

**PROMOTING SELF- ORAL EXPRESSION THROUGH THE USE OF ARTISTIC  
TASKS**

Engaging English Language Learners through the Arts

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A research study as a requirement to obtain the degree

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2018

**PROMOTING SELF- ORAL EXPRESSION THROUGH THE USE OF ARTISTIC  
TASKS**

NOTE OF ACCEPTANCE

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Bogotá D.C. October, 2018

DEDICATORY

To my angel who always believed in me and still protect me with her supernatural love.

To all my teachers who taught me with dedication the love and transforming force of  
education

To my son who with his imagination and vitality teaches me to rediscover the world

To my father for encouraging me with his great strength and love for life

To my husband for his invaluable support and love

To my friends for supporting me in difficult times Paula, Armando and Jeffer.

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To all my professors from Universidad Pedagógica Nacional.

To the educational community and third graders of the school I.E.D Domingo Faustino Sarmiento.

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<b>2. Descripción</b>	
<p>Esta es una investigación - acción de carácter cualitativo que se llevó a cabo en la Institución educativa I.E.D Domingo Faustino Sarmiento, en el marco de esta se realiza una implementación pedagógica con la cual se busca comprobar, cómo el uso de tareas artísticas dentro del aula permiten promover el desarrollo de habilidades orales en estudiantes del grado 301. Este trabajo propone la implementación del aprendizaje basado en tareas artísticas para la enseñanza del Inglés como segunda lengua. El proyecto esta guiado por una pregunta de investigación que se centra en el efecto de usar tareas artísticas para promover la expresión oral en Inglés. Esta propuesta pedagógica es desarrollada en tres fases. En la que comprende el proceso de observación se detecta que los estudiantes presentan problemas para expresarse oralmente en Inglés y que demuestran gusto por realizar actividades artísticas. En la fase de implementación se trabajan estrategias artísticas y pedagógicas como la creación de artes plásticas y dibujo cuyo objetivo es desarrollar las habilidades orales en Inglés. En la fase de análisis, se evidencia que el uso de recursos artísticos hace posible que los estudiantes desarrollen la expresión oral y participen activamente en el proceso de aprendizaje del Inglés como lengua extranjera. Por otro lado, el entusiasmo de hablar en Inglés, la confianza y la diversión de aprender por medio de creaciones artísticas fueron otras respuestas que se dieron.</p>	
<b>3. Fuentes</b>	
<p>Allwright, R. (1984). <i>The importance of interaction in classroom language learning</i>. Applied linguistics, 5(2), 156-171.</p> <p>Angrosino, M. (2016). <i>Naturalistic Observation</i>. Routledge</p> <p>Aymerich, C. (1971). <i>Pedagogía de la expresión</i>. Ciudad Real: Ñaque Editora, 2001.</p> <p>Borja, A (1990). <i>La construcción de aprendizajes significativos</i>. Barranquilla: Universidad</p>	

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#### 4. Contenidos

Este documento está dividido en siete secciones: La primera contiene la contextualización, la delimitación del problema y las implicaciones del mismo, se plantea la justificación de esta propuesta pedagógica y la pregunta de investigación que orienta el proyecto y los objetivos. Por otro lado, la segunda sección presenta el marco teórico que sustenta científicamente el estudio, éste incluye el estado del arte y los constructos teóricos pertinentes al tema de estudio. En la tercera sección se muestra el diseño metodológico de la investigación, instrumentos de recolección de datos y la muestra poblacional para llevar a cabo la investigación. La cuarta sección presenta la intervención pedagógica que se llevó a cabo como parte del proyecto de investigación, ésta intervención consto de tres etapas: *Knowing me, Knowing you* y *Let's put the word together*. Igualmente, la quinta sección socializa los resultados derivados de las categorías de análisis y los descubrimientos hechos durante dicho análisis. La sexta sección expone el resumen de los resultados con base en los objetivos planteados en el estudio. Por último, la séptima parte expone las conclusiones y discute la pertinencia del estudio de investigación, sus impactos, sus limitaciones y algunas recomendaciones

para futuras investigaciones.

### 5. Metodología

La presente investigación - acción estuvo enmarcada por tres fases: La primera fase consistió en un primer periodo de observación, la aplicación de dos encuestas y diarios de campo a la población y docente con el fin de delimitar una problemática y así poder proponer la pregunta y objetivos de investigación. Después de esta fase, con el problema delimitado la pregunta y objetivos de investigación ya definidos se planteó una propuesta pedagógica para dar respuesta y solución a la problemática planteada. La aplicación de sesiones presentes en la intervención pedagógica permitió la conducción del proyecto de manera cíclica, tal como es definido por los preceptos de investigación – acción, los cuales consisten en observación sistemática, toma de acciones, implementación de estrategias y reflexión sobre los resultados obtenidos que permitan lograr cumplir con los objetivos de transformación en los procesos de aprendizaje de un grupo específico. La recolección de información que se realizó en cada sesión se llevó a cabo por medio de los siguientes instrumentos: Cuestionarios, diarios de campo, grabaciones de audio y manualidades. Al finalizar las aplicaciones y luego de organizar y sistematizar la información obtenida, se realizó un proceso de clasificación que permitió realizar un adecuado análisis de la misma. Los hallazgos emergieron por medio de la realización de las conclusiones, implicaciones, limitantes y recomendaciones para algunos trabajos que sean posteriormente desarrollados.

### 6. Conclusiones

En relación a las conclusiones que se evidenciaron en este estudio, se pudo afirmar que la integración de las artes en el contexto de la enseñanza y aprendizaje del Inglés como lengua extranjera representa una exitosa estrategia pedagógica que activa habilidades en los estudiantes aparte de la expresión oral tales como: atención y reflexión, habilidad para expresar intereses, gustos y experiencias personales. Por otro lado, las estrategias artísticas y pedagógicas facilitaron la creación de un ambiente de aprendizaje significativo que promovió la adquisición de competencias comunicativas en relación al aprendizaje del Inglés como lengua extranjera, desarrollando el interés de los estudiantes por participar en actividades propuestas en clase. A su vez, el desarrollo de las artes en el contexto de la enseñanza del Inglés motivo diversas modalidades de aprendizajes como: La visual, la táctil y la kinestésica, los cuales aumentan positivamente los aspectos cognitivos de los estudiantes. Por otro lado, se pudo demostrar como a través de las artes algunos comportamientos académicos al igual que niveles negativos de disciplina redujeron significativamente, por lo cual, se pudo afirmar que las estrategias artísticas redujeron potencialmente los niveles de ansiedad en los estudiantes los cuales interferían con su proceso de aprendizaje relacionado con otras materias académicas, así como también la expresión oral en Inglés. Por último, integrar las artes en el contexto de la enseñanza del Inglés como lengua extranjera, se convirtió en un estímulo que refrescó la dinámica de cada una de las sesiones y mejoró significativamente la confianza para expresarse en Inglés de los estudiantes, lo cual aumento la motivación y el entusiasmo por expresarse oralmente y presentar sus creaciones artísticas.

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**Abstract**

This qualitative action research study is developing with the aim of analyzing the effect of using artistic tasks to promote self-oral expression in an EFL classroom. The study is being carried out with third graders of Domingo Faustino Sarmiento IED. Along the observations it was possible to determine that students' learning process was based on memory and repetition activities, consequently during the learning process of English, communicative competences were not developed in students, hence the use of artistic tasks as strategy can offer opportunities to students for developing their self-oral expression in English to enhance their oral skills. Data were collected through field notes, questionnaires, audio recording and artifacts. The theoretical referents that support this research are oral skills development, communicative competence in an EFL classroom and arts integration importance in education.

**Key words:** Self-Oral expression, self-esteem, oral communication, Arts in English foreign language teaching.

## **Chapter I: Context and Research Problem**

To commence with, in this chapter some aspects that support the development of this research proposal are presented. These issues include a general overview from the context of the institution, a brief description related to the academic and socio-affective features from the participants. These factors are important to consolidate this study which attempts to promote self-oral expression in third graders at IED Domingo Faustino Sarmiento.

### **Context**

In order to promote art expressions through artistic tasks as a meaningful learning in an EFL classroom in Domingo Faustino Sarmiento IED, it is necessary to take into account some of the main features of the context. The Institution is a public school founded in 1969 with the name of Colegio Experimental Benjamin Herrera by resolution 4958 of 1969; in 1972 the school was translated. Nowadays, the Institution is located in Barrios Unidos (the twelfth locality of Bogotá) the neighborhood is Los Andes. It is close to Carrera 50, it is composed by four branches: branch A and B for high school and branch C and D for primary school in which this research is carried out. The branch D is composed by one building and a playground designed for students of primary school from first to third grade levels. Into the school there are content teachers and three teachers who are in charge of the subjects of English, Computer Science and Physical Education respectively.

Besides, since 2015 Immersion class is being implemented in the Institution as a public education policy. Students take their English classes in a different classroom, organized for developing the class with a variety of resources as audiovisual (smart board) and didactic aids which represent important tools to increase English learning.

