



UNIVERSIDAD DE JAÉN
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Trabajo Fin de Máster

**THE USE OF ARTS IN ELE
CLASSES: CREATING A FUN
LANGUAGE PRACTICING
ENVIRONMENT**

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Trabajo Fin de Máster - Gizem Kutukcu

*“The Use of Arts in ELE Classes: Creating A Fun
Language Practicing Environment”*

*“El Uso de las Artes en las Clases de ELE: Crear un Ambiente
Divertido Para Practicar el Idioma”*

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1. Abstract and Keywords

Teaching a language is becoming harder as the technology develops and teenagers of today lose their patience, interest and concentration easily. Traditional methods used in language teaching lost their function forever. Generation Z needs to be active, free and open to changes in the classroom which makes essential the great change in the materials teachers use while teaching.

As a teacher working with teenagers and searching for answers to “how to make the learning easier, funnier and permanent”, this work is to explore how to combine arts with Spanish lessons taking my personal experiences in teaching and my studies in this master as a starting point.

The product serves as a guide for teachers who want to try something new in the classroom and to support students’ creativity, self-confidence and ability to express themselves while learning a beautiful language without exhaustion.

Keywords: Arts integration, Spanish learning, ELE, Language learning, art activities

Resumen y Palabras Clave

Enseñar un idioma es cada vez más difícil ya que se desarrolla la tecnología y los adolescentes de hoy pierden su paciencia, interés y concentración fácilmente. Los métodos tradicionales utilizados en la enseñanza de idiomas perdieron su función para siempre. La Generación Z debe ser activa, libre y abierta a los cambios en el aula, lo que hace esencial el gran cambio en los materiales que los maestros utilizan en la enseñanza.

Como profesora trabajando con adolescentes y buscando respuestas a "cómo hacer el aprendizaje más fácil, más divertido y permanente", este trabajo intenta explorar cómo combinar las artes con clases de español tomando mis experiencias personales en la enseñanza y mis estudios en este máster como punto de partida.

El producto sirve como guía para los profesores que quieren probar algo nuevo en el aula y para apoyar la creatividad, la confianza en sí mismo y la capacidad de expresarse de los estudiantes mientras aprenden un idioma hermoso sin agotamiento.

Palabras clave: Integración de artes, aprendizaje de español, ELE, aprendizaje de idiomas, actividades de arte.

2. Introduction

"Art has always been an effective tool for teaching and learning among various classes of people. When combined with reading, writing, speaking and listening, art can open doors for high levels of analysis and also challenge students to explore themselves and their surroundings and thus find avenues for sophisticated comprehension and communication." (Farokhi & Hashemi, 2011)

The aim of this thesis is to show some problems teachers/students face every day in language teaching classes and to try to find a solution using art as an effective tool in the classroom. As a Spanish teacher working with teenagers at a foundation/private school in Turkey, I've decided to combine my experiences as a teacher with everything I've learnt during my studies at Jaen University. Students and the teacher will be the center of this work and try to find an answer to some questions made before and during the investigation.

The research starts describing the situation using personal experiences in teaching, introducing the Spanish teaching data in Turkey and the difficulties faced in the classroom. The second step is to ask students about their opinions and finding out their needs to be more active and motivated in foreign language classes. Next step is to see some other studies and good practices around the world. In the light of all these data, a new art-based Spanish lesson plan is designed for the related student group. Normally, while starting this investigation the aim was to apply the lesson plan and observe the process and the results with pretest- posttest design. However, the situation around the world caused by Covid-19 makes it impossible for students to come back to schools. Therefore, only a little part of the plan is introduced to the students and got their feedbacks.

3. Personal Point of View: Starting Point

My passion for Spanish led me to choose it as a professional career. I had my first lesson in 2014 with group of 7-years-old students. It was not easy as they even barely speak Turkish and they didn't know how to read or write. Therefore, I've used songs and drawings to teach them the basics of the Spanish language: colors, numbers, body parts, main action verbs, etc. Also, I worked with other groups with whom I used the traditional way of teaching: grammar books, worksheets and PowerPoint presentations. At the end of the semester 7-year-old group was the best class I had in terms of motivation and interest. The rest of the students didn't remember what they have learnt in the first semester when they finished the school year. That was the first moment I started to question the traditional language teaching system.

Now, I have been working at a foundation/private school for the last three years. The first year the main problem I faced was the unwillingness of the students for learning Spanish. It was the result of many years studying with no result at the end and communication problems due to the methods used in the classroom. Grades were mostly low and some of the students admitted

that Spanish lessons for them were just the *siesta* hour. Due to its teaching program the school doesn't provide art or sports lessons which led me to make Spanish lessons the most entertaining lesson of the school and using art and games in the lessons I managed to appeal the students' attention. At the end of the year grades were higher and they were attending with interest and motivation. This experience also helped me a lot while deciding the topic of my thesis.

I also observe that in Spain and/or in Turkey students spend years trying to learn a second language (English, French, German, etc.). After spending many years in both cultures as a teacher or as a multilingual person, unfortunately, I can't say it is working. An average child starts learning a second language at the age of 4 or 5. However, according to 2019 English Proficiency Index places Spain in 35th with a 55.46% proficiency rate and Turkey 79th with a 46.81% proficiency rate in the world, with no improvement noted since last year. (EF EPI, 2019)

Something is wrong here. I personally believe that the methods used in language teaching classes are the main reason why all these students after ten years of constant language learning can't establish a proper conversation in the target language. Something must be wrong if the student learns more in a computer game, watching his/her favorite Netflix show or singing the songs of his/her favorite singer than in the classroom. Saraniero, Goldberg and Hall (2014) express that "in learning through the arts, students are able to work with information on multiple levels simultaneously, thus increasing their understanding and retention" Maybe art is the answer we were looking for.

Time is changing. In this changing world students are very different from what they used to be. Ten years ago, it was normal to sit in a classroom during two hours and do nothing but read a grammar book and fill in the blanks. However, in 2020 it is not even possible for teachers to catch students'

attention for more than 20 minutes. Also, as Singh and Mathur support (2010) each student has his/her own type of information processing skill. Some of them are visual learners who learn by reading and watching, some of them are auditory learners and they prefer to learn by listening and speaking, and some are kinesthetics who prefer to learn by being physically involved in learning, writing for example. So, what are we going to do? Are we going to continue with this old-fashioned teaching methods and spend our energy for something that doesn't work or are we going to find a fresh way of teaching a language?

The master in Research and Aesthetic Education gives a great opportunity to be creative investigators. Also, during the master I had a lot of time to practice "creative teaching methods" thanks to all my teachers as they designed their classes accordingly. I remember many times saying to myself during some class activities "oh, I can teach Spanish using this piece of art or this method and it would be fun and effective" Therefore, I wanted to investigate on this subject as it could be a good mixture of my studies and my professional career and also it is my personal concern.

4. Spanish as a Second Language in Turkey

Second foreign language teaching in Turkey has a deep history which I am not going to go into details here. However, there are two main events where the future of second foreign language teaching system in Turkey was shaped. The first one is the influence of French culture and France during the Tanzimat period between 1839-1876. The movement is considered as the Ottoman Westernization and modernization in Turkey. Westernization and modernization in the field of education also started in this period (Koçer, 1974). The foundation of Galatasaray High School in 1968, the first school teaching French to high school students, was a milestone for the modern school system in Turkey.

The second one is the arrival of the Germans starting from 1876 till the end of the first World War in 1918. The close relation between two cultures led Turkish schools to teach German as a second language. English language teaching also gained more and more power in this period. This effect continued (still continues but less effective) till 2001 when Cervantes Institute was opened in Turkey. Many universities and institutions added Spanish in their yearly plans.

In the last 10 years, with the support of the government to private schools, Spanish started to be the most preferred second foreign language in Turkey. Some private schools still continue to teach French or German along with English. However, parents and students find Spanish more attractive and easier to learn.

Teaching of Spanish as a second foreign language in private schools generally starts at the age of 4-5, early childhood education or in primary school. Normally students have 2 classes (40-45 minutes each class) a week. Private schools generally provide the second foreign language classes till the last year of High School. Spanish is not a compulsory lesson in public schools. However, we, Spanish teachers, notice that the interest and the number of public schools that choose Spanish as an elective course are increasing each year. An investigation realized in 2016 with Spanish teachers shows that 86.5% of the teachers who answered the survey think that interest in learning Spanish has increased in the last five years while 11.1% think the interest is the same. (Navarro Carrascosa, 2017)

Today, with the help of cultural influence (movies, football, music etc.) on Turkish society, children and adults from different ages and different social backgrounds learn Spanish at their schools, universities, public or private institutions or even their homes.

5. Difficulties

Totally based on my experiences first as a student and then as a 5-year experienced teacher I can say that Turkish students generally do not have difficulty in learning Spanish – especially the ones who are familiar with English. Especially pronunciation and comprehension of verbal tenses are two main strengths of Turkish students when we compare them with students from other parts of Europe, Asia or North America. However, there are some problems which make difficult the process both for teachers and students.

5.1. Not very well qualified teachers

There are only two universities that offer Bachelor Degree in Hispanic Philology - Istanbul University and Ankara University. Graduates of these universities work for different Spanish-Turkish companies or they complete a formation course carried out by different universities and they start to work in public/private institutions as Spanish teachers. As the need for Spanish teachers all around the country increased suddenly, the number of well-trained teachers was not sufficient which led many native speakers to apply for open job offers. Turkey doesn't require native speakers who want to work as teachers in the country to have a university degree related to teaching, philology or letters. It all depends on the institution; while some obligate them to have a degree in Hispanic studies or in Teaching, others accept any native speaker. Although, lately, Cervantes Institute offers many training courses for teachers, lack of experience of many "teachers" in teaching harms the reputation of Spanish very much.

5.2. Traditional Methods vs. Modern Methods

As the founder of the Paul Noble Language Institute and creator of Collins audio language courses, Paul Noble, says (as cited in Farokhi & Hashemi, 2011) "Sadly, most people who have ever tried to learn a foreign tongue

come out convinced that they are incapable of it... The problem isn't our ability, it's the way we've been taught. If you can speak English, you can learn any language."

Although some private institutions decide their own way of teaching, language teaching system in Turkey is highly based on a traditional method where the students study more grammar than communication skills like listening, speaking, writing and reading. Thanks to the efforts of young teachers and modern editorials offering new resources to schools, more and more institutions opt for modern methods leaving aside absolute grammar books but sometimes it is not easy to break the routines as students are used to study this way.

