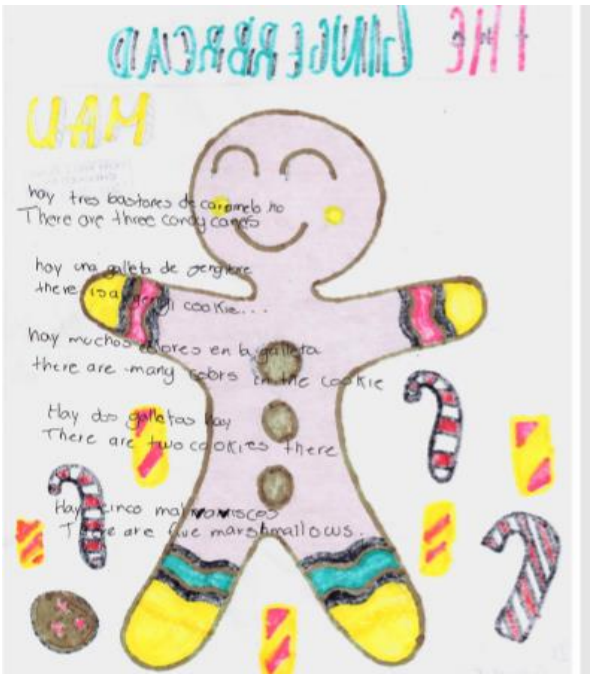
Appendix No. 10:

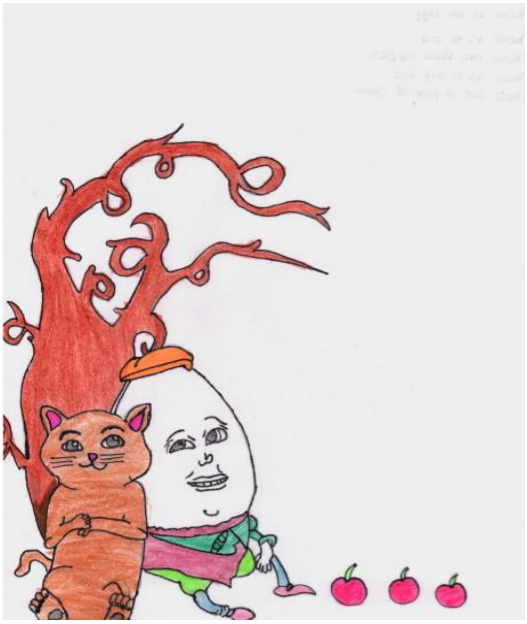


Appendix No.11:



Appendix No. 12:





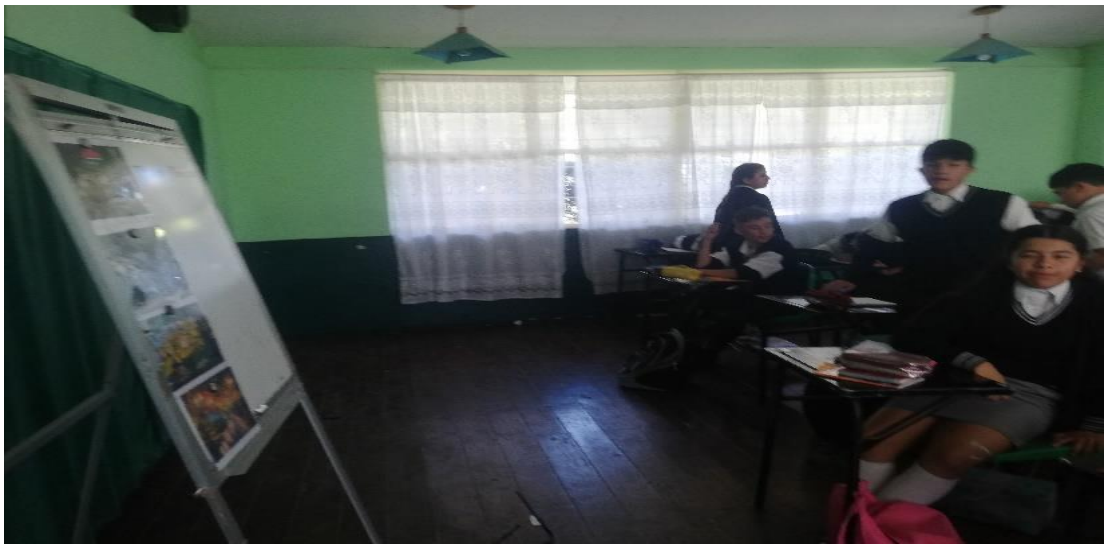
There is an egg
There is a cat
There are three apples
There is a dry tree
There are a pair of shoes