The institutional mission of the school is based on strengthening the English; the program follows the basic standards of competence in foreign language proposed by the

Ministry of Education. The Institution does not have a different proposal to strengthen the teaching of English.

Besides, the Immersion Class has a double shift that means that students who study in the morning receive the English immersion class in the afternoon but it is not mandatory. Related to the normal schedule, the English teaching is not developed as stated, because the length of teaching is not enough (only one hour and a half per week) and finally the technological devices mentioned do not work.

### **Participants**

In the diagnostic period it was observed the English session in third grade on Mondays from 12:35 to 2:00. It is possible to interpret the information from the observations, surveys and the interview applied to the teacher taking into account cognitive, socio-affective and cultural aspects which are important to understand the students' learning process.

The course 301 has 26 students. They are in ages between 8 and 9 years old. Students have one hour and a half English lessons per week. According to a survey (Annex 1. Project questionnaire 1) applied on September 8th the families of most of students are composed by parents, brothers and sisters, in that way, their families are big and other members as grandparents and cousins conform their families' nucleus. It was determined based on the questionnaires that students live near the school.

In regards to cognitive dimension it is important to recognize beneficial or negative elements in learning process. Students' participation throughout English class was mechanical and based on memory and repetition activities. They like taking part in the activities proposed by the teacher which involves competition because the students enjoy competing among them and this kind of activities enhance their attention and discipline within the classroom.

These students present a wide range of intra-personal Intelligence, most of them have the remarkable ability to understand themselves, their emotions and thoughts which also involves their classmates, these children are capable to recognize negative attitudes related to discipline and contribute to calm an hostile situation between them “a couple of students started to fight because one of them takes a teacher’s pencil without permission, the rest of the class began to call to order with words of respect to stop arguing and call the teacher’s attention”. (Annex 2. Project field note) his issue allows to recognize that the children are able to identify a problem and tend to have decisions to solve it. The point is that having a weakness is not nearly as much of a problem as not knowing what the weakness is. If the students know themselves they can identify and understand what they do well and why they do it (Hoerr 2000).

Another fact revealed through the observation process suggests that the children have an auditory learning style, most of them feel comfortable and concentrated while reading and copy from the board “The English teacher always has prepared the board with phrases to complete and expressions to describe the weather”. Children prefer to read and write what they see on the board because they consider it more important than any other activity (Annex 3 Project field note. Observational period) According to Nusa Maal (2004) among 20% and 30% of children are auditory learners and less than one-third of the population prefers auditory learning, for that reason that is the way almost all the schools provide that instruction. The auditory instruction recalling information in sequence and teaching through reading, the following is an example that the teacher uses with children: “while the students are copying from the board the English teacher repeat -Do you like broccoli? And she hurries the children to read the question and the answer”. (Annex 4 Project field note. Observational period)

Following with the student's social features, surveys show that children feel that school is a place where they can make friends, share experiences and learn to feel comfortable sharing activities with their peers. (Annex 5. project field note. Observational period) this situation obeys to the fact that at this age, children are becoming interested in making friends and sharing their dynamics, games, thoughts and feelings with their friends (Odoulowu & Akintemi, 2014). The interactions that children experiment during their English classes are always in groups, this type of organization makes them feel comfortable and they prefer work in groups even in other academic spaces.

After revising some aspects of third grader's socio-affective features, some relevant facts regarding to their cultural issues are presented. The observations find that students and parents unknown the advantage of learning English, for instance, from an interview with the English teacher, she manifests that for parents English it is not to seem important in the class schedule. That perception is shared by students as well when they are late and also when parents decide not to take their children to the English class because is the first hour of classes (Annex 6. Teachers semi-structure questionnaire).

Another cultural aspect shows that cartoon, stories and videos are remarkable for them "The English teacher puts a video on the smart board about the angry and the children asked her to see it again, they understood the message of the video and they talked to each other about why the protagonist of the story was angry". (Annex 7. project field note. Observational period) for little children cartoons and videos are really catchy because they can make predictions and express themselves about the situation seen. To support this fact, Clark (2000) asserts that cartoons can engage the attention of learners, create a non-threatening atmosphere in presenting information and have the potential to encourage thinking process and discussion skills.

The children love cartoons because they are present in the development of their lives and motivate their learning process such as: stimulating concentration and imitation (in regards to the language). Images are both, a way in which children like the world be represented for them and a possibility for achieving a motivating learning process.

### **Diagnosis**

In order to identify the language aspects of the third graders which give origin to the research proposal, a test using audio recording was applied, the outcomes are commented. These diagnosis exercises were based on the oral skill taking into account the performance observed along the observation period.

In regards to the test, it was implemented during the observation phase, in the cognitive dimension students were supposed to answer questions about personal information, people (classmates and parents) places and objects as well to share their moods. This test was applied for recognizing children learning aspects that were central for the development of this research.

On the other hand, a survey revealed that the students' attitudes and motivations were not contemplated within the design of English class, for instance children do not like singing, make letter soup and write because they prefer interact with other materials in English class, for instance they want to paint, they want to dance, they want to use different texture paper; but their interest is not taken into account and the learning process is mostly focused on memorizing isolated vocabulary and expressions that usually they do not link with personal interests.

After revising the outcome of the field notes and test applied, it is important underpin students' weaknesses related to the listening instructions and speaking ability. One of the difficulties students present is understanding teacher's instructions, due to this most of the time the teacher had to switch the language –from English to Spanish – because of this

students were not able to answer questions such Do you like? Students always needed the input of a flashcard to remember the answer in view of this; students' answers were always mechanical due to the confusion in recognizing structures. A considerable percentage of students were confused with affirmative and negative answers for the question Do you like? It might happen because the flash cards used by the teacher did not show food that children enjoyed. It showed that the learning of a foreign language like English must be linked with children's real experience; otherwise images are not enough for understanding a concept.

On the other hand, the oral-expression is not developed within the English class. Students repeat lyric songs but they did not internalize the meaning and pronunciation of phrases. The application of an oral test (Annex 8. Student's survey) helped me to analyze the weakness related to the orally production, the students were not able to answer questions about their names, their favorite friend, the name of their parents, their ages and where they were from, some of them did not answer and others gave answer in Spanish.

The application of the survey, the test and field notes for the diagnosis revealed that the lack of encouragement and stimulus for seeking of communication represent an objective to achieve through this research proposal. During the test and field notes was evidenced that children have problems to produce a sentence, to talk about them. In this sense, the oral skill was the ability that presented more difficulties for students. Songs and videos are resources that catch their attention. For that reason, it is necessary to apply a set of strategies in which students' perception of communication within the classroom enhances their oral-expression to avoid the mechanical repeating and the learning without context.

### **Problem statement**

During the observational period, I determined that the main weakness students present are associated to the oral skills and the strategies to foster it. For that reason it is important to underpin the implications that enclose young learners' lack oral-expression among these are

counted: The target language is understood as an isolated phenomenon, the lack of motivation to create communicative situations and fostering self-esteem within the classes.

With the increased emphasis on communication in the EFL classroom, a very demanding activity in the class could be to make the students to take active part in conversations where they express themselves freely. A reason why this can be hard, it is the fact that children do not really have a real reason to talk among their peers and the EFL classroom many times feels artificial for them. Ur (2005) claims that in order to get the children to communicate with each other and express themselves freely in the target language it is necessary to use interesting topics, but more importantly the discourse must have a meaningful purpose.

On the other hand, students are not just supposed to develop certain linguistic abilities to be proficient users of the target language but also, they must be able to know how to establish and boost their motivations. According to Council of Europe “The communicative activity of users/learners is affected not only by their knowledge, understanding and skills, but also by selfhood factors connected with their individual personalities, characterized by the attitudes, motivations, values and beliefs” (2011, p. 33) Inevitably, a positive motivation and attitude must be the focus of young learners’ learning process to develop their individual oral skills, if they are encouraged to speak and share ideas and feelings then, they can get their self-expression without restrictions.

In addition, the affective domain has a significant impact within the EFL classroom and one of its factors is self-esteem. Brown (2000) quoting to MacIntyre, Dönyei, Clément and Noels (1998) examined the relation between self-esteem and a learners’ willingness to communicate in the target language, they noted that “a high level of communicative ability does not necessarily correspond with a high willingness to communicate”. (p.146) in regards students usually think that it is important to be able to speak the target language but according

to Tornberg (1997) for being able to communicate in the target language a certain amount of self-esteem is required.

To sum up briefly, the characteristics presented revealed the importance of developing strategies based on third graders' needs, which means overcome the lack of encouragement to create a meaningful communicative situation within the EFL classroom. Taking into account their moods and context to promote their abilities in individual oral skills, in order to offer them creative ways in their learning process with the main purpose of developing speaking thus self-oral expressions which could help them become long-term learners.