Personally, I observed this problem also in my classroom. As students are used to sit down, listen to the teacher and almost never speak; trying to make them get up, dance, sing, paint, talk or be creative may be really hard and sometimes exhausting. Here, along with the habits, puberty also plays an important role. Younger students and mostly girls participate in these kinds of activity more than older ones and boys without protesting.

It is impossible not to mention the impact of the use of technology in the classroom. Almost all private schools provide interactive smart boards in the classroom and in some of them (also mine) students use their tablets in and out of the classroom. This inspires teachers to prepare more interactive lessons where students can feel themselves more engaged and use their senses which makes learning permanent. However, if not conducted well, having tablets or laptops in the classroom may cause distraction which is the case in many schools.

5.3. Not sufficient class hours combined with lack of cultural exposure

As mentioned before, average time defined for Spanish lessons is around 80 minutes a week. When you think about the age of the students (from 5 to 17) this is not sufficient for proper language learning. In my school, even if the students have previous knowledge in Spanish, it is not possible to reach B1 level as they only have one block (80 minutes) a week, in other words, we only see each other once a week. The topic taught in the lesson is ready to be forgotten as the student step out of the classroom.

Why does this happen?

Firstly, it is because they don't review what they have learnt and secondly these students are not exposed to the culture during the rest of the week – the school is in a small city where it is not possible to find native Spanish speakers around. Their only opportunity to practice is the internet. However, the content is not generally appropriate or not sufficient to improve their skills. Here the arts rush to our help and Farokhi and Hashemi (2011) explain that as “integrating the arts into language arts and the content areas can give students the opportunity to engage in new and varied approaches while gaining positive emotional responses to learning, understanding others and communicating their own ideas.”

As a result, all these difficulties mentioned above and the personal challenges I have experienced in the last 3 years caused me to leave the comfort zone and make something innovative, creative and beneficial which will make the learning to be consistent: Arts & Spanish in the same classroom. Because LeFrancois, explains (as cited in New York State Education Department, 2010) “The arts are an integral part of authentic learning; the heart and soul that complement mind and body, a powerful integrative force that teaches the whole child—social, creative, emotional, intellectual, and physical”

In the next part you will see the steps applied to teach this goal.

6. What do students say/want?

The aim of this work is to find a way to make Spanish learning permanent and my focus group here are my students. For this reason, I asked my students for their help to guide me to find their real interest in arts and to find out their complaints about language classes. As the anonymity is preserved and the students feel most confident expressing their ideas, questionnaire-based data collection was preferred. This led me to gather information using a survey (see annex) which will be explained below.

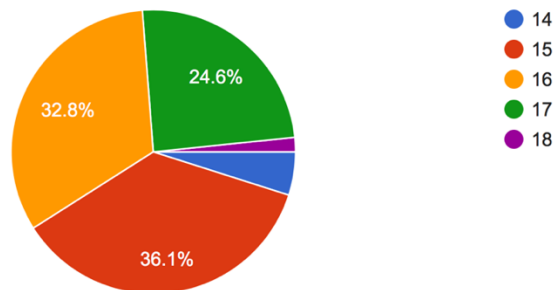
The survey has been conducted on a total of 61 students, all of whom are active Spanish learners. The most important aspect that I kept in mind when choosing this method was to find answers to some doubts I had at the beginning of the investigation. Therefore, questions are written with the aim of clearing up a little bit these doubts.

The survey consists of 11 questions, 10 of which are multiple selection and 1 is an open-ended question where students can express their opinion and which we will analyze and give a general conclusion.

In the following graphs we can see the age range of the student, 93.5% of them are from 15 to 17 years old.

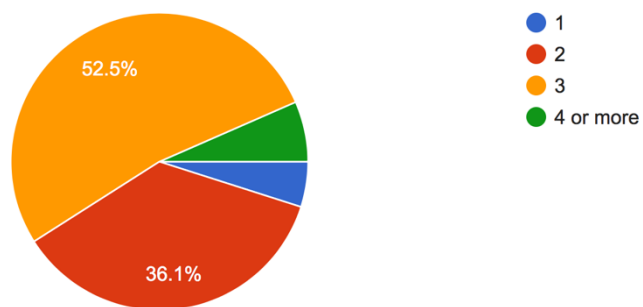
How old are you?

61 responses



How many languages do you speak?

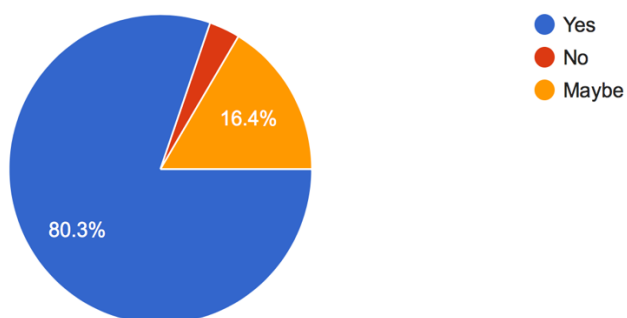
61 responses



This graph above shows that while 52.5% of the students speak 3 languages, 36.1% of them are bilinguals. Only 3 students out of 61 indicate that they speak just one language, probably because they feel themselves insufficient.

Would you like to learn a new language?

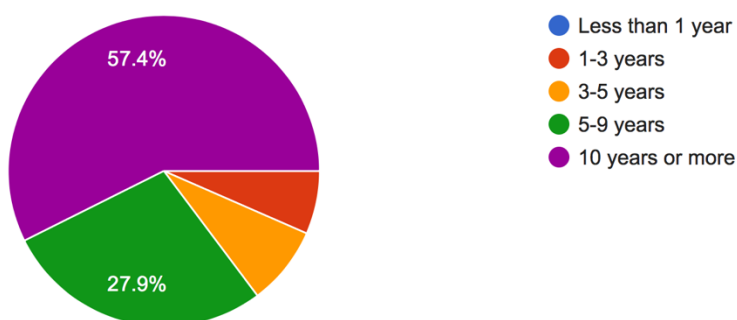
61 responses



Here we see that 80.3% of the students want to learn a new language and 16.4% of them don't close the door to the possibility which surprises me a lot as I thought they wouldn't because some of them look exhausted in the lessons. This result made me question again the methods used in the classrooms and also, answered one doubt I had in my mind – What if they want to learn the language but they don't want the way we teach them?

How long have you been learning English?

61 responses

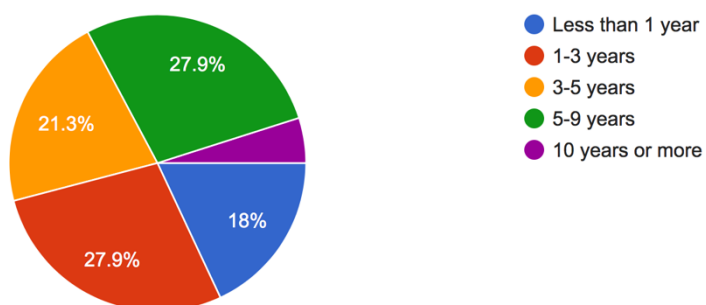


As explained before, Turkish students spend many years trying to learn a language. Being a student of a private/foundation school, it is normal to see in this graph 57.4% of 61 students spent 10 years or more learning a language. When you think about their average level is around B1-B2, this is

crazy which supports one of my observations- the traditional language teaching system in Turkey doesn't work.

How long have you been learning Spanish?

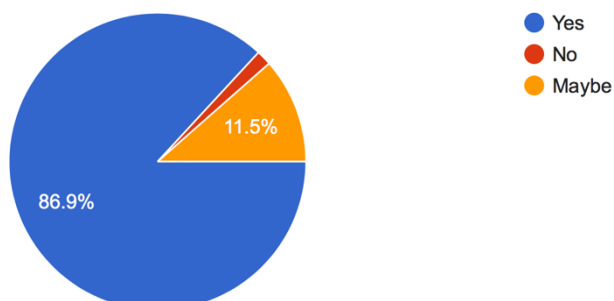
61 responses



Here we see a homogeneous distribution as the school accept new students every year coming from different schools where the second foreign language is not Spanish. Only the ones who spent more than 3 years (54.1% in this case) started to learn Spanish in an early age. However, it is sad to see that the level of the students remains the same and even if they started to learn Spanish in Primary School (32.8% in this case - 5 years or more) when they arrive to High School, their level is still A1.1.

Do you find useful your language classes?

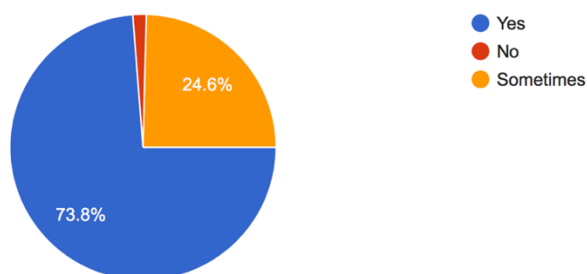
61 responses



This result shows clearly that whatever we do, we do it well in this school. The great majority of the students (86.9%) think that their Spanish and English classes are useful and what they learn is valuable. Actually, that is the point since the beginning. Our Foreign Languages Department consists of 7 teachers (6 English and 1 Spanish teacher) and lesson plans we all prepare include themes related to arts, sports, science and culture. I believe the output of this investigation will change other (13.1%) students' mind as well.

Are your classes enjoyable?

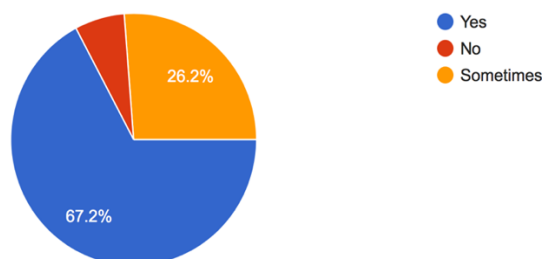
61 responses



While 73.8% of the students enjoy their classes all the time, 24.6% of them enjoy them sometimes. All our language classes are divided into skills: Grammar, Reading, Writing, Speaking and Listening. However, students tend to enjoy less their Writing and Reading classes.

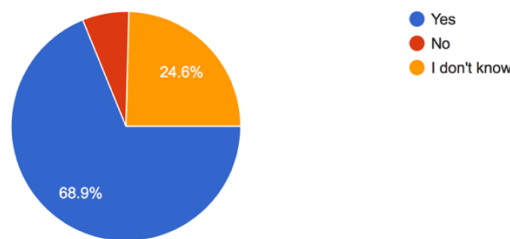
Do your teachers use art (literature, visual arts, the performing arts etc.) in your classes?

61 responses



Our school was an IB school till the beginning of 2020-2021 academic year. IB (The International Baccalaureate®) is an international education program which “aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect”. (Ibo, n.d). One of the requirements of IB program is to prepare inquire-based lesson plans where you can use elements like photography, videos or paintings. Therefore, 67.2% of the students say their teachers use arts in the classroom while 26.2% accept that art is sometimes used as a teaching tool.