There is a cat
There are two eyes
There are two boots
There is an hat
There are two ear

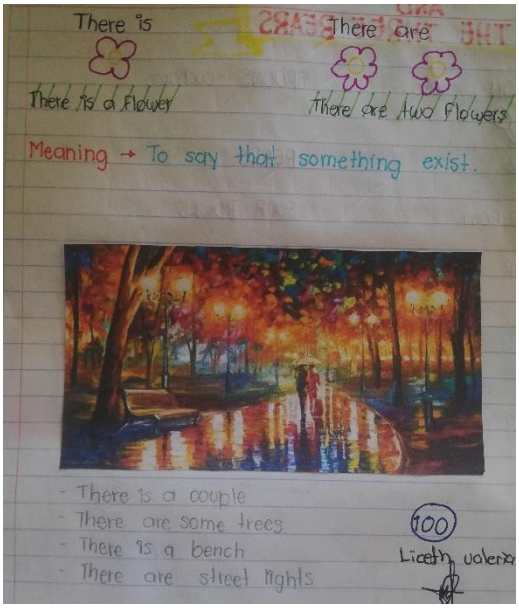
Diana Silva

There is a tree
There is a pine tree
There is a wolf
There are 3 pigs
There are 4 flowers

Appendix No. 13:



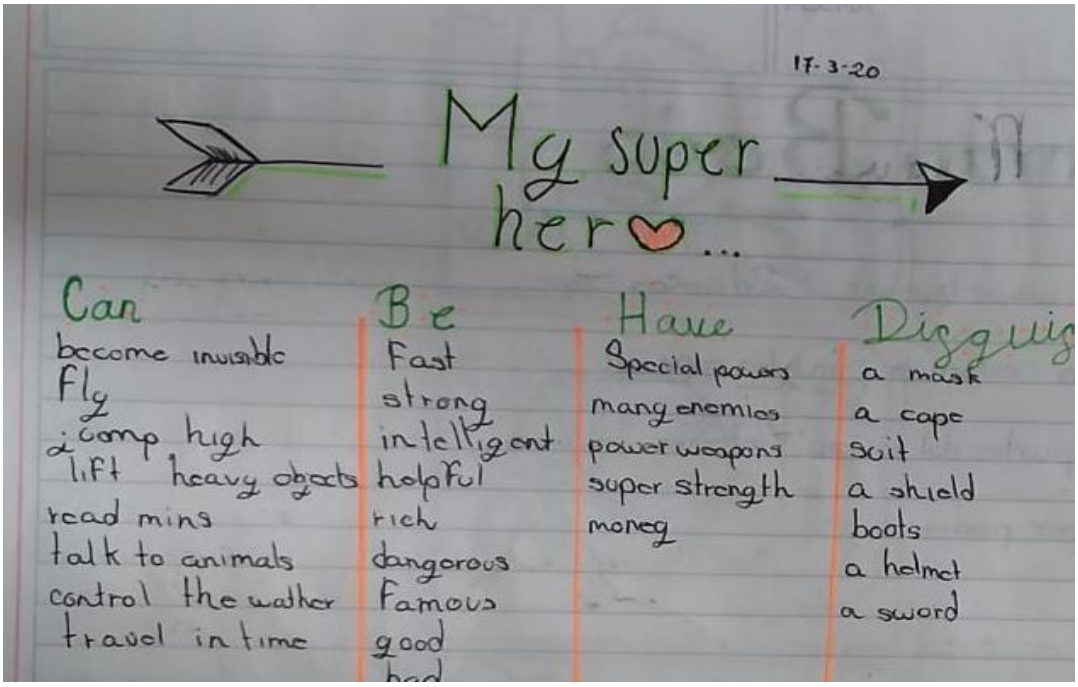
Appendix No. 14:

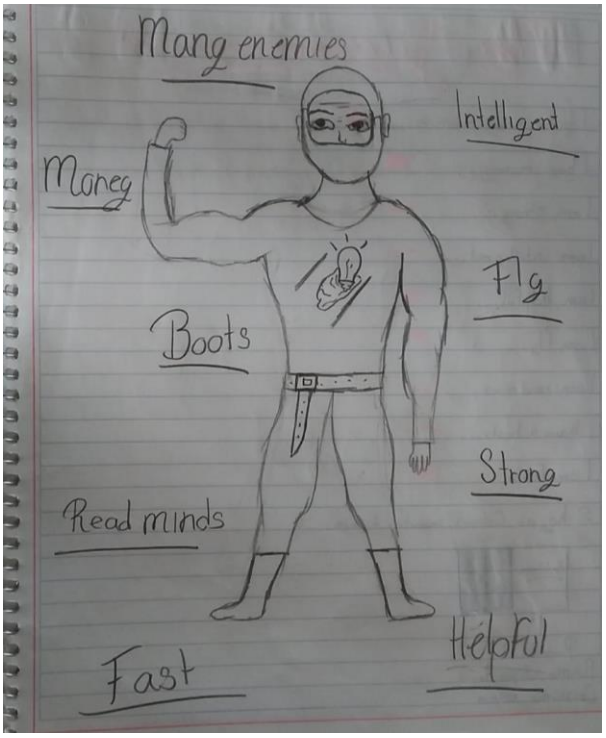

There is
There are
There is a Flower
There are two Flowers
Meaning → To say that something exist.
- There is a couple
- There are some trees
- There is a bench
- There are street lights
100

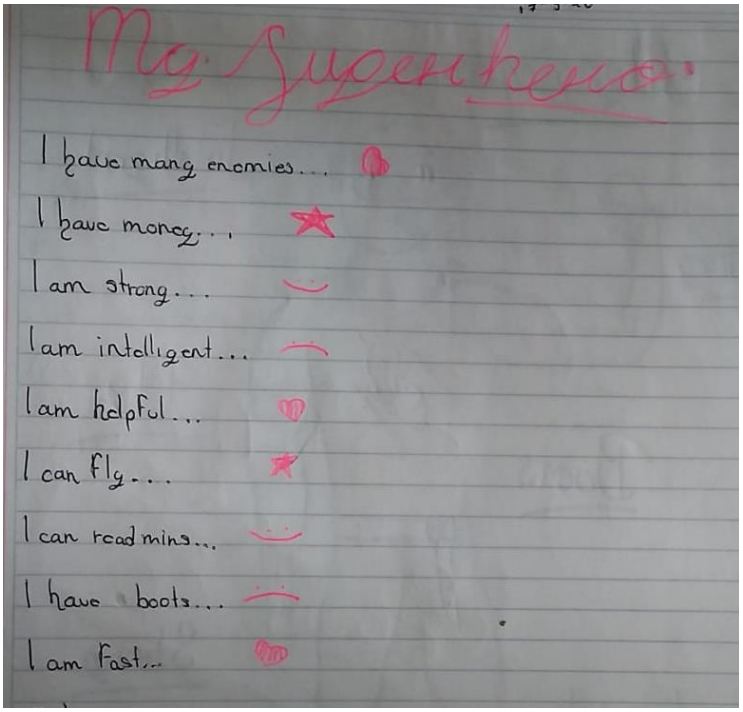
Appendix No. 15:

Appendix No. 16:

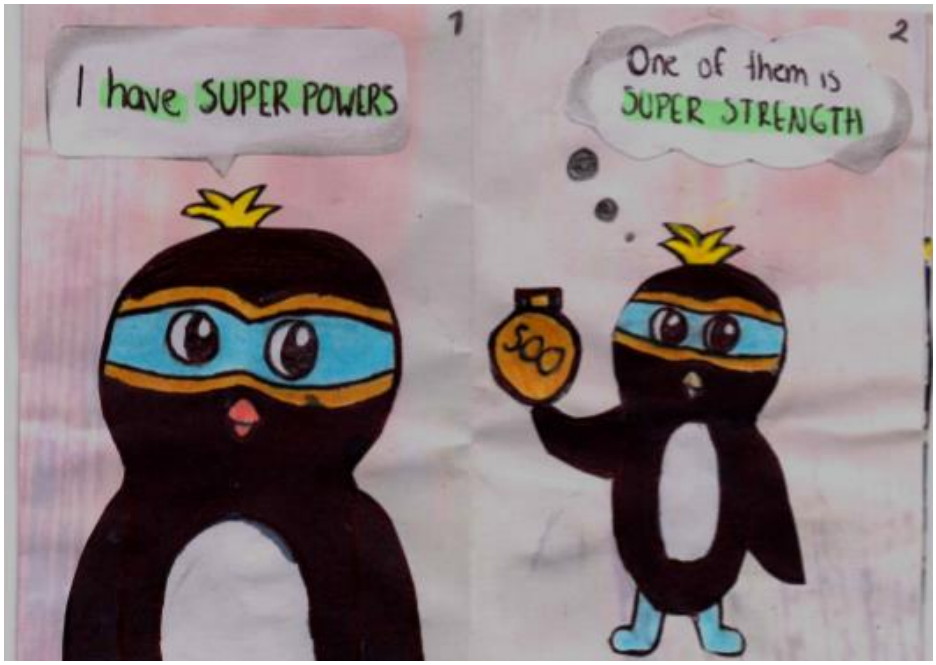
Appendix No. 17:


17-3-20
My super hero...
Can
become invisible
Flg
jump high
lift heavy objects
read mins
talk to animals
control the wather
travel in time
Be
Fast
strong
intelligent
helpful
rich
dangerous
Famous
good
Have
Special powers
mang enemies
power weapons
super strength
moneg
Disguis
a mask
a cape
suit
a shield
boots
a helmet
a sword


Mang enemies
Intelligent
Moneg
Flg
Boots
Strong
Read minds
Helpful
Fast


My Superhero
I have mang enemies...
I have moneg...
I am strong...
I am intelligent...
I am helpful...
I can flg...
I can read mins...
I have boots...
I am fast...

Appendix No. 18:



ASUNTO: Responsiva

Ixtapan de la Sal, México., 30 de junio 2020.

DR. ARTURO GIL MENDOZA
DIRECTOR DE LA ESCUELA NORMAL DE IXTAPAN DE LA SAL
PRESENTE.

Quien suscribe, docente en formación **Carmen Jarumi Muñoz Flores**, de la Licenciatura en Educación Secundaria con especialidad en Lengua Extranjera (Inglés), Plan de estudios 1999, Generación 2016-2020; por medio de la presente asume la responsabilidad absoluta del trabajo motivo de titulación **The art as a tool for teaching English**, que presenta en la opción de **Ensayo.**

Por lo que ha de responder por el proceso de elaboración del documento y su reproducción; dado que en su momento y con base en el Reglamento y Normatividad vigente, recibió por quien corresponde las orientaciones, guía e indicaciones en cada aspecto del mismo.

Sin otro particular, agradece el interés y apoyo recibido durante el proceso de titulación.

ATENTAMENTE

CARMEN JARUMI MUÑOZ FLORES

GOBIERNO DEL ESTADO DE MÉXICO

EDOMÉX
DECISIONES FIRMES, RESULTADOS FUERTES.

"2020. Año de Laura Méndez de Cuenca: emblema de la Mujer Mexiquense".

ESCUELA NORMAL DE IXTAPAN DE LA SAL

OFICIO NÚM: 1192
ASUNTO: **Se autoriza Trabajo de Titulación para sustentar Examen Profesional.**

Ixtapan de la Sal, Méx., 1 de julio de 2020.

C. CARMEN JARUMI MUÑOZ FLORES
P R E S E N T E

La Dirección de la Escuela Normal de Ixtapan de la Sal, a través de la Comisión de titulación y el área de Exámenes Profesionales, comunica a usted que ha sido autorizado el Trabajo de Titulación bajo la opción de **Ensayo,** que presenta con el título: **The art as a tool for teaching English.** Por lo que puede proceder a realizar los trámites correspondientes para la sustentación de su Examen Profesional.

Se comunica lo anterior para su conocimiento y fines consiguientes.

"FORMANDO DOCENTES CON HUMANISMO Y VOCACIÓN"

A T E N T A M E N T E

DR. ARTURO GIL MENDOZA
DIRECTOR ESCOLAR

c.c.p. Archivo