### **Rationale of the Study**

The lack of oral expression among children generates the need of creating a pedagogical proposal which strengths oral skills among third graders and respond to the importance of enhancing self-oral expression in an EFL classroom as a fundamental aspect in learning process. Artistic strategies enhance a better learning atmosphere for dealing with oral skills among third graders at Domingo Faustino Sarmiento IED. It is important to recognize that the language used is a creative act which involves thoughts changes, in this way the students should be able to produce sentences and even long text. According to Pelm:

The language used by anyone it is an expression of their essential self - self that may grow and develop as it is nourished by engaging in developing activities with language or as it comes into contact with text that open horizons and that allow the individual self to extend, to encounter other worlds to experience other lives and other ways of seeing. (p. 10)

On the other hand, the advantages to promote self-oral expression in an EFL classroom enrich the teaching process because it allows teachers and students to use the target language in a meaningful communicative situation. That underpins to encourage children to speak inside and outside the classroom that is to say, that through the promotion of self-oral expression students are able to communicate and share ideas with their peers likewise. The

approach to English as a foreign language must not be forced and could be developed in an anxiety-free environment.

Therefore, I consider important to use of Arts as a vehicle to promote self-oral expression in a EFL classroom because they represent a meaningful experience in children's learning, Read (1943) claims that Arts is understood as "a mode of integration - the most natural way for children - and as such, their material is the totality of experience. It is the only way that can fully integrate the perception and the feeling". (p 23)

### **Research Question and Objectives**

The aim of this study looks to determine the effect of art expression to improve the individual oral skills in English as a foreign language in third graders. For the reason, that it is significant to recognize the importance of communication in EFL classroom through Arts and how artistic tasks can offer opportunities to develop self-oral expression in children and make connections to their own words and daily experiences.

### **Research Question**

What is the effect of using a set of artistic tasks to promote self-oral expression in third graders at IED Domingo Faustino Sarmiento?

### **General Objective**

To analyze the possible effects of using artistic tasks to promote self-oral expression in third graders at IED Domingo Faustino Sarmiento

### **Specific Objectives**

- To characterize artistic and pedagogical strategies which allow the development of communicative competences in third graders.
- To identify the role of using art expressions within an EFL classroom to enhance the self-confidence in oral expression as a long term learning process.

- To recognize the impact of using artistic tasks to encourage students to express themselves orally in English.

## Chapter II: Literature Review and Theoretical Framework

This chapter presents the theory and different studies that are relevant for this pedagogical research: Oral skills, communicative competences and Art Integration. The following paragraphs present the state of the art in which I mentioned the relevant studies that frame this study.

### Literature review

In this part of the study, a literature review of some relevant studies based on national and international researchers are outlined. These researches present certain relation to the use of arts expression for improving oral skills from learners in an EFL context.

Title of research	Author & Year
<i>Approaching students to cultural dimensions by using artistic expression.</i> Universidad Pedagógica Nacional	Camacho Canizales, Arnold Arturo (2016)
<i>Fortalecimiento de la competencia léxica del Inglés como lengua extranjera a través de diferentes técnicas.</i> Universidad De La Salle	Bedoya Paula, Lozano Marisol, Muñoz, Forero Sonali, Sarmiento Jessika (2007)
<i>Teaching English through arts and crafts to third grade public school children at Institución Educativa Suroriental de Pereira.</i> Universidad Tecnológica de Pereira	Gómez Zapata Gloria (2017)
<i>The impact of using art in English language learning classes.</i>	Farokhi & Hashemi (2011)
<i>Artes integradas y estímulo creativo para pequeños aprendices del Inglés en educación infantil.</i> Universidad de la Rioja	Mansari Fairouz (2015)
<i>El arte como vía hacia la creatividad y el aprendizaje de una lengua extranjera en educación infantil.</i> Universidad de Valladolid	Gorines Matilla, María (2016)

Table 1 Researches

The first study titled *Approaching students to cultural dimensions by using artistic expression*, from Universidad Pedagógica Nacional was carried out by Camacho (2016). It aims to the application of artistic resources for enhancing eleventh graders oral and writing expressions. Through the study the author findings confirm that the use of artistic resources are suitable strategies to achieve a high level of oral expression using art as a basis of argumentation and provide motivation to students on class, some of resources were painting, comic and music to approach the students culturally to the proposed topics. This study

provides to this Action Research a guidance regarding to the use of strategies which strength the development of oral expression and confidence in an EFL class.

Afterwards, the research titled *Fortalecimiento de la competencia léxica del inglés como lengua extranjera a través de diferentes técnicas artística* from Universidad De La Salle developed by Bedoya, Lozano, Muñoz, Forero & Sarmiento (2007). It addresses to the improvement of students' vocabulary, pronunciation and writing in English through artistic techniques such painting, drawing and color to achieve the apprehension of basic elements of English language. As a result the author's main conclusion note first that the successful in vocabulary acquisition must be developed taking into account the students' interests and second, an instruction designed with artistic techniques are fundamental for enhancing the English learning process in a EFL context. It means that comprehensible and striking inputs which involve draws and paintings are relevant for dealing with oral and writing comprehension. The contribution of this study is that artistic techniques within EFL classroom facilitate students' learning of vocabulary, pronunciation and writing comprehension of some expressions in English worked along the classes.

On the other hand, the third study by Gómez (2017) titled *Teaching English through arts and crafts to third grade public school children at Institución Educativa Suroriental de Pereira* from Universidad Tecnológica de Pereira. It aims to explore the implementation of arts and crafts as a dynamic method of teaching English to encourage students to produce orally expressions on classes. The author's conclusion from this study states that the use of arts and crafts enhance motivation and encourage students towards their learning process and it is a meaningful methodology to develop oral skills. The main contribution of this study in terms of the oral skills is that students developed comprehension and production from designs of artistic and authentic materials.

In the international context, the fourth study is written by Farokhi & Hashemi (2011) titled *The impact of using art in English language learning classes*. This article highlights the importance of arts when learning a foreign language, and how the use of arts and crafts through scaffolding can encourage and enhance the learning process of the students. Some of the outcomes from the authors show that Arts within English teaching acts as an important tool that engage the students and also give them motivation to learn about themselves, their history and their community, through arts as support the students become in active agents, because they learn by doing. This proposal provides to this study lights in the application of an English teaching practice in an EFL context and how the artistic resources are suitable for working listening comprehension, oral production and integrate learning with young learners.

Afterwards, the fifth study by Mansari Fairouz (2015) *Artes integradas y estímulo creativo para pequeños aprendices del Inglés en educación infantil* from Universidad de la Rioja. This experimental study presents the theoretical reasoning about the benefits of using music and art in teaching English for young learners to enhance a creative development of students' acquisition of vocabulary and using English as the main language of communication. The author's conclusion indicates that the use of music and art within the EFL classroom provides a significant context to develop in children listening and oral comprehension, in the same way students are motivated and stimulated towards English no matter their age.

The last study was carried out by Gorines María (2016) titled *El arte como vía hacia la creatividad y el aprendizaje de una lengua extranjera en educación infantil* from Universidad de Valladolid. This research aims to introduce Art as an educational tool to encourage the development of learning English language through artistic and plastic techniques using scaffolding method, to make of the target language a meaningful purpose of communication in the school environment. The author's conclusion of this study states that

an artistic environment is favorable for developing an active learning, collaborative and participatory in which the student is the protagonist of his or her own learning and the teacher a guide.

These researches make significant contributions to the developments of this study. The pedagogical proposals, theoretical bases and methodologies presented provide orientation and guidance for the consolidation of this study related to the use of artistic tasks to promote self-oral expression.

## **Theoretical Framework**

This study marks out to foster the development of self-oral expression by means of artistic tasks. In this part of the study some theory that gives support to this research is presented. The constructs are: Oral Skills, Communicative Competences, Artistic Tasks, Art Integration and the Affective filter hypothesis.

### **Oral Skills**

The ability to express orally has an important impact in our relation with others and the world because communication represents exchange of ideas, meaning and understanding between people and the most common is orally. Oral skills are understood as the sense to be fluent for expressing ideas. Allwright (1984) considers it as a process which “is inherent in the very notion of classroom pedagogy itself” (p.158) in English teaching teachers and students both are involved, speaking takes place in the presence of listener because listener responds to the speaker’s communication.

In addition, it is remarkable taking into account in this study the engagement provide by the teacher, Allwright (1984) considers three types of oral engagement language lessons. The most recurrent type is called **compliance**. That phase refers to the students’ utterances

and those statements that are dependent on the teacher's management of classroom communication that happens when the students reply to the teacher's questions.

In regards to the second type, according to Allwright the next one is called **navigation**. This happens when the students take the initiative to overcome communication breakdowns, as in requests for clarification of what has been said. For this study that specifically type of communication is a sample of meaning that can help comprehension and development of oral skills within the EFL classroom. The last type but according to Allwright the less frequent is called **negotiation**, when it occurs, the teacher's and the students' roles may become less asymmetrical and interlocutors attempt to reach decision by consensus.