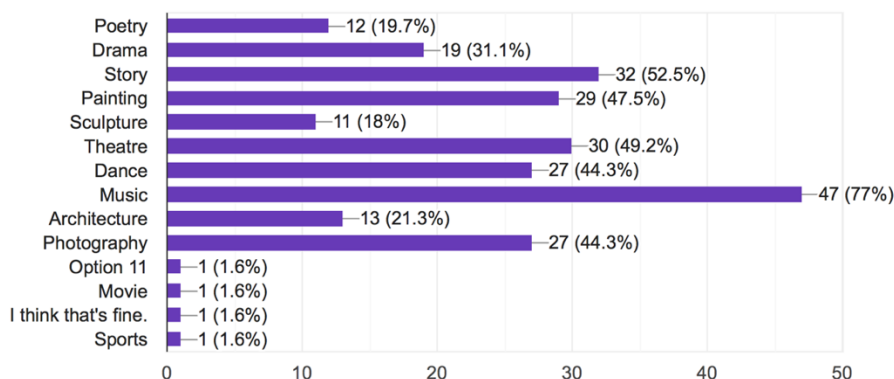
Would it be more interesting if they use more art?
61 responses



68.9% of the students think it would be more interesting if we used more art in our classes. This is very motivating for me to realize this investigation as a result of which they will learn more about arts and they will have the opportunity to practice it.

Which art branch would you like to have in the classroom?

61 responses



This graph helped me a lot for the upcoming part where I designed new lesson plans for my students. It is obvious that they want to see more music (77%), story (52.5%) and theatre (49.2%). Besides that, painting (47.5%), dance (44.3%) and photography (44.3%) also appeal their attention. This result is also interesting as it shows the preferences of generation Z which is very different from other generations and it is very important for teachers to know them well.

Question 11. How can they use them together? Any suggestions?

This is the last and open-ended question where students could share their opinion. Some of the answers are as follows:

"I do not know how they can use all of the fields of art I have selected above, but I have some ideas about the use of two or three of them together; Story-Painting: They may ask us to prepare a story or story book which is written in the language they teach and has hand-drawn drawings in it for a specific audience or age group Painting-Sculpture: They may give us a topic, it can be the "La cultura de España" or "Los Festivales" for Spanish for instance, and ask us to create a little sculpture according to what runs to our minds when we hear about

that topic and paint it. Theatre-Music: They may have us prepare a musical, for instance about a unit or topic they have thought in their lessons or not, in the language they teach.”

This answer actually is a very good starting point for my work. Some others say:

“Based on the subject, visuality can help us learn things a lot easier. I believe that it is much easier for people to remember the things they touched, saw or smelled. So, in that case the senses we have helps us a lot, we can take advantage of that and use them for efficient in our classes.”

One other says:

“Teachers can tell stories with using that language. Students can sing songs in that language. Students can learn about the cultural dances from the country that speak this language or make some movements to understand new words. They can make dramas to learn daily dialogues.”

The next student also helped me with the idea of how to apply arts in the class saying:

“They can assign us to draw paintings or take photos while listening to music in the language we are learning during the lessons and give us assignments related to using different types of art to learn more about a certain language.”

The last but not the least example completed the circle saying:

“For example, a combination of music, theatre and poetry could take the learners pronunciation, listening and speaking skills to

the next level. Ultimately, I think art and foreign languages could be a great duo for learning.”

As you can see above, when we ask them how we can apply arts in the lesson, they choose making art instead of just learning about it. In other words, they want to learn art practicing it. Actually, this was my idea since the beginning: not just talking about arts and just showing them some examples in Spanish but making them take the leap and practice arts and Spanish at the same time.

7. What did others do?

Many teachers around the world are beginning more and more to integrate the arts into their lessons in order to help students develop the required skills and also to make them gain a new perspective to better understand the world they live in. To be able to present a new curriculum for my classes, it was obligatory to revise other good examples which helped me a lot in the process of preparing my lesson plans.

Example 1: Learning Through Art by the Solomon R. Guggenheim Museum (1970-2008)

As explained on the museum’s website, Learning Through Art (LTA) is an artist residency program which aims to cultivate student creativity using art projects that support learning across the curriculum. Experienced teaching artists work with several students from New York City public schools and they collaborate with classroom teachers to develop and facilitate art projects integrated into the school curriculum.¹

¹ For more information please visit: <https://www.guggenheim.org/for-educators/learning-through-art>

Randy Kennedy (2006) points out that a study released by the Guggenheim itself indicates that students in the program performed better in six categories of literacy and critical thinking skills — including thorough description, hypothesizing and reasoning — than did students who were not in the program.

The website of the museum has a section with many lesson plans already experimented and separated into subjects; for example, Depicting a Place, Climate/Habitat, Color and Mood, Daily Life/Community etc. Also, it is possible to see grade levels and themes. Although the main art branches used are paintings, you can also find lesson plans with photography, film/video, sculpture and mixed media and collage.

When I compared the program with what I would like to do in the classroom, it looked very useful to me. If I need to go further and give a specific example, one of the lesson plans appropriate for my Spanish class would be the one named “My Future Self”² by Jeff Hopkins where the artist offers different activities based on Picasso’s *Woman Ironing* (1904), again Pablo Picasso’s *Head of a Woman (Dora Maar)* (1939) and Marc Chagall’s *Paris Through the Window* (1913). The main emphasis of the plan is based on analyzing characters and identifying internal and external character traits. If I wanted to combine this plan with my Spanish classes I would definitely choose physical and characteristic description lesson where I teach required vocabulary to describe people or ourselves. At the end of the activities the artistic product would be an abstract portrait of each student describing themselves physically and in character and also their moods.

² Please see the full plan at : <https://www.guggenheim.org/learning-through-art/art-making/my-future-self>

Example 2: Art and Knowledge Workshop by Tim Rollins in 1982

While working as an art teacher in a high school, Tim Rollins founded the Art and Knowledge Workshop as an after-school program for students with learning difficulties. As explained in *Art as a Tool for Teachers of English Language Learners* by New York State Education Department, Rollins had his students draw at their desks while he read aloud George Orwell's 1984. However, one student misunderstood the instructions and drew directly on the pages of the book which became a thing and from then on Rollins' student called them K.O.S (Kids of Survival). Together, they started to produce art based on literary works. "Rollins introduces a text (most often a classic) to the group, and they read and discuss it over a period of time. Students then search for relationships between the book and their lives. Next, they search for artistic representation of those relationships." (New York State Education Department, 2010)

I have chosen this project as a good example, because the product has a real artistic value and also, the process consists of different educational practices which would improve the students' language skills as well as his/her personal skills.

How could one use this project in foreign language classes?

Even if the project itself sounds very interesting, here we have two limitations: time and students' level of foreign language. This project, with all its steps – reading, discussing, producing art-, takes a lot of time. As explained above, students generally have 2 lesson hours a week and this is not enough for a huge project like this. However, with some adjustments, a mini project can be carried out. Instead of a whole book (which is impossible for an A2 level student to follow), a mini story or an essay on related topic can be selected. These kinds of works require less time to read, understand and analyze. Later on, students can express their feelings in different art forms.

Answers to the 10th question of the survey above indicate that many students (52.5%) preferred the use of “story” in the lesson. Therefore, I found this project very useful for the process of planning Spanish lessons based on arts.

Example 3: Cinema and literature for Spanish class by José Amenós Pons

Without any doubt, the most entertaining lesson for students is the one with movies. No matter the age, the “Teacher, when are we going to watch a movie?” is one of very few questions that you hear repeatedly. Therefore, the article written by José Amenós Pons in 2003 for Cervantes Institute seemed very interesting and helpful for arts-based Spanish lessons.

He starts with a brief comparison of the cinema and literature according to the society. As explained by Amenós Pons (2003) “the attitude of the same person to the fact of watching a film or reading a book may be different: the films are usually linked to the idea of popular entertainment; film, television and video are part of the leisure habits of our society. Reading too, but in the reception of literary texts interfere expectations and prejudices (favorable or unfavorable) inherited directly from school experiences.” It is usual to hear people who have read the original book of a movie say “the book is way much better than the movie”. However, we know that the concept of time performs differently with Generation Z; they get bored easily and to capture their concentration on anything can be problematic. In consequence students tend to choose watching a movie instead of reading a book.

“Cinema and literature are inexhaustible sources of materials for the class, and both introduce authentic uses of the language into the classroom, produced by and for the native speaker.” (Amenós Pons, 2003)

Although these two are immense resources for teachers, using them as a lesson material brings its own disadvantages. The first disadvantage that came to my mind is the age of the students. The material chosen should be compatible with the age, language level and cultural background of the group.

Amenós Pons also offers some possible solutions to these problems:

- Teachers should provide necessary knowledge on cultural issues before the activity.
- In case of inappropriate language use (specialized vocabulary, jargons, metaphors, etc.) teachers can provide additional information and activities for students to understand the topic clearly.

Finally, he suggests different activities as:

- Working with a movie poster imagining the characters, what happened, what will happen next etc. This could be used with character descriptions, past tense and future tense.
- Thinking (or drawing) the story-board of a literary story. Actually, this activity seemed very entertaining and motivating to me as some of the student have a special ability in drawing and with this activity the teacher can easily include them in the lesson.
- Viewing a fragment of a movie sequence, or read a story snippet, and imagining (or writing) a final for the story or chancing it. This suggestion is not only very useful for writing skill but also for nourishing imagination.
- Write the dialogues of a story that does not have them, or those of a sequence without words. Here, we see an activity full of fun, imagination and language skills which is something definitely a teacher would prefer to have in the classroom.

His suggestions and his work helped me a lot in the process of creating activities based on cinema. Some were examples of what I already had in my mind and some made me look from another point of view. By all means, his work provided an academic basis for my existent idea.

Example 4. Nine drama activities for foreign language classrooms by Sehriban Dundar

Drama has always been a part of foreign language classes as it becomes easier to create a different learning environment for students. In the same classroom you can animate a movie scene, a normal city life, a conversation in a butcher shop or a police station. These are important practices for students and maybe drama is the only way they have this experience.

According to Savignon (1983, as cited in Dundar, 2013) drama develops communicative skills and therefore, makes the language learning easier. Another advantage of the use of drama in the classroom is that, the student feels more confident as it is a free learning environment where there is no judgement and the student plays a role, not being himself/herself.