On the other hand, oral skills are understood as a double process. Byrne (1986) defines, "Oral communication is speaking. It is a two way process between the speaker and the listener and involves the productive skills of speaking and the receptive skills of understanding" (p.8) Due to this, the oral skills are considered as an important develop in teaching and also are helpful in improving learning as Staab (1992) states, "I believe that oral language is important not only as a vital communication tool that empowers us in our daily lives but also as a valuable way to learn" (p.7) also he considers listening and speaking as oral skills as he states, "oral communication skills mean both speaking and listening to oral language, both talking and listening are lifelong activities and probably our most important communication tool" (p.6). Accordingly, both are integrated skills and supports in developing each other because the integration of listening and speaking represents oral communication skills because of listening can be developed indirectly by integrating it to speaking.

Thus, listening is receptive and meaningful process as Staab (1992) emphasizes that "Listening is an active process of constructing meaning and for this to happen, listeners need active mental involvement, while good instructions and lots of practice can help improve listening skills, this won't happen without meaningful talk in the classroom" (p.7). That is

listening, is the skill of understanding the spoken language; inevitably listening is an essential skill, present in most of the activities that we carry out within the classroom and also in our daily lives, Lindsay and Knight (2006) state that in our daily lives we listen a variety of things, which include conversations face to face; announcement giving information as at airports or stations; the most common radio, music, television. The authors also mention professional advices, directions and dialogues in class.

Regarding the development of listening skills in the EFL classroom, Morley (1972) defines it as including not only basic auditory discrimination and aural grammar, but also reauditorizing, extracting vital information, remembering it, and relating it to everything that involves processing or mediating between sound and construction of meaning. As a complement of what is a listening comprehension Bowen, Madsen and Hilferty (1985) defined it as:

Listening is attending to and interpreting oral language. The student should be able to hear oral speech in English, segment the stream of sounds, group them into lexical and syntactic units (word, phrases, sentences), and understand the message they convey. (p. 73)

In this perspective, oral skills are understood as integrated with listening skills because both provide a communication exchange of ideas within a learning process in an EFL classroom. Develop oral skills represent for this study the achievement of the sense of expression, fluency and accuracy. Foster students to use English without hesitation through an interactive process which involves self-oral expression, interpretation, meaning and understanding can enhance student's motivation to continue the process of developing oral skills and oral proficiency. Oral skill is a productive ability which comes after receptive listening skills linked to an active environment. For this study, artistic tasks involve the features which include active listening and active oral expression through the description of each art activity.

### **Communicative competences**

The term Communicative competence was introduced by Dell Hymes in 1966. Hymes argues that besides having grammatical knowledge about a language the social and functional aspects of a language are equally important. Hymes explains the term communicative competence as “that aspect of our competence that enables us to convey and interpret messages and to negotiate meanings interpersonally within specific context” (Brown 2000, p.246). Hymes (1972) on his work *On communicative competence* affirms the following:

A normal child acquires knowledge of sentences not only as grammatical, but also as appropriate. He or she acquires competence as to when to speak, when not, and as to what to talk about with whom, when, where, in what manner. In short, a child becomes able to accomplish a repertoire of speech acts, to take part in speech events, and to evaluate their accomplishment by others (p.277)

Communicative competence is a combination of four different competences. To be communicatively competent according to Hymes, means that a person, apart from having grammatical competence, knows if an utterance is feasible or not, if it is appropriate or not and also if it is accepted usage (Tornberg 1997, p.40).

Regarding communicative competence, Hymes explains his theory through four necessary lenses; the first one is related to the **possibility**. Which refers to whether a locution is grammatically possible, the second one is the **feasibility**. Which refers to whether the interlocutors can make use of the locution, due to psycholinguistic factors such as memory limitations or inability to process multiple nested clauses; the third one, the **appropriateness** refers to whether the locution meets the cultural expectations for the desired interaction in that context, and the last one, **occurrence** refers to whether the locution is made or not. Hymes (1972) declares, “Something may be possible, feasible and appropriate and not occur” (p.286)

Then, the oral expression turns into a way of expression for the thought and at the same time, it feeds back and develops by means of the linguistic function (Vigotsky, 1992; Piaget, 1983, Pinker, 2003).

Speaking is having something to say and to be able to say it; to find the words, to construct the phrases well, to give them their own expression. Then, it is when the communication is easy, always considering as everything what is said, how it is said and to whom it is said (Aymerich, 1971, p. 61).

Thus, the communicative competence refers to the use of language as an oral and written instrument of communication as well of representation, interpretation and comprehension of the reality and its construction. The communication of knowledge and organization of the thought as well the emotions and the behavior are regulated for the ability of communication.

Nonetheless, the orality and its education in a foreign language have strong resistances on students, according to Zuccherini (1992) some of the reasons from the school resistance to the spoken language as the difficulties of permanency, of reflection, of uniformity, that produce major weariness and distraction and Diaz (2006, p.23) indicates problem in the acquisition of the oral competence because of the evolutionary dimension of the language and of the competence's generality.

Regarding to how learner's minds create connections between concepts and the speech it is important take into account at least two of Hymes lenses before mentioned. Those are for this study the feasibility and the appropriateness since the communicative language teaching involves developing language proficiency through interactions embedded in meaningful contexts. For this study, it is remarkable providing through authentic opportunities (art expressions) for learners to go beyond repetition and memorization of grammatical patterns in isolation. It indicates that through teaching communicative competence the comprehension and oral expression in learners become the ability to

understand and use English language appropriately to communicate in authentic (rather than simulated) social, personal and school environments.

### **Artistic task**

According to Willis (2005) within education, a task can be understood as a specific assignment. Its principal focus is on exchanging and understanding meanings, carry out a task has a goal as well, the learners know what they are expected to achieve at the end of the task: the outcome of the task can be shared with others and for this study involve two skills: speaking and listening. The tasks can be classified based on cognitive process consist on seven categories: listing tasks, ordering and sorting tasks, matching tasks, comparing tasks, problem solving tasks, sharing personal experiences; and creative tasks (Willis 1996, p.4).

Following this idea it is important to understand the meaning of tasks within the English language teaching, suitable tasks encourage learners to focus on using target to create their own meanings and use language patterns as well. In addition, it is important to make a distinction between a task and an exercise, according to Ellis (2003):

A task requires the participants to function primarily as language users in the sense that they must employ the same kinds of communicative process as those involved in real-world activities. In contrast, an exercise requires the participants to function primarily as learners. (p.3)

Regarding to the categories, these are developed in the frame of pre, while and post artistic activities. For this study listing tasks (brain storming, fact-finding), comparing tasks (finding differences and similarities), sharing personal experience (anecdotes, reminiscences) and creative tasks are suitable to foster young learners to enhance their oral expressions. These types of tasks give learners the chance to focus on using language to create their own meanings, using words and expressions they can recall, and then refine and build on that language as the task cycle progresses. When students find they can achieve the task's goals, even with limited English, they gain confidence, self-esteem with no anxiety and their motivation increases; they learn more and become better communicators.

Thus, a task has a communicative goal, according to Willis (1996) “tasks includes learning aims, content (L2 use), and evaluation” (p.136). The communicative goals drive the task and have an engaging, compelling interest for the students. For that reason prepare and produce artistic tasks provides students with natural and interesting exposure with an opportunity to use English without the fear of being wrong when expressing in an artistic way and orally.

### **Art integration approach and affective filter hypothesis**

Elliot (1995) affirms that arts in education “provide the opportunity for the child to release closed emotions that he or she cannot express in the so-called academic areas” (p.8) this idea is related to one of his arguments to include arts in education and underpin the development of the instrumental use of artistic skills within the syllabus, which enriches processes and experiences as educational tools to foster learning in non-artistic disciplines and domains.

On the other hand, art integration within schools was developed in the year of 1939 through the *Integrated School Art Program* in United States, which aimed join the arts with other academic subjects, the rise of popularity in art integration has increased the amount of resources available to include the classroom, making it easier than ever to use art integration in the classroom. As outcomes, the engagement and with art and design in school was considered important for the cultivation of a range of skills and competencies, such as the ability to be creative, the development of critical skills and the cultivation of a child’s cultural knowledge and aesthetic judgments. Integration art and content is similar to the integration of high quality literature into the curriculum: through activities prior to viewing, during viewing, and post-viewing.

These art resources permit that children enhance their communicative and creative skills. According to Prins (2008) Children enjoy arts and crafts, through these manual

activities they can learn skills such as coloring, making handmade items or doing things with all kinds of material. The author also mentions that arts naturally lend students to multicultural and visual teaching and learning, which enhance the access to language acquisition and cross-cultural education. The use of specific artistic strategies such painting or graphic organizers and literature circles can be used by students to learn vocabulary and understand texts, as well as to discuss artwork and share finished work.

Besides, it is important to mention that uses artistic tasks in the classroom enhance the learning environment and provides to children with an ambience free of anxiety. Phillips (1983) in her article *Anxiety and Art learning* affirms:

Anxiety means an uneasy disquiet (I am anxious about), but also an eager desire (I am anxious to). Apprehension means both taking in a perceiving and fear and distrust. The sort of anxiety we hear so much about today is only one form, a kind of stress-response brought on by a stressful environment and ineffective habits of coping with its threat. It is possible, and even useful, to see the classroom and school setting as potentially stressful (e.g., lack of privacy, too little time and unfamiliar demands). (p.37)

According to Krashen (1982) language acquisition should occur in an environment as anxiety-free as possible because anxiety creates an emotional obstacle that interferes with the natural ability to acquire languages. For the author one obstacle that manifests itself during language acquisition is the affective filter; that is a screen that is influenced by emotional variables that can prevent learning. With regards to the anxious feeling Kim and Kim (2004) found that anxiety provoking situations consisted of the use of target language, unexpected questions, a low level of language proficiency, motivation and interest among learners, lack of self-confidence and content knowledge.