Dundar (2013) suggests some drama activities for the classroom with all their benefits and challenges:

- Role-play games. As she states “role-play is a worthwhile learning experience for both the teacher and the students” (2013) as students suddenly find themselves in another cultural context where they can improve their communicative skills.
- Improvisation. Aren’t all the daily conversations an improvisation? Do we prepare what we will say to that neighbor when we see every day in the elevator the night before? Of course not. However, students generally prepare themselves before they talk in the target language. Also, as Maples (2002, as cited in Dundar, 2013) expresses that

improvisation not only improves students' language communication skills, but also their confidence.

- Readers' theatre. As Dundar (2013) explains for this activity first, students should read a text or a story and then, transform the story into a script involving several characters to perform it afterwards. Actually, this activity could be very interesting to use in the classroom if well-structured and with a good planning.

These activities above seem very exciting to perform in the classroom. However, they may need a better planning before and during the activity than other types of arts-based classes. Because a not-well planned drama activity could result in no success in terms of educational purposes and it would only be a fun time for students, no gain at the end.

Example 5: Integrating the Arts into English Learning: A Case Study of EFL Learners in a Canadian University by Chenkai Chi

"English Through the Arts" is an arts-integrated free English course held in a Canadian University to provide students to practice more English. Chenkai Chi conducts a study to evaluate if students learn better English with arts-integrated activities. (2017) The researcher states the problem as:

"Traditional English teaching methods cannot address the needs of current students who have a desire for creative and meaningful education. In the 21st century, the young English learners' awareness of lifelong learning has become acute, and they are not satisfied to learn English in standard and monotonous ways."

Actually, this statement represents many teachers reproach (especially who are working with teenagers).

Chi completes his study with observations he made focusing on the students' interactions with other participants during artistic activities, semi-structured interviews with students and artifacts elicitation as data collection.

According to Chi, the results of 10 arts-based English lesson sessions are as follows (2017):

- Activities related to music increased the relation among students' breaking the silence and giving them the necessary enthusiasm to talk and to contact with others.
- Arts-based sessions helped strengthen the relationship between the instructor and the students creating a friendly environment.
- Students took part in the sessions willingly and they collaborated more in the classroom.
- The students showed eagerness to show their interest in music and drama sessions.
- Interviewed students expressed that "arts in the learning English process can be a guider, refresher, stimulus and facilitator to make the learning process more interesting; make students be more willing to express EFL learners themselves, and make them open their mind." (Chi, 2017)
- Students explained that English lessons through art made them feel relaxed and more creative and helped them make friends.

Providing a solid background for my future expectations, Chi's study also gave me some ideas about the sessions sharing a table with the content of each session. This work seemed interesting to me as it shows clearly the social outcome of a lesson based on arts and how it changes students' mood and students' perspective to language classes.

In the next part, I will design different lesson plans for my students in the light of all the projects and studies listed above. Because arts offer a learning space where the teacher can foster creativity, create a bridge between

written and spoken language, promote different skills, help students develop self-esteem (Farokhi and Hashemi, 2011) while students learn and practice the language. And this is what I want to achieve in my 2 hours a week Spanish classes.

8. Creating a New Curriculum

“The arts are an integral part of authentic learning; the heart and soul that complement mind and body, a powerful integrative force that teaches the whole child—social, creative, emotional, intellectual, and physical” (LeFrancois, *Psychology for Teaching*, pg. 499 as cited in The New York State Education Department, 2010). With the integration of art in language educations, we, the teachers can create opportunities for students to express themselves, practice the language and produce artistic products.

Below, I have listed some activities combining Spanish curriculum and arts. These activities are created based upon the needs of my students from different grades and every session lasts 80 minutes.

8.1. Drama Activities

Smith (1984, as cited in Dundar, 2013) believes that actors and language learners have a lot in common as both the common goal (communication) and common obstacles (new roles and new languages). Therefore, he proposes that language learning will benefit linguistically or socio-linguistically, from the techniques applied in the theater arts (Dundar, 2013).

8.1.1. Activity 1: Haz lo que yo te diga

Grade:	9 th grade
Duration:	1 session
Skills Practiced:	Grammar, Listening, Speaking

Topic:	Action Verbs, " <i>Estar + Gerundio</i> "
Objective:	The student; communicates/understands sentences in " <i>estar + gerundio</i> ", understands instructions given with action verbs.
Prior to the activity:	The teacher gives examples for <i>estar + gerundio</i> using action verbs. The teacher repeats the same examples with action verb cards ³ . The teacher wants students to give different examples. Teacher explains what is "drama" and gives instructions of the activity. Students are grouped in three. Each group invents a name for themselves.
During the activity:	Group1 comes to the stage, Student 1 selects an action card and shows it to student 2, Student 2 forms a sentence for student 3 to perform it. Once he/she finishes, student 2 takes his/her place. The activity goes on till all group members perform a sentence. In the second round, the teacher wants students to choose two or more cards and make a more complex sentence. The activity goes on till all groups participate.
After the activity:	The teacher asks students if they have any questions. The teacher assesses students with appropriate assessment method ⁴ .

³ These cards should be prepared by the teacher beforehand according to the needs of the students.

⁴ Depending on the group and the time left, the teacher may use quizzes, worksheets or applications like Kahoot or Quizzes.

This activity aims to improve the students' comprehension of spoken language while they practice speaking in a fun learning environment. Also, the student will practice active listening and will try to react immediately. This is a situation very similar to the real-life experience.

8.1.2. Activity 2: ¿Qué ha pasado?

Grade:	10 th grade
Duration:	1 session
Skills Practiced:	Grammar, Listening, Speaking, Writing
Topic:	Pretérito Perfecto de Indicativo
Objective:	The student; communicates/understands sentences in "Pretérito Perfecto de Indicativo".
Prior to the activity:	The teacher tells what she has done that morning to give examples for Pretérito Perfecto de Indicativo. The teacher asks yes/no questions to Student 1 about what she/he has done that morning. The teacher asks other students about what Student 1 has done that morning. The teacher explains what is "drama" and gives instructions of the activity. 3 Volunteer students are selected.
During the activity:	Volunteer students leave the classroom. Other students find a role and a name for 3 volunteer students. They create a story for them using Pretérito Perfecto de Indicativo. They, also, create a situation. Volunteer students come back to the classroom. One student from the class whisper in each one's ear his/her name and his/her story.

Another student tells them the situation; where they are, what they are doing etc. and also the main rule; whatever they say, they have to say it in Pretérito Perfecto de Indicativo.

And action... Volunteer student are asked to improvise during 5 minutes.

If have time, the activity is repeated with different groups.

After the activity: The teacher asks students if they have any questions. The teacher wants students to write their friends' improvisation as a story using Pretérito Perfecto de Indicativo. (assessment)

This activity aims to improve the use of Pretérito Perfecto de Indicativo, a verbal tense that doesn't exist in Turkish. With this activity students will practice speaking, listening and writing. Also, the improvisation and talking in front of other people will boost their confidence and self-esteem.

8.2. Photography Activities

"A Photograph is worth a thousand words through which a complex idea can be conveyed with just a single still image." (Sadiq, 2013) Not only concrete objects but also abstract opinions, emotions can be explained with a single photo. Teachers have been using pictures in the classroom to teach different topics (colors, emotions, places etc.) This is not something new. However, here my aim is to encourage students to use photography as a learning element themselves.

8.2.1. Activity 1: Mi Diccionario Artístico

Grade: 9th grade

Duration: 1 visit and 1 session

Skills Practiced:	Vocabulary, Writing
Topic:	Vocabulary
Objective:	The student; knows the Spanish alphabet and sounds in Spanish.
Prior to the activity:	The teacher organizes a visit to an Art Museum (possibly to Istanbul Museum of Modern and Contemporary Art) The teacher explains the timetable of the visit to the students and how the final product is expected to be.
During the activity:	Students plan their “artistic dictionary”: they choose a word from A to Z. They take a photo for each letter which represents that word in the museum. Also, they try to have aesthetic concerns in their photos. Once back at school, they organize these pictures and using different applications, they prepare a dictionary book.
After the activity:	Students share their work with the rest of the class. Each work is commented by the students in terms of aesthetics and relevancy.

This activity is suitable for very new beginners and its aim is to familiarize the students with the new sounds and new letters in Spanish. Besides that, student will get a chance to see the Modern Arts Museum in İstanbul and taking photos in a museum will improve their artistic senses.

8.2.2. Activity 2: Escribeme una Historia

Grade:	11 th grade
Duration:	1 session

Skills Practiced:	Vocabulary, Grammar, Writing
Topic:	Pretérito Indefinido de Indicativo
Objective:	The student; communicates in "Pretérito Indefinido de Indicativo" to describe events. uses his/her imagination to create a plot.
Prior to the activity:	The teacher wants students to take a picture of people from their everyday life (from the street, market or anywhere they have been). The teacher tells what he/she did yesterday using "Pretérito Indefinido de Indicativo" The teacher asks yes/no questions to Student 1 about what she/he did yesterday. The teacher asks other students about what Student 1 did yesterday. The teacher explains what "pretérito indefinido de indicativo" is, where it is used and gives instructions of the activity.
During the activity:	The teacher organizes the students in pairs. Each group receives a picture taken by a classmate. Each group writes a text using the picture as starting and using "Pretérito Indefinido de Indicativo" Groups are free to write a dialogue, a story or a script.
After the activity:	Students share their work with the rest of the class. Each work is commented by the students in terms of authenticity and relevancy with the picture given.

This activity contains elements related to imagination, cooperation and also use of Spanish. While writing the text, students will have to learn new words, grammatical structure and also spelling rules in written language.

8.3. Painting Activities

“When children create art, they are given the opportunity to make sense of their world as well as to communicate ideas, experiences and feelings with others. No matter what medium they are engaged in, the art expression can provide young artists with a mirror in which they find themselves.” (Booth & Hachiya, 2004). Students who started to learn a new language may feel themselves lost or confused or angry as they can’t express themselves as they wish in the target language. Painting will be used in the following activities to destroy these borders developing students’ creativity and giving them a chance to express themselves.

8.3.1. Activity 1: Yo y lo que ven otros de mí

Grade:	Prep grade
Duration:	2 sessions
Skills Practiced:	Vocabulary, Grammar, Speaking
Topic:	Describing people, Emotions
Objective:	The student; - describes himself/herself physically and emotionally - describes others physically and emotionally - describes clothes and body parts
Prior to the activity:	The teacher describes herself physically & emotionally using the verbs “ser” y “tener” The teacher shows a picture of her family and describe them physically & emotionally. The teacher provides a vocabulary list to the students.
During the activity:	The teacher wants all students to make two self-portraits; one for how people see them and one for how they see themselves and not to show them to the others.