In fact, through artistic tasks the visual expression can be used to convey a wide spectrum of tangible and intangible ideas. The art expression can take the student into different times and imaginative proposals which can be used to introduce different levels of oral expressions and vocabulary to young learners of a foreign language. Through the uses of

artistic tasks students feel attracted to learn due to new materials and activities within the classroom which allow that students have a meaningful exposure to the target language due to the context and art works presented and created are interesting for students.

In addition Elliot (1995) claims that the experience that having art within the classroom must be enjoyable for students and also for the teacher, because if the environment comes too serious or stressing it will not serve any useful purpose. Equally important, art expressions work as a first impression that the learner receives as a new observer that will provide the starting point introducing novelty in the classroom, new expressions in the foreign language and introducing vocabulary.

Moreover, it is relevant to boost a sense of connection between the student and the content of a lesson. The connection could represent something interesting for the student, it could be communicative to make connections among places, people or social that represent a feeling of approaching with an activity (Moroye & Uhrmacher, 2009). That is why arts integrations are suitable within the EFL classroom because they create a visible connection that allow students develop their oral expression in English based on existing knowledge likewise motivation and self-purpose.

In view of this, the use of art expressions through artistic tasks in the learning process of EFL represents a relevant method to integrate in a meaningful way the perception and feeling also it is important taking into account the children's experience. According to Read (1943) the perception is linked with the senses, with learning and the logical part of the person; the feeling is related to sensitivity, emotion and intuition, eventually children can be able to bring in mind particular feelings, ideas and experiences that can be expressed using English, as well the art engage the learner to know how to express or say something in the target language.

### **Chapter III: Research Design**

This chapter presents some important methodological aspects including the type of research, some characteristics of the study, its methodology, categories of analysis, the instruments for collecting data and their criteria selection for elaborating the analysis.

#### **Action Research**

The methodology from this pedagogical proposal is in the frame of action – research. According to this, it is important to stand out the relevance of this type of study. As Valcarcel (2009) states that “action research consists of research for the sake of taking action and the process is practical and participative” (p.5). That implied analysis and description of data collection to improve children’s learning process and also encourage the participants’ researches to be able to do significant changes.

There are certain stages which are bear in mind at the time of making action research. As Lewin (1948) claims, the first step is planning, which considers start with an overall plan that could be examined it or changed throughout the study research (the design of lessons under research purposes), this stage includes a preliminary diagnosis, data gathering and feedback of results; secondly is action, it is devoted to execute the plan, this step includes actions related to learning process (application of lesson plans to develop individual oral skill through artistic tasks). Finally the results phase, the purpose of this stage is to evaluate the results of the second step which includes the fact-finding for perhaps modifying again the overall plan (assessment of process to plan and take new actions).

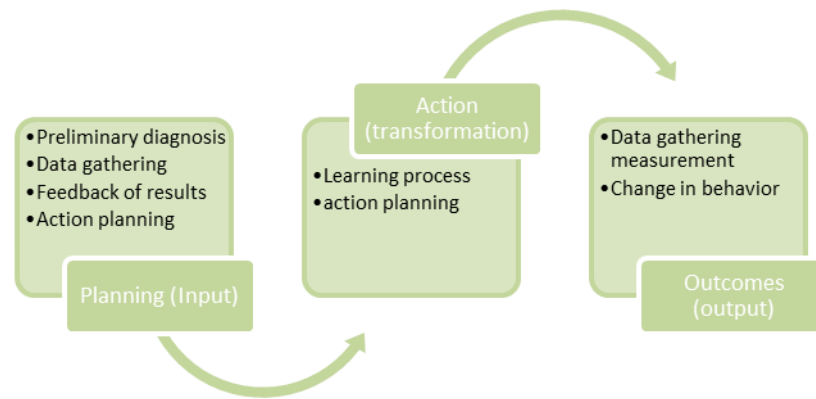


Figure 1 Three phases on action research. Taken from Lewin (1948)

## Study Design

### Qualitative Research

This study is a qualitative research. For Angrosino (2016), qualitative research is a process of inquiry aimed at understanding human behavior by building complex, holistic pictures of the social and cultural settings in which such behavior occurs. A qualitative research analyze detailed views of the people who have been studied and it is important to understand what, how, when and where of an event or an action to establish its meanings, concepts, definitions, characteristics, metaphors, symbols and descriptions. This is a qualitative research study which aim is to describe what and where a learning situation can make students conscious and interested about the importance of expressing in English with regards to their learning process, also how participants react in front of that specific English learning situation related to the impact of using artistic tasks for improving self-oral expression.

### Data collection instruments

In this part of the chapter it is presented, explained and supported the application of the data collection instruments. Field notes, semi structured questionnaires to students and teachers, audio recording and artifacts. These instruments are suitable for collecting data.

### **Field notes**

According to Emerson, Fretz and Shaw (1995) field notes are understood as an analytic writing consequently, the searcher can clarify, explain and interpret questions about specific events or process. Field notes are important because imply the details notes that researchers take in educational settings as they observe what is happening along the study. Wallen and Fraenkel (2001) expresses that field notes are the researcher's written account of what they hear, see, experience, and think in the course of collecting and reflecting on their data. In order to that, the purpose of field notes is to collect the data systematically and provide organization and validity to the study. Consequently, in the period of observing the first field note was written on August 28th, 2017 (Annex 8 Project field note. Observational period) and from then, at the end of the pedagogical intervention September 25, 2018 with the purpose to determine a pedagogical problem related with the English learning process.

### **Questionnaires**

According to Wilson and Mcneal (1994) "the questionnaire is a widely used and useful instrument for collecting survey information, providing structured data and often being comparatively straightforward to analyze" (p. 3). This is a validity instrument to collect specific information from participants. Also, through questionnaires it is possible to understand and explain the phenomena in a natural setting to organize or compare different causes of a specific event. Therefore, the purpose of questionnaires is related with make diagnosis of population to obtain specific information also identify reasons for why outcomes are achieved or not achieved. Hence, this part of data collection belongs to the three cycles designed for the pedagogical intervention. The first questionnaire was answered by students and the English teacher in order to characterize the participants which were carried out on September 4th and 11th, 2017. Then two questionnaires were applied to students and teacher at the end of the pedagogical intervention.

### **Audio recording**

According to Loizos (2008), audio recording is necessary "whenever any set of human actions is complex and difficult to be comprehensively described by one observer as it unfolds" (p.149). The author mentions examples such as art activities, one hour of teaching in the classroom, children's games in the schoolyard, among others. On the other hand, as Given (2008) states "audio recording also provides additional detail by capturing elements of tonality and emphasis" (p.40) therefore the basic point of audio recording is to capture material for data analysis and reporting also this process involves transcription of it. Taking this into account the uses of audio recording in this study is essential to determine the progress and achievement of students during and before each session, since the study is underpin to improve the oral-self-expression, therefore, the audio recording was used in each session which comprised from February 5th to September 25 of 2018.

### **Artifacts**

For artifacts it is important make a conscious interpretation as Craig (2009) asserts "Artifacts usually consist of items that are readily available in the research setting" (p.154) this represent an important help deal with the analysis process because an artifact provides insight into the preferences and styles of the participants in which it was created. The artifacts collected were the work arts students created (Annex 9).

As for the field notes, they were created after each session and for each lesson plan I had a field note. Regarding the audio recording, every lesson plan had an assessment recording. Regarding the Artifacts, they were created during the development of each phase which was three and also were accompanied by the audio recording.

**Categories**

The following categories emerged from the theoretical constructs that give support to this study. The question and objectives that were implemented for this pedagogical proposal were also the basis to create the next categories of the analysis.

Unit of analysis	Categories	Indicators
Oral Skills in communicative competences	Oral skills	<ul style="list-style-type: none"> <li>• The student is able to present and describe his/her artistic creation orally.</li> </ul>
		<ul style="list-style-type: none"> <li>• The student uses English to create a repertoire of speech acts like questions and doubts.</li> </ul>
		<ul style="list-style-type: none"> <li>• The student makes links with their previous knowledge.</li> </ul>
	Artistic Tasks	<ul style="list-style-type: none"> <li>• The student understands the use of artistic materials and their purpose within the class.</li> </ul>
		<ul style="list-style-type: none"> <li>• The student is able to create artistic works creatively.</li> </ul>
		<ul style="list-style-type: none"> <li>• The student is capable to follow a pattern.</li> </ul>
	Art Integration	<ul style="list-style-type: none"> <li>• The student shows interest and enthusiasm for making Artistic Tasks.</li> </ul>
		<ul style="list-style-type: none"> <li>• The student shows self-confidence to express their ideas in English and show their artistic creations.</li> </ul>
		<ul style="list-style-type: none"> <li>• The student having fun while learning English through Artistic Tasks.</li> </ul>

Table 2 Categories

### **Participants and Sampling**

In this part of the study some general characteristics from third graders from Domingo Faustino Sarmiento Public school are presented. The course 301 has 26 students, 19 are boys and 7 are girls, two student's present psychiatric and cognitive problems. Their ages are between 8 and 9 years old. They belong to the socio economic strata 3. The students are indisciplined and they are very talkative but they are perceptive to learn new vocabulary and expressions in English. The former aspects presented show overall characteristics from the group which the study is carried out.