When all the self-portraits are ready, the teacher collects them, mixes them and hangs them on the wall. Students start to discuss how each self-portrait looks and describe them according to the vocabulary list the teacher gave.

Many questions are asked to guide the discussion.

“How does he/she look?”

“Is he/she happy/sad/depressed/enthusiastic?”

“Does she/he have a big mouth/nose?”

“Who can it be?” “Why? Or Why not?”

When all the self-portraits are discussed, the teacher selects one and asks to whom it belongs.

The owner of the painting takes his/her two self-portraits and explains why and how she/he described herself/himself in this way.

After the activity: The students write a brief reflection of how they feel themselves and if they realized anything new about themselves with this activity.

The teacher assesses students with appropriate assessment method.

With this activity students will learn necessary vocabulary to talk about appearances and emotions and also, they will find an easier way to express themselves in Spanish.

8.3.2. Activity 2: Pintando nuestra historia

Grade:	11 th grade
Duration:	2 sessions
Skills Practiced:	Vocabulary, Grammar, Reading
Topic:	El pretérito imperfecto de indicativo
Objective:	The student;

communicates/understands sentences in
“pretérito imperfecto de indicativo”,
uses necessary vocabulary to describe people,
actions or places.

Prior to the activity: The teacher talks about her childhood giving examples in pretérito imperfecto de indicativo”.

The teacher asks yes/no questions to Student 1 about his/her childhood.

The teacher asks other students about Student 1’s childhood.

The teacher explains what “pretérito imperfecto de indicativo” is, where it is used and gives instructions of the activity.

During the activity: Students read the famous story of “Hansel and Gretel” and learn the meaning of the words they don’t know.

Students discuss the theme, characters and plot.

The teacher organizes students in groups and asks what students understood from the story and what they want to express on their painting and also how.

The teacher wants students to distribute the duties in their groups and start painting.

While painting, the students are asked to only speak Spanish.

After the activity: Students share their work with the rest of the class.

Each work is commented by the students in terms of authenticity and relevancy with the story.

The teacher assesses students with appropriate assessment method.

As students know they will paint what they read, they will be more focused on the story. Besides that, as it is a well-known story, they will feel themselves more confident and relaxed. Reading and painting the story of

“Hensel and Gretel” will make the learning and the use of “pretérito imperfecto de indicativo” permanent.

8.4. Cinema Activities

We all accept that learning is much faster when supported with audio visual material. Also, a study carried out by Kabooaha (2016) indicates that “using movies in the foreign language classroom could enhance the students’ motivation to learn the language”. The use of audio-visual materials in the classroom may also help students creating a real-life simulation and they get opportunity to hear different accents.

8.4.1. Activity 1: ¿Nos conocemos?

Grade:	10 th grade
Duration:	several sessions
Skills Practiced:	Vocabulary, Grammar, Listening, Speaking
Topic:	Stereotypes & Routines
Objective:	The student; makes proper sentences to communicate with others uses necessary vocabulary to talk about people, actions or places.

Prior to the activity: The teacher starts a brainstorming asking

“What is a stereotype?”

“What do people say about Turkish people?”

“Are these stereotypes correct?”

“What stereotypes do you know about other countries?”

The teacher gives stereotypes examples about Spain.
and asks if students think they are correct.

	The teacher asks students if there is a connection between general routines and stereotypes. They teacher asks students how they feel themselves in their own routine. The teacher explains what “short film” is and gives instructions of the activity.
During the activity:	Students are organized in groups of 4 Students write a script for their short film with the given topic which is “stereotypes and routines” Each group discusses the script with the teacher. Students organize details of their own short film (where and where to shoot, costumes etc.) Students, also, start rehearsing. The teacher gives enough time to finish their work.
After the activity:	Students share their work with the rest of the class. Each work is commented by the students in terms of authenticity and relevancy with the topic. The teacher assesses students with appropriate assessment method.

Sometimes teenagers feel exhausted because of the monotony of life. This activity is supposed to give them a space where they can express their feelings and thoughts toward monotony and generalized ideas people have in their mind about teenagers (stereotypes they face every day).

8.4.2. Activity 2: La voz escondida

Grade:	11 th grade
Duration:	several sessions
Skills Practiced:	Vocabulary, Grammar, Speaking, Writing
Topic:	Daily life conversations
Objective:	The student;

makes proper sentences to communicate with others.

uses necessary vocabulary to create a dialogue.

Prior to the activity: The teacher starts asking questions about silent movies and Charlie Chaplin.

The teachers ask how it would be if these movies had dialogues.

The teacher explains what “silent movie” is, shows a part of the movie “The Kid” (1921) by Charlie Chaplin and gives instructions of the activity.

During the activity: Students are organized in groups of 2

Students write a dialogue for the selected part.

Students decide how to record their voice on the movie and make the necessary research and the organization for recording.

Students discuss their dialogue with the teacher.

After the activity: Students share their work with the rest of the class.

Each work is commented by the students in terms of authenticity and relevancy with the movie.

The teacher assesses students with appropriate assessment method.

Although the same result is expected from each group, I am sure, if supported by the teacher, students will take initiative and will come up with very creative ideas and dialogues. This activity aims to improve students’ speaking skills while having fun and being creatives. Also, they will learn to use different IT tools.

8.5. Literature Activities

The use of literary text in the classroom can be challenging with beginners. However, these texts “can make the students more aware of the language they are learning, help them develop skills and strategies they can apply in many different situations and contexts, increase their interest and motivation, and make the learning of the language a more enjoyable and worthwhile experience” (Daskalovska & Dimova, 2012). Therefore, modern and easily understandable books or stories should be chosen for beginner/intermediate levels.

8.5.1. Activity 1: El maravilloso mundo de posibilidades

Grade:	9 th grade
Duration:	several sessions
Skills Practiced:	Vocabulary, Grammar, Reading, Writing
Topic:	Interpersonal Relations & Anti-discrimination & Gender Equality
Objective:	The student; understands the written text. communicates according to the ideas narrated in the text.
Prior to the activity:	The teacher asks questions about books students have read lately. The teacher starts a discussion about the endings of books, stories and movies. The teacher asks, given the chance, if they would change the ending of a book or story. Students choose some stories they think the ending is irritating. The teacher explains the activity and gives introductions.

- During the activity: Students read the original of the story chosen.
 Each student decides in which part they want to change the course of event.
 Each student writes his/her own ending for the chosen story.
- After the activity: Students share their work with the rest of the class.
 Each work is commented by the students in terms of authenticity and relevancy with the beginning of the story.
 The teacher assesses students with appropriate assessment method.

Many famous stories are criticized for the message given. Some of them violate gender equality rules while some of them support violence. Teenagers of this modern era can see these old mistakes and offer new, modern, correct literary texts in terms of human rights. This activity aims to raise awareness while practicing reading and improving writing skills.

8.5.2. Activity 2: Escucha Mis Versos

- Grade: 10th grade
 Duration: several sessions
 Skills Practiced: Vocabulary, Reading, Speaking
 Topic: Pronunciation
 Objective: The student;
 pronounces properly
 understands the written text
- Prior to the activity: The teacher read a poem by Pablo Neruda (Poema20)
 The teacher asks students what kind of text it is.
 The teacher asks questions about the poems they like, if they have read any poem in Spanish etc.

- The teacher explain what “poetry” is and gives instructions of the activity.
- During the activity: Students are organized in pairs.
Each group selects a poem of Pablo Neruda.
Each group prepare a performance related to this poem. (They can make music, paint, dramatize etc. while one reads the poem. They can perform it just themselves or animate the others to participate.)
- After the activity: Students share their work with the rest of the class as they prepared
Each work is commented by the students in terms of authenticity and relevancy with the poem.
The teacher assesses students with appropriate assessment method.

Generally, teenagers find poetry boring. This activity aims to get them closer to poetry’s unknown world participating them in the process. They will also improve their pronunciation and they will learn new vocabulary. Performance will also provide them a space to express themselves in a free, entertaining environment.

8.6. Music Activities

Many foreign language teachers use songs in the classroom to motivate students and show them a piece of a culture the language belongs to. From a teacher’s point of view, songs help students to improve listening comprehension skills, pronunciation skills, vocabulary learning and grammar review (Arleo, 2000).

8.6.1. Activity1: Banda nuestra

Grade: PREP grade

Duration:	2 sessions
Skills Practiced:	Vocabulary, Speaking, Listening
Topic:	Different topics according to the subject of the week (colours, numbers, professions, weather etc.)
Objective:	The student; pronounces properly, uses vocabulary in the correct context
Prior to the activity:	The teacher asks students about their musical taste. The teacher asks students about their favorite singers and/or songs. The teacher asks students if they know how songs are composed. The teacher explains the activity and gives introductions.
During the activity:	Students are organized in groups. Each group selects a theme and a background music. Each group put word in order and create their own music.
After the activity:	Students share their work with the rest of the class. Each work is commented by the students in terms of authenticity and relevancy with the topic. The teacher assesses students with appropriate assessment method.

We, teachers, are aware of how difficult is to compose a song. However, this hard work will let students practice sounds and be creatives while making meaningful (or not) sentences and trying to catch a rhythm. I believe that students are capable of surprising us with their talent.

8.6.2. Activity 2: ¿Cómo suena?

Grade: PREP grade

Duration:	2 sessions
Skills Practiced:	Vocabulary, Reading,
Topic:	Different topics according to the subject of the week (colors, numbers, professions, weather etc.)
Objective:	The student; understands the written text.
Prior to the activity:	The teacher asks students what sound is and if everything around us has a sound. The teacher wants student to think about the sound of a tear, wind, happiness and hunger and starts a discussion on this subject. The teacher explains the activity and gives introductions.
During the activity:	Students read the text "Barcelona" (see annex) Students recreate the story just with sounds. (students can use applications or websites.) Students prepare an "sound story" of Barcelona.
After the activity:	Students share their work with the rest of the class. Each work is commented by the students in terms of authenticity and relevancy with the topic. The teacher assesses students with appropriate assessment method.

To be able to recreate a text, students, first, should understand it very well. For that reason, student will concentrate on the story, its vocabulary and make a research about Barcelona (for example to imagine how Las Ramblas may sounds). Besides that, they will learn how to use different IT tools.

To sum up, arts can be used both to cheer the atmosphere up and to improve different communication skills. These activities can be changed or expanded. It is also possible repeat activities to adapt them to different topic throughout the year if found effective.

9. Application & Results

The main idea while starting this research was to apply in the classroom all the activities proposed above and share the observations and results with pretest-posttest design. However, due to the pandemic which influences the whole world since the beginning of March 2020, students started online education process. Therefore, I decided to share the new curriculum with my students in an online platform and have their feedbacks.

The survey below is realized explaining each activity to students (topic, process and product) on a Zoom meeting and 40 students from each grade (PREP, 9th, 10th and 11th) filled out the form separately.

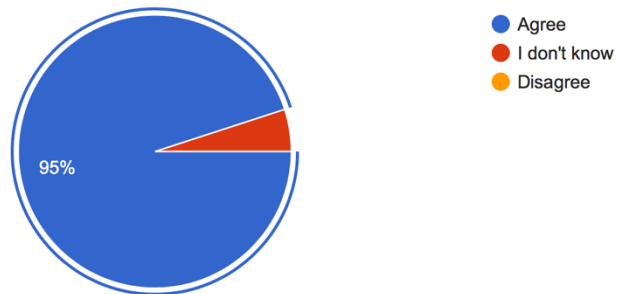
The survey consists of 3 statements for each activity, 36 questions in total. The 3 statements are;

1. It is a useful activity to practice my skills.
2. It supports my personal development (self-confidence, self-esteem, self-expression etc.)
3. It provides a better learning than worksheets.

The aim here is to find out if students get excited about these arts-based classroom activities and think that these activities may really contribute to their language learning process. Answers to the activity "*Haz lo que yo te diga*" (see above: 8.1.1) are as follows;

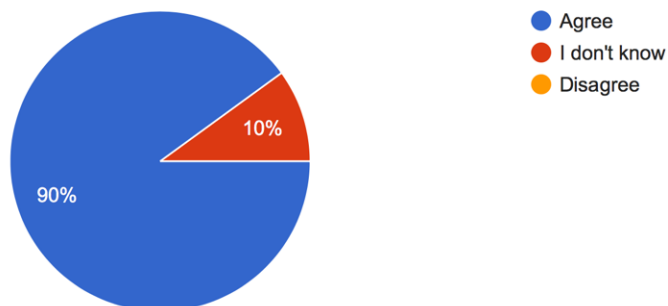
(Activity 8.1.1) It is a useful activity to practice my skills.

40 responses



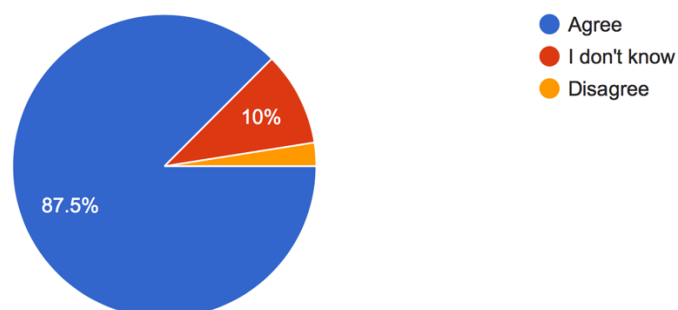
(Activity 8.1.1) It supports my personal development (self confidence, self esteem, self expression etc.)

40 responses



(Activity 8.1.1) It provides a better learning than worksheets.

40 responses

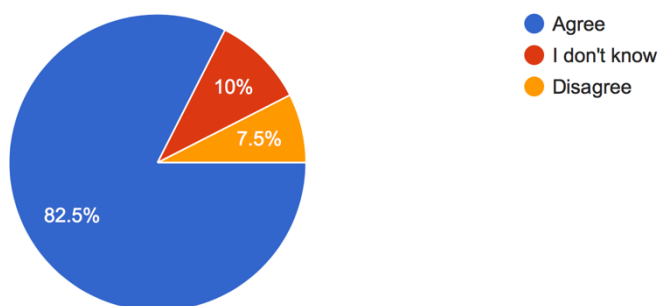


The 95% of the students think this drama activity is useful for improving skill and the 90% of them indicate that it supports their personal development. Also, the 87.5% of them think that using drama teaches better than a worksheet does.

Next activity is an improvisation activity called “¿Qué ha pasado?” (see above: 8.1.2.)

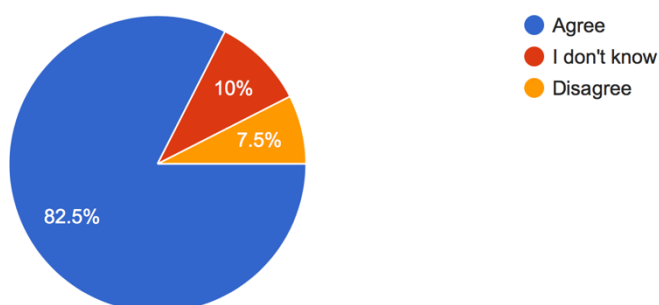
(Activity 8.1.2) It is a useful activity to practice my skills.

40 responses



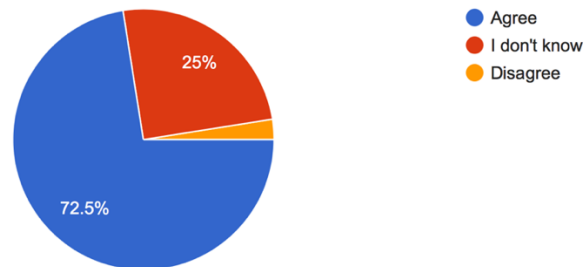
(Activity 8.1.2) It supports my personal development (self confidence, self esteem, self expression etc.)

40 responses



(Activity 8.1.2) It provides a better learning than worksheets.

40 responses

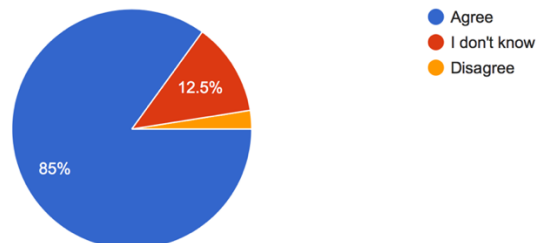


After listening the details of this activity, the 82.5% of the students stated that it is a useful activity for them and it supports their personal development. Besides that, the 72.5% of them think it provides a better learning than worksheets.

The third activity is called "*Mi Diccionario Artístico*" (see above: 8.2.1.) and it is related to photography.

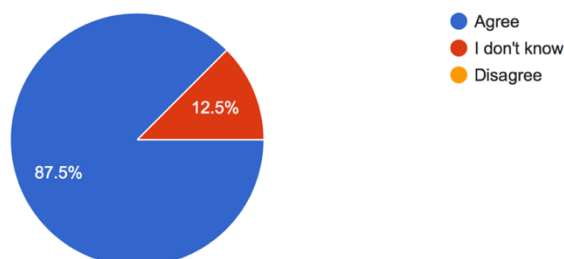
(Activity 8.2.1) It is a useful activity to practice my skills.

40 responses



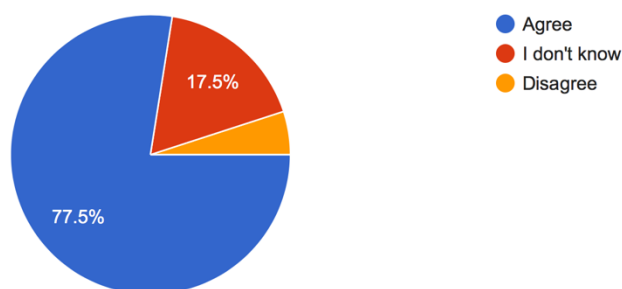
(Activity 8.2.1) It supports my personal development (self confidence, self esteem, self expression etc.)

40 responses



(Activity 8.2.1) It provides a better learning than worksheets.

40 responses

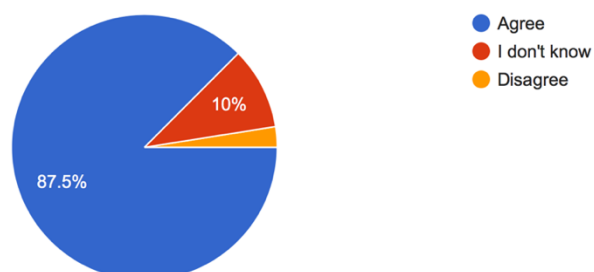


In an activity where students are expected to visit a museum and prepare a dictionary book with the photos they take, the 85% of the students see it as a useful activity to practice communication skills. The 87.5% of the students inform that the activity supports their personal development and the 77.5% of them say that it provides a better learning than worksheets.

Another photography related activity is called "*Escribeme una Historia*" (see above: 8.2.2.) and responses to this activity are as follows:

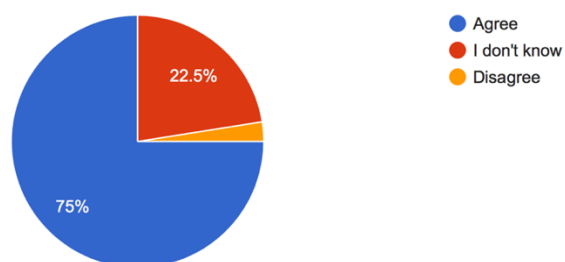
(Activity 8.2.2) It is a useful activity to practice my skills.

40 responses



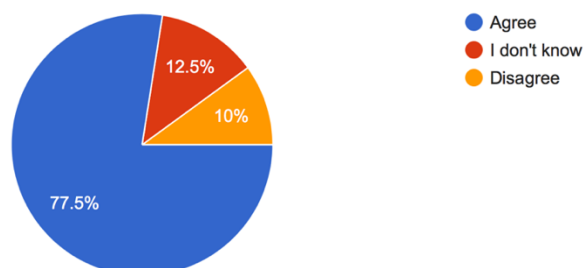
(Activity 8.2.2) It supports my personal development (self confidence, self esteem, self expression etc.)

40 responses



(Activity 8.2.2) It provides a better learning than worksheets.

40 responses



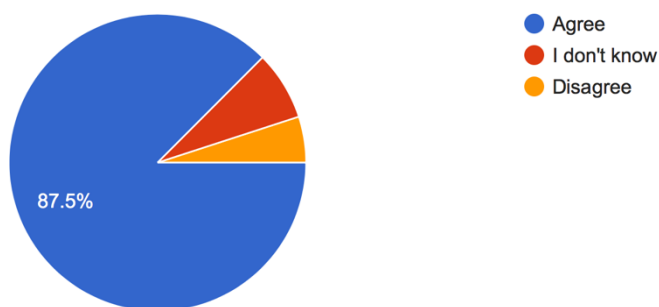
In this activity they are asked to take a picture from their daily life and write a story/dialogue/script for that photo. After listening the content of the story, the 87.5% of the students confirm that it is a useful activity to improve their

skills. The 75% of the students express that this activity supports their personal development while the 22.5% of them say they don't know. Also, the 77.5% of the students indicate that learning through a photograph is better than learning through worksheets.