For gathering data and making its analysis, the number of students for the sampling is fifteen. These students are chosen taking into account the following criteria: their performance during the application of the pedagogical proposal which implies high, medium and low achievers. Through sampling is possible to confirm the impact of the study.

### **Chapter IV: Pedagogical proposal**

This chapter presents the theory that supports the pedagogical instruction in this study developing the following concepts; vision of language, vision of learning, as well as the description of methodology, roles and the instructional design.

#### **Vision of language**

In this pedagogical proposal language is understood as a view of self- oral expression in that it takes learner's spontaneous expressive desires as the basis of the learning process. According to Green (2007) the self-expression include point of view which manifest beliefs, emotions, moods and experiences; taking this into account, it is important to understand the self-expression as a meaningful goal in the process to learn a foreign language, as well Tudor (2001) asserts that the self-expression is the medium by which we build up personal relationships, aspirations and explore our interests express our emotions.

In addition, Scarino & Liddicoat (2009) asserts that is "necessary to consider language also as a way of seeing, understanding and communicating about the world" (p.16) this idea is relevant to understand, firstly that the action of speaking has a social sense in terms that offers the possibility to share experiences with others. Secondly, because through building expression, children would be able to progress in a natural way of improving the learning of English. Thirdly, because through interaction of experiences the students voice can be empowered and provided by self-confidence.

#### **Vision of learning**

Taking into account the vision of language previously stated; learning must be achieved in a natural way because is connected with the world and how the students interact with it. It is important taking into account the perceptions dealing with the foreign language and the experiences as well, according to Schmeck (2013) a self-reflection, self-awareness

and self-expression are the keys to encouraging integration in a learning process. Besides it is important to consider that within a TBL approach the learning is considered according to Willis (1996) as a collaborative enterprise, in this sense the learning is oriented to work through learning needs and interests.

### **Methodology**

Regarding to seek of communication, Jane Willis (1996) highlights a suitable approach which takes account the need for authentic communication: The Task-based learning (TBL) is based on three stages. The first one is the *pre-task*, during this stage students are engaged in activities that help them to recall how use English in a feasible way, using useful words and phrases that will be used during the performance of the main task, this stage is followed by what Willis calls the *task cycle* here the learners perform the task, it could be reading or listening exercises in pairs or small groups. Then they prepare a report for the whole class on how they did the task and what conclusions they reached. Finally, they present their findings to the class in spoken or written form. The final stage is the *language focus*, during which specific language characteristics from the task and highlighted and worked on. Feedback on the learners' performance at the reporting stage may also be appropriate at this point.

Inasmuch to the artistic tasks, their function is engage and recalling what students know and want to know towards the topic and making them interested with artistic expressions. During the while activities is when students interact with different kind of materials and artistic techniques due to this is relevant that they produce with creativity and add other details to the artistic task. While and in the post activities the communicative aim is always present but in the post activity takes an important place because students go beyond their tasks and make links with their previous knowledge to describe their art works and show comprehension about their creations.

### **Activities**

The set of activities based on TBL allow students enhance their oral skills and develop their self-oral expression through arts by following a set of steps planned based on student's needs and interests. At the beginning of the classes the teacher and students greet each other and speak about their weekend, behaviors look changes; all related to themselves and changes that teacher notes. Then they make some warm up exercises that reduce their levels of anxiety and activate their concentration and interest for the class. Before working on the artistic tasks, the teacher presents a work art to call the attention of students and gives them the possibility of speaking about what is the work art presented, their materials and sensations that it transmit. While listening the description of the art work and its technique students make relations with previous knowledge related with scholar knowledge and daily experiences.

For dealing with the topics every session has, the teacher designs activities related to arts and student's interests and support them with visual and tangible aids. Each phase or lesson is planned to create an art work and its termination depends on rhythm of time of students. These activities permit that students improve their self-oral expression by making a set of activities that are connected with their interests and represent a stimulus within the classroom. In addition, TBL activities foster the student's performance, because the activities are understood as steps towards successful task realization.

### **Resources**

Regarding with the TBL, the most learner-centred materials must be those chosen by learners, it means that within the classroom there should be a variety of materials which engage students and give them the opportunity to understand that the teacher does not the completely control. According to Willis (1996) the selection and distribution of materials described before have relevance and bring new energy to learners.

The resources that are used in this study are visual artistic aids. Regarding to the use of this type of resources it is relevant affirm that its use encourages children to participate actively in the proposed activities as well give them interest and surprise them. Visual artistic aids in TBL enhance lesson plans and give students additional ways to process subject information (Kunari, 2006) they concretize the information to be obtainable and help in making learning practice real and active. Kishore (2003) suggests that visual aids stimulated thinking and cognize. In this sense, Elichiry and Regatky (2010) point out that the visual arts as resources within the education are a form:

of development of the sensibility that involves a broad concept of culture as it raises interest in stimulating capacities of the individual and his social group to develop the creative potential, organize the own experience and put it in contact with the others (p.30)

That is the reason why the implementation of visual artistic aids resources foster students' interest, self-expression and promote their active participation to develop a consisted performance.

### **Assessment**

The assessment is a tool for testing the impact of the pedagogical proposal in regards with the task outcome related to the development of self-oral expression and artistic tasks by third graders. It is designed attending to the TBL approach. The assessment is suitable for developing target language fluency and student confidence. The TBL assessment evaluates children's performance in regards to the indicators that allow the analysis of the outcomes generated in the frame of this pedagogical proposal.

### **Role of the Teacher**

According to Willis (1996) in the TBL approach the teacher is a guide and facilitator of student's learning process. The teacher's mission is to design a set of instructions that involve the students in an ambience appropriate for learning in which they feel stimulate, engage and comfortable. The teacher as facilitator encourages learners to adopt adventurous

learning strategies. That is the reason why the teacher generates within the classroom anxiety-free ambience for students to engage them through the creation of artistic task. It makes that the creation of art works boost students to interact in English and develop their oral skills and self-oral expression as well creative skills which enrich the educative process.

### **Role of the student**

In regards with the student's role from the perspective of TBL, they are considered as active actors for the implementation of this pedagogical proposal. The performance they have during the development of the activities takes them to use English as a way of expression within the classroom promoting the communication with the teacher and their peers, for that reason the learner independence is encouraged and successful task achievement the only reward. These characteristics make that students become active subjects while they improve their oral skills and self-oral expression.

### **Instructional design**

The instructional design represents an exercise of constantly thinking which pursued to guide students to develop oral skills and self-oral expression through arts in an EFL classroom. Thus, the instructional design mirrors the reflection on teaching English in an artistic context. All the activities designed were organized in different phases having the interest and communication exchange as the subject matter and the artistic tasks as the medium to approach students to English oral expression. Arts played an important role within the pedagogical intervention, Ching (1996) described the art within a class as a "low- risk environment" (p.22) that reduce anxiety levels and increase student's confidence in using English.

As it was mentioned before, the different activities regarding to the pedagogical intervention were framed by three phases in which the artistic tasks made by the students were gathered by each of them in every session. The following paragraphs present and

describe the three phases of the pedagogical intervention, the objectives developed for each session and the activities within the classroom.

The first phase was called *knowing myself*, in which I presented students topics related to the self-knowledge. The first phase was composed by three lesson plans: The geography of my body, who am I? and how I feel today. The first lesson plan was aimed to recognize the body as an important set of valuable characteristics which are related with students' physical and social setting; additionally through the develop of the second lesson plan the students recognized that the body allows them to express themselves and occupy a place in society. Owing to this, the third lesson plan allowed children to identify their bodies as an essential part to develop self-confidence, they were able to develop their self-esteem and a positive relation with their partners, that includes reflection about what the body represent for them and how that representations make them feel in the culture where they live. Every lesson plan had as a purpose to create an art work for children and then encouraged them to create their own. During these phase students learned to create sculpture clay, marionettes, self-portraits and ink drawings.

The second phase was called *knowing you*, the phase was related to students' relationship with others. This phase was composed by three lesson plans which were: I like the way you are!, you are important! And we are friends! Through these lesson plans the students recognized and made a reflection about positive qualities and attitudes in themselves likewise with peers, in order to recognize that all students have unique characteristics which make them important and valuable friends for others. "Knowing you" activities helped students to retain information in a significant manner because they were connected to an activity, during this phase children learned to create 3D art works and abstraction geometric. For these activities it was important children's interaction with their peers, for this reason it was necessary to taking into account the classroom organization and the work group.