The next activity is a painting activity called "*Yo Y Lo Que Ven Otros De Mí*" (see above: 8.3.1) which requires students to paint two self-portraits of themselves. Responses are as follows:

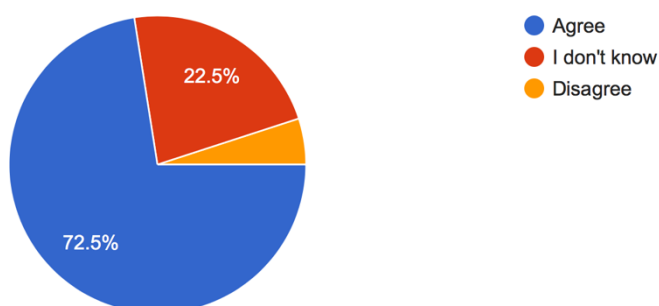
(Activity 8.3.1) It is a useful activity to practice my skills.

40 responses



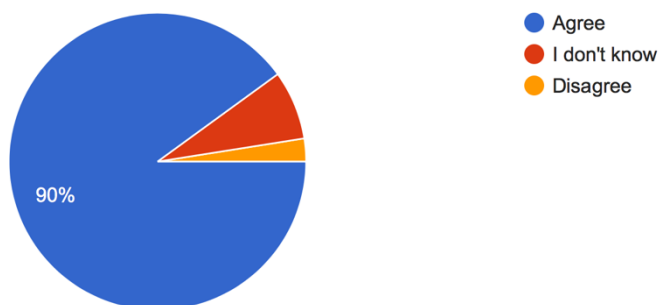
(Activity 8.3.1) It supports my personal development (self confidence, self esteem, self expression etc.)

40 responses



(Activity 8.3.1.) It provides a better learning than worksheets.

40 responses

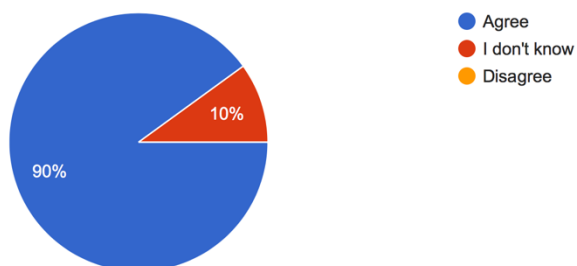


The 87.5% of 40 students agree on that it is a useful activity for their skills. The 72.5% of the students confirm that it supports their personal development and the 90% of them affirm that it provides a better learning than worksheets.

The next activity, again, is a painting activity called “*Pintando Nuestra Historia*” (see above: 8.3.2.) which enable students to practice “Pretérito imperfecto de indicativo” while painting. Responses are as follows:

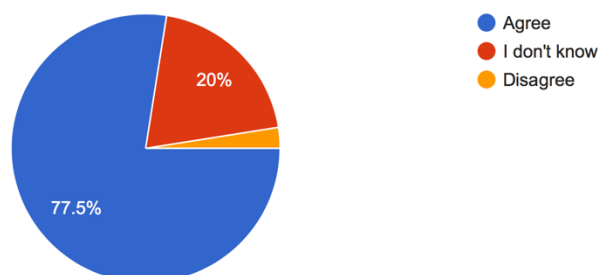
(Activity 8.3.2) It is a useful activity to practice my skills.

40 responses



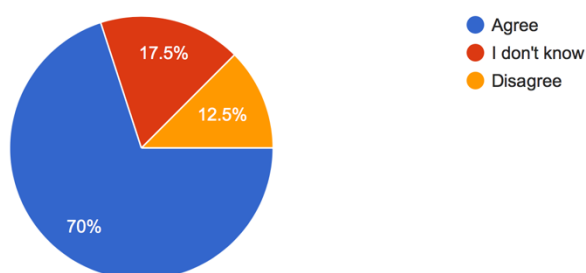
(Activity 8.3.2) It supports my personal development (self confidence, self esteem, self expression etc.)

40 responses



(Activity 8.3.2.) It provides a better learning than worksheets.

40 responses

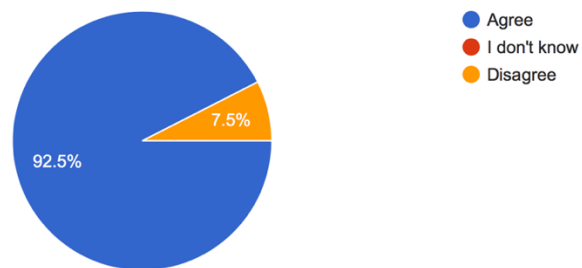


The 90% of the students think it is a useful activity to practice their skills; especially reading skill in this case. The 77.5% of the students indicate that they can improve themselves personally with this activity and the 70% of them state that it provides a better learning than worksheets while the 12.5% of them thinks the opposite. This is the only and the highest “disagree” rate in the whole survey.

The next activity is called “*¿Nos Conocemos?*” (see above: 8.4.1.) and requires students to shoot a short film.

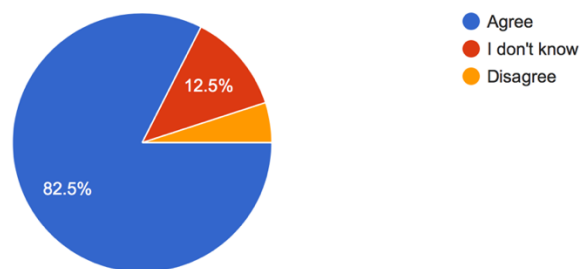
(Activity 8.4.1) It is a useful activity to practice my skills.

40 responses



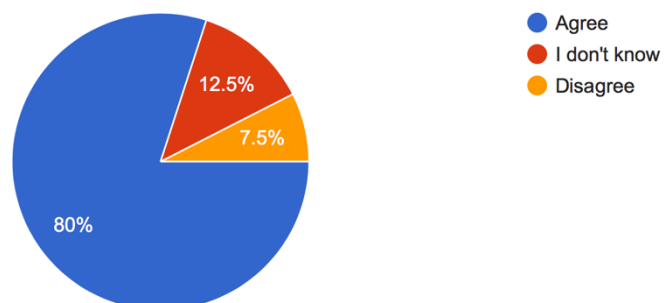
(Activity 8.4.1) It supports my personal development (self confidence, self esteem, self expression etc.)

40 responses



(Activity 8.4.1.) It provides a better learning than worksheets.

40 responses

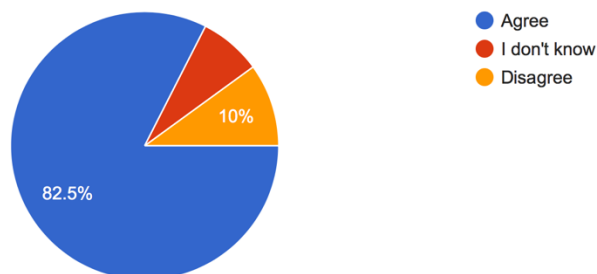


The 92.5% of the students confirm that it is a useful activity for them to practice their skills. The 82.5% of the students agree on that the activity supports their personal development. Also, the 80% of the students confirm that it provides a better learning than worksheets.

Another audio-visual activity is called “*La Voz Escondida*” (see above: 8.4.2.) and responses are as follows:

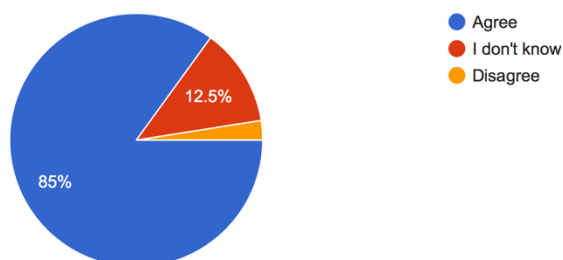
(Activity 8.4.2) It is a useful activity to practice my skills.

40 responses



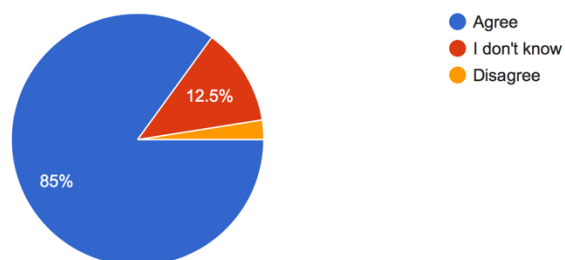
(Activity 8.4.2) It supports my personal development (self confidence, self esteem, self expression etc.)

40 responses



(Activity 8.4.2) It provides a better learning than worksheets.

40 responses

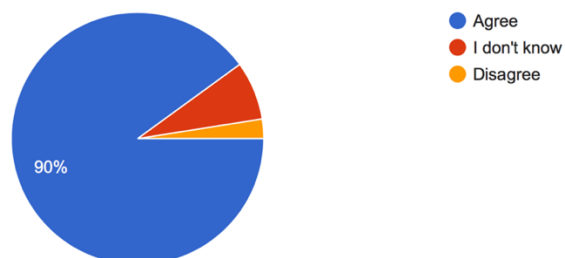


The 82.5% of the students express that it is a useful activity and 85% of them say it supports their personal development. Also, the 85% indicate that it provides a better learning than worksheets.

Next activity is a literature activity called "*El Maravilloso Mundo de Posibilidades*" (see above: 8.5.1) and responses are as follows:

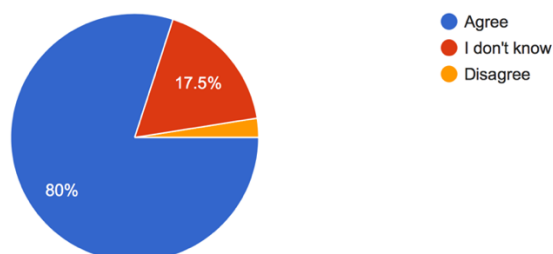
(Activity 8.5.1) It is a useful activity to practice my skills.

40 responses



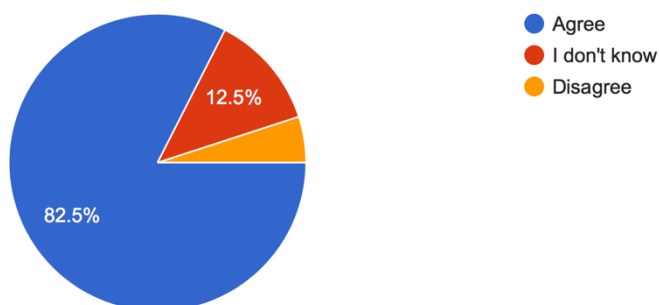
(Activity 8.5.1) It supports my personal development (self confidence, self esteem, self expression etc.)