The last phase was the; *Let's put the words together* phase in which students analyzed the importance of each student caring and valuing him or herself, recognizing their qualities and defects, in order to comprise why they are valuable and also how their positive qualities were an influence for others. This phase was composed by three lesson plans, the first one was called from to inside to outside! The second one was my words! And the third one was called our word, our footprints! The students had the opportunity to talk about themselves and their peers. During this phase, students also reflected on unique characteristic of themselves and their peers and learned to create caricatures and free drawing. Table 3 shows the phases of the study, the objectives, and the types of artistic tasks created in each phase, and the time in which they were developed. (For a full syllabus of pedagogical implementation see annex 10)

Phases	Type of Artistic Task	Learning Objectives	Estimated Time
Knowing me 1	Sculpture clay, marionettes, self-portraits and ink drawings.	To demonstrate behavior and attitudes for select and synthesize information for an oral presentation.	Nineteen sessions (about ten weeks). Around 1 hour and a half. From February 20th to April 27 2018
		To favor the affective relationships of confidence and self-esteem.	
Knowing you 2	3D art works, collage and abstraction geometric	To use English to communicate, participate and present information using Artistic Tasks.	Thirteen sessions (about six weeks). Around 1 hour and a half. From May 3th to June 14
		To recognize positive attitudes and qualities in peer.	
Let's put the word together 3	Caricatures and free drawing.	To use vocabulary appropriately.	Ten sessions (about eight weeks). Around 1 hour and a half. From August 9 <sup>th</sup> to September 27
		To approach students to express themselves through arts creations.	

Table 3 Phases of the study

### **Class planning model**

In relation to the lesson plan format according to Farrell (2002) a lesson plan is “a unit in which it is a sequence of correlated lessons around a particular theme or it can be specified as a systematic record of a teacher’s thoughts about what will be covered during a lesson” (p.30). The author further adds that a lesson plan is a written description that allows teachers to know of how students will move toward obtaining specific objectives. Lesson plans are suitable tools for the process of preserving teachers because enhance the manner to reflect on what to teach and how likewise the manner of assessment. (For a sample of full lesson plan see annex 11)

## **Chapter V: Analysis of Data**

This chapter presents the procedures followed to analyze the data collected throughout the application of the pedagogical proposal. To begin, a description of achievements and limitations are presented, before the description of the procedure used to analyse data and finally, the analysis of the categories generated from this pedagogical proposal supported by theory and helped by the collected data.

### **Data management**

In relation to the estimated time of each phase of the study there is a remarkable difference among the number of lessons. The first inconvenient was that another group different from my observing period was assigned to me. Due to this, I had to start a new approach and knowledge of the students in regards with their behaviors, academic characteristics and learning styles. A second issue was that not all the students attended the classes because my time corresponded to the first hour and many of them did not use to arrive on time or started to have lunch within the classroom. A third inconvenient was to manage the discipline of the group because among the students was frequent solving problems related to disciplinary issues. And finally, some of the classes were postponed because of holly week, exams, flag hoisting and extracurricular activities.

On the other hand, the application and development of the pedagogical proposal was suitable for enhancing the interest and self-confidence in students faced to the English class. Along the development of the lessons, students were regulating their discipline and attitude of learning. In many occasions lessons could not be finished for the time they demanded and the students showed interest in finishing it successfully. In regards with the attitude learner's, they were creating more interest in learning English and they were asking questions and

doubts to the class about how to express different desires, opinions and vocabulary related to their daily activities.

### **Data analysis and findings**

As starting point, it is important to mention that this data analysis involves an assessment comparative of student's performance, due to this it was necessary to design a rubric. This tool is suitable to identify student's achievement during the pedagogical intervention. According to Brookhart (2013) "Rubrics give structure to observation. Matching the observation of a student's work it is possible to make a description about classroom evaluation situations" (p.5). A rubric contains a scale of possible levels to achieve and be assigned likewise provides descriptors for each performance to enable more reliable and impartial scored. For identifying aspects in which children success or need to increase their skills three levels standars performance were designed: Exceeds, in process, did not yet meet. (For full rubric sample see annex 12).

### **Categories of the analysis**

Having in mind the research objectives, this study intended to identify and characterize the manner in which Artistic Tasks served as a medium to promote student's self-oral expression in the EFL classroom in which learning was taking place. The research objectives designed and implemented for this research proposal were as well the basis to create the categories of the analysis. These ecategories are presented in figure 5 and explained in the following paragraphs.

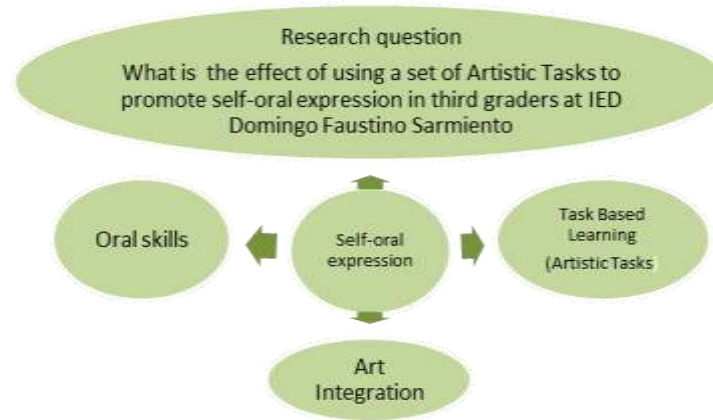


Figure 2 Categories of analysis

### **Category 1: Oral skills**

This category denotes the student's development of oral abilities within the EFL classroom. Bearing in mind that, understanding of oral skills (Chastain, 1988) is the process of putting thoughts into words and say it and that become in an unconsciously process. The analysis of the data showed that by incorporating the special characteristics of the English speech in the EFL classroom, students developed a meaningful listening and punctual factors which promote in their orally descriptions a spontaneously language, false starts and repetitions with self- corrections that is closer to the oral production. (Safont & Campony, 2002)

Moreover, as described Halliwell (1992) when referring to oral production in the acquisition of a second language, children as young learners are more focused on message they want to communicate that in the way they have to communicate it, it was shown that students became actives because "they bring with them an already well-established set of instincts, skills and characteristics" (p.3). The processes that led to the development achievements of the categories will be shown ahead through the analysis of data collection.

**Indicator 1: The student is able to present and describe his/her artistic creation orally.**

This indicator denotes the connections that were possible to achieve between art expressions and the activation of self-oral expression in an EFL classroom. Data showed that by connecting EFL students to creativity provided by the art students had the capacity to create and speak about their tasks. As mentioned by Gibbons (2009) integrate the art into a daily curriculum engage learners to participate actively because the activities within the classroom represents “real-world-like tasks” (p.34) due to this student’s thinking is made visible through their art works and later using English orally to describe their tasks. By using Arts within EFL classroom it was found that students kept in mind vocabulary that permits remember as Dell’ Angelo, Ammentorp & Madden states (2017) “when an unfamiliar word was introduced, students were encouraged to observed their tasks or drawings and create a vocabulary map” (p.8) for developing this idea an extract of audio recording is presented:



Figure 3 Student’s artifact

The teacher asks for positive qualities that students have. The teacher asks what are your positive qualities? The student says: “I like to be intelligent, creative, responsible y soy muy inteligente”

(Asistida audio recording, Grade 301 march 20/2018)

The previous data sample was taken from an audio recording in which students were asked about their positive qualities through drawings made by them, that represent the outcome of the task and involve its presentation and description. The data analyzed revealed that students recognized their qualities through a drawing with clay but also how their tasks

were used as a guide or map to remember unfamiliar words or expressions and express themselves in English.

- 29 The discipline sometime is hard, because the children
- 30 talk a lot and they know it, so when they are talking
- 31 they started saying “you talkative”

(Field notes, Grade 301, May 22, 2018, lines 29-31 Descriptions)

The data sample above is an extract from a field note in which students were creating abstract paintings with geometric shapes and different sizes. Data revealed that students express what they think. Students incorporate and express in an unconsciously process when and where use the English, as mentioned in chapter 2, directed to develop the sense of expression and fluency within the EFL classroom. Also data showed that students felt motivated to use English and made an effort to do it.

The teacher asks to student please show me your draw. The student says: “my dog es slender, ah no, she is plump a veces es cansona y otras funny”. The teacher asks what is the name of your dog? The student says: Lupe

(Autónoma audio recording, grade 301, August 30/2018)



Figure 4 Student's artifact

The preceding data sample was taken from an audio recording in which students presented their tasks describing qualities and physical characteristics, the second student decided draw their pets. From this extract is possible asserts that children connected their drawings to the vocabulary and through the observing they correct and clarify what they said before using their draws as well a map and a suitable aid because come from their real life, it

means that the artistic tasks are related with their real world. Children used their knowledge of the target language to describe what they did. It indicates that students used as referent their drawings to describe orally. It happened because through drawings, in this case drawings of pets, students make their personal experience visible.