40 responses



(Activity 8.5.1) It provides a better learning than worksheets.

40 responses

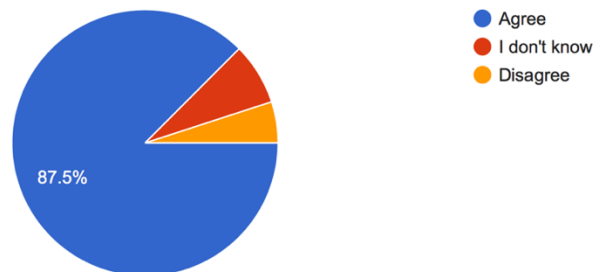


The 90% of the students convey that the activity is useful for their skills and the 80% communicate that it supports their personal development. Also, the 82.5% express the activity provides them a better learning of the language than traditional worksheets.

The next activity is called "*Escucha Mis Versos*" (see above: 8.5.2) and requires a performance based on a poem. Responses are as follows:

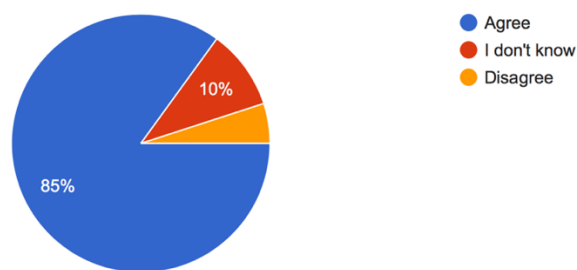
(Activity 8.5.2) It is a useful activity to practice my skills.

40 responses



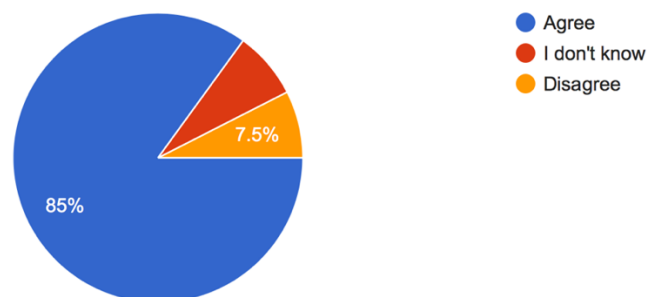
(Activity 8.5.2) It supports my personal development (self confidence, self esteem, self expression etc.)

40 responses



(Activity 8.5.2) It provides a better learning than worksheets.

40 responses

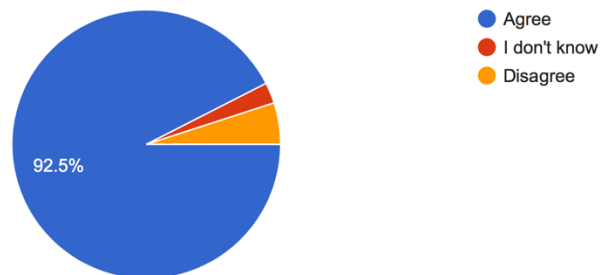


The 87.5% of the students indicate that it is a useful activity to practice communication skills and the 85% of them agree on it supports their personal development. Besides that, the 85% of the students confirm that this activity provides a better learning than worksheets.

The next activity is called “*Banda Nuestra*” (see above: 8.6.1) and consists of composing a song with the related vocabulary. Responses for this activity are as follows:

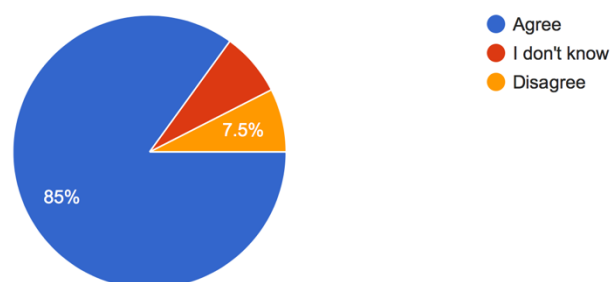
(Activity 8.6.1) It is a useful activity to practice my skills.

40 responses



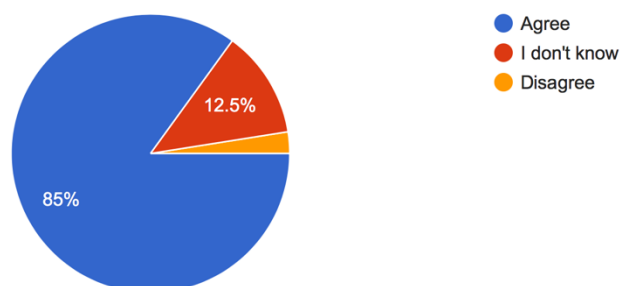
(Activity 8.6.1) It supports my personal development (self confidence, self esteem, self expression etc.)

40 responses



(Activity 8.6.1) It provides a better learning than worksheets.

40 responses

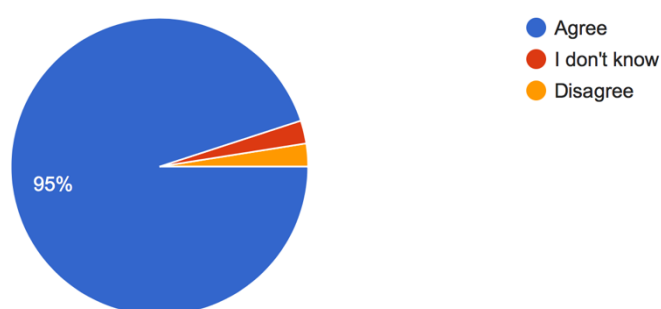


The 92.5% of the students think that it is a useful activity to practice communication skills and the 85% of them indicate that this activity supports their personal development. Also, the 85% of the students agree on that learning through music is better than learning through worksheets.

The last activity is called “¿Cómo Suena?” (see above: 8.6.2) and responses are as follows:

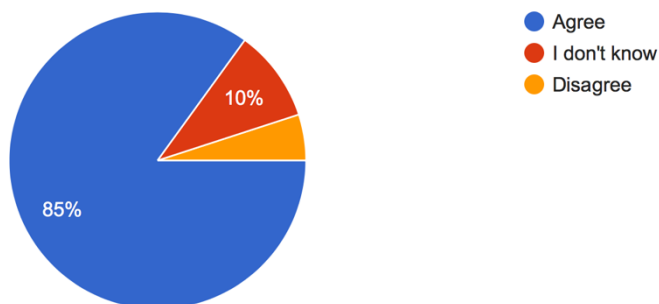
(Activity 8.6.2) It is a useful activity to practice my skills.

40 responses



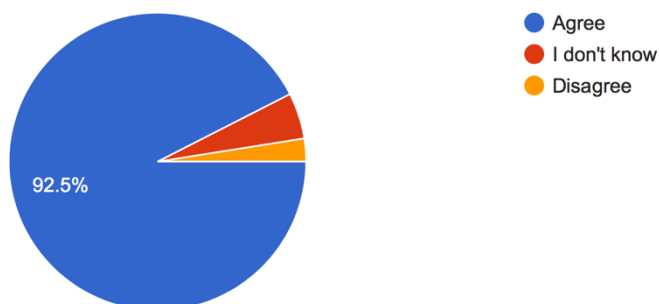
(Activity 8.6.2) It supports my personal development (self confidence, self esteem, self expression etc.)

40 responses



(Activity 8.6.2) It provides a better learning than worksheets.

40 responses



The 95% of the students confirm that it is a useful activity for them to practice their skills and the 85% of them indicate that this activity supports their personal development. Also, the 92,5% of the students agree on that it provides a better learning than worksheets.

Actually, I am highly surprised as I didn't expect to receive such a good feedback. As the school doesn't have any arts lesson, I thought maybe students wouldn't be excited about combining a language lesson with arts. However, these results show us that students want to be more active in the classroom and they are willing not only to learn about arts but also to perform it.

10. Conclusion

The use of arts as a teaching resource in ELE lessons has a great capacity and potential of success and also, students are willing to take an active role in arts. With the help of different resources, teachers can adapt their classes to use arts as an active tool by taking into consideration the level and the needs of the student group.

I hope this work serves as a starting point and also a guide for Spanish teachers who are in the search of a change to motivate more their students who have limited access to arts and real-life experiences in the target language to improve their communication skills as reading, listening, speaking and writing.

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12. Annexes

1. Survey – Using Art in the Classroom – Questions

1. How old are you? *

Mark only one oval.

- ☐ 14
- ☐ 15
- ☐ 16
- ☐ 17
- ☐ 18

2. How many languages do you speak? *

Mark only one oval.

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4 or more

3. Would you like to learn a new language? *

Mark only one oval.

- ☐ Yes
- ☐ No
- ☐ Maybe

4. How long have you been learning English? *

Mark only one oval.

Less than 1 year

- ☐ 1-3 years
- ☐ 3-5 years
- ☐ 5-9 years
- ☐ 10 years or more

5. How long have you been learning Spanish? *

Mark only one oval.

Less than 1 year

- ☐ 1-3 years
- ☐ 3-5 years
- ☐ 5-9 years
- ☐ 10 years or more

6. Do you find useful your language classes? *

Mark only one oval.

- ☐ Yes
- ☐ No
- ☐ Maybe

7. Are your classes enjoyable?

Mark only one oval.

- ☐ Yes
- ☐ No
- ☐ Sometimes

8. Do your teachers use art (literature, visual arts, the performing arts etc.) in your classes? *

Mark only one oval.

- ☐ Yes
- ☐ No
- ☐ Sometimes

9. Would it be more interesting if they use more art? *

Mark only one oval.

- ☐ Yes
- ☐ No
- ☐ I don't know

10. Which art branch would you like to have in the classroom? *

Check all that apply.

- ☐ Poetry
- ☐ Drama
- ☐ Story
- ☐ Painting
- ☐ Sculpture
- ☐ Theatre
- ☐ Dance
- ☐ Music
- ☐ Architecture
- ☐ Photography
- ☐ Option 11
- ☐ Other:

11. How can they use them together? Any suggestions? *

2. Survey- Art Activities in the Classroom – Questions

This survey is formed of the same 3 questions for each activity proposed in the part 8; Creating a New Curriculum.

1. (Activity 8.1.1) It is a useful activity to practice my skills. *

Mark only one oval.

- ☐ Agree
- ☐ I don't know
- ☐ Disagree

2. (Activity 8.1.1) It supports my personal development (self-confidence, self-esteem, self-expression etc.) *

Mark only one oval.

- ☐ Agree
- ☐ I don't know
- ☐ Disagree

3. (Activity 8.1.1) It provides a better learning than worksheets. *

Mark only one oval.

- ☐ Agree
- ☐ I don't know
- ☐ Disagree