As seen in the previous data sample, students used words in English language and Spanish to confirm what they are saying, that is related with the vocabulary map that they create to express what they want to say. The task engaged them to use the English even when they turn to Spanish for describing. This data analysis shows that students used their real world and experience to describe their knowledge about themselves and others and also develop meaningful learning and self-assessment in the EFL classroom.

**Indicator 2: The student uses English to create a repertoire of speech acts like questions and doubts.**

In this indicator, children developed along the classes a repertoire of questions, permissions and doubts which permitted to create a suitable routine within the EFL classroom. To enhance the oral language both in the classroom and in life we must interact in real situations. The interaction and communication are basic in teaching communicative of the language (Richards and Rogers, 1998). The data evidenced that the student's creation of speech acts are understood as routines that helped children to follow and respect rules within the EFL classroom likewise express and participate in an spontaneous manner, that is the reason why Cameron (2003) claims that "the routines will open possibilities for developing language skills" (p.10). The routines are formulas that appear in a continuous and systematic way in the classes that stimulate the oral production of the students.

- 3 I wrote on the board May I go to the bathroom?, I have a question,
- 4 I don't understand and May I speak?, the idea was
- 5 repeat several times the permissions and questions with a

6 rhythms and every time faster. At the beginning the  
 7 children were not able to pronounce quickly the  
 8 expressions but at the end, after a minutes some  
 9 of children were able to get the rhythm. At the end of the little instruction I noticed that  
 10 many of children wanted to speak in English, I will repeat the formula every lesson.

(Field notes, Grade 301, April 19, 2018, lines 3-10 Descriptions)

The previous data sample were taken from a field note of a lesson in which students were learning about behaviors and attitudes as well as confidence in order to prepare oral presentations through the creation of a marionette. I started to use the formula as a routine to engage students to internalize common permissions and questions during the English lessons. From this extract is possible to assert that students began to feel interests in speak in English.

It means that was positive for children introduce questions and doubts as a routine in an EFL classroom to led them interact before using English which respond to their needs in the EFL classroom. According to (Chaudron, 1998) instructional exchanges provides the best opportunities for learners to exercise oral language skills. The following data sample show students consciousness and interest towards the correct use of speech in English:

37 While a children was drawing, she asked me “teacher,  
 38 may I go to the bathroom” and I say “go, but is the last one”  
 39 then another student called me “how do you say cansón”  
 40 I said “annoying” and he told me “es que tú sabes a veces  
 41 quien es así, eso es ser irrespetuoso verdad? I answered  
 42 “si él tiene que aprender a controlarse”

(Field notes, Grade 301, September 11, 2018, lines 37-42 Descriptions)

The data sample above was taken from a field note in which an activity about be respectful was developed. The activity was not aimed to have as a result an artistic task I wanted calling a reflection among students in regards to their attitudes and discipline problems within the EFL classroom. As I mentioned before I used examples of frequent permissions within the lesson to show students appropriate expressions to use in an EFL

classroom as a routine. All the students had positive answers towards the formula and the activity and they started to use the expressions learned as a routine to quest about exits to the bathroom and also interest for knowing how to say an unknown expression or word in English.

On the data samples above, students express the consciousness and interest towards create an English repertoire within the EFL classroom. When the students connect their learning with the context their interest and enthusiasm increase. Data showed that students felt part of developing of classes as well as active participant to demonstrate their respectful toward the class manifested through asking permissions and the interest to show that they want to learn and use the English in a communicative way.

**Indicator 3: The student makes links with their previous knowledge.**

Regarding to this indicator, third graders were able to connect their prior knowledge to respond in front a new learning in an EFL classroom. Through art drawings children connect the visual image with feelings and they were capable to express the mood coming from a painting. According to (Hattie, 2009) the background knowledge is achieved when the student is directly involved with the vocabulary, when the student is engaged to develop descriptions rather than definitions and when the student incorporates both linguistic and nonlinguistic representations. That is the reason why students activate high connection learning and have the opportunity to link their prior knowledge to the topics in the classroom. For developing this idea some extracts from field notes are presented.

- 23 I explained that those artworks
- 24 were part of an Art Gallery, and I asked them for the
- 25 feeling that the artwork made them feel, and children responses
- 26 were positive because they made a relation between the images
- 27 and the feeling and they could name the correct mood.
- 28 one student said “eso es muy triste, es como sad, ella se ve sad”
- 29 other student said “es como cuando estamos scared, asi nos ponemos”

(Field notes, Grade 301, March 8th, 2018, lines 23-27 Descriptions)



Figure 5 Student's artifact

The preceding data sample was taken from a field note in which students were spectators and participants of an art gallery. The classroom was the space to show students different paintings with the aim to achieve an exchange of meaning related with moods and what kind of emotion transmitted the paintings. The students asserted describing what feeling the painting generated on them and also they create their own art works to transmit a specific feeling. Most students connected their prior knowledge about moods with the paintings and their creations. Data showed that children felt good talking about feelings in English. The following extract revealed the prior knowledge of children in regards to vocabulary and definitions:

**27** When I started to speak with each kid they already knew  
**28** some names of the drawings that they had made, the  
**29** following were the most common: Tree, sun, heart, flowers, soccer player and clouds.

(Field notes, Grade 301, March 13, 2018, lines 27-28 Descriptions)



Figure 6 student's artifact

This second data sample revealed through painting what make students feel happy, sad, angry, surprised and so on, to express their feelings through art. This activity is related to the art gallery but the difference was that students generated a set of relations and activate other different knowledge based on their perception and their interactions with the materials. Most of them kept in mind current vocabulary related with their likes. The majority of the students adjusted knew knowledge from the previous and give them a meaning (Borja, 1990). I believe that teaching through art in the EFL classroom grew in students a process of meaning construction as a central process of learning.

The analyzed data revealed that the art into the EFL classroom increases the perception and stimulates children's' learning process. The art works engage students to develop descriptions and make connections with what they learned and their experience. Children generate links to be conscious about their learning process through the activation of background knowledge and English topics to produce meaningful descriptions.

### **Category 2: Artistic Tasks**

This category denotes the responses students had toward the implementation of Artistic Tasks activities in order to develop self-oral expression in English, active listening and creative skills. Due to the fact that children presented a lack of oral expression, Artistic Tasks activities is a suitable tool to use within the EFL classroom to help the EFL learners to be actively engaged and motivated to learn (Peregoy & Boyle, 2008). The data evidenced that through the use of artistic tasks following three categories of Willis mentioned in chapter 2 (listing tasks –brain storming, fact-finding, comparing tasks –finding differences and similarities and sharing personal experiences –anecdotes, reminiscences) students showed interest in materials which represent a novelty for them, attention and active listening to

follow instructions and a particularly way of learning to express orally in English, Peregoy & Boyle (2008).

**Indicator 4: The student understands the use of artistic materials and their purpose within the class.**

In this indicator the students showed their ability to comprehend the use of the materials into the class as well as understood that its use is not isolated from their English process learning. Through the understanding of the use of materials the children were able to familiarize its purpose with their real-world and experiences. According to Kay Cowan & Peggy Albers (2006) promote the idea of using art-based methods develop mightily abilities in students using objects that can be manipulated to teach any content area. Through the use of materials the students have a valuable opportunity to use and interact with English in multiples ways within the EFL classroom. In addition, when the teacher makes a conscious plan of the time to present art works offers spaces for children to learn new ideas and develop suitable meaning. After analyzing data, I assert that children were involved into the use of materials and its purpose. According to (Dell' Angelo et al., 2017) when arts are integrated into the strategies of the classroom the students show increased attendance. The following extract depicts this process:

- 9 When we finished I showed them a family tree made it
- 10 with ink, one student said "oh my God que chevere,
- 11 con eso se hacen los tatuajes vamos a hacer un tatuaje
- 12 de nuestra familia" I told him "a drawing" and the student said
- 13 "bueno un drawing es también un tatuaje me gusta eso aqui"

(Field notes, Grade 301, August 21th, 2018, lines 9-13 Descriptions)

The previous data sample was taken from one of the lessons of the last pedagogical phase in which students were able to present their families through an ink drawing. The students used the materials in an appropriate manner and listened carefully how they must use it. At the end of the task, children were very creative and they also drew all their family

members, most of them combined two types of color ink to make the family tree and they were motivated to describe the drawing and present their family. The data analyzed revealed that students' expressions and answers evidenced that they identify the materials presented; they knew its uses and felt happy to work with the materials mentioned as a project that came from the EFL classroom. Data also showed that students felt affinity to create art works when something new is presented to them, which stimulate their attention and participation.



Figure 7 students' artifacts

The following extract was taken from field notes and it is related to making sculpture with clay to demonstrate through their works the affective relationship with themselves and self-esteem, at the end of the task children present their sculptures including description of the body parts and features about their personality. Data showed that students felt affinity to create art works when something new is presented to them, which stimulate their attention and participation. The data analyzed evidenced that through the manipulation of materials the students were able to interact with English in creatively and meaningful ways.

**47** When I showed the clay and the aluminum foil they were  
**48** surprised and one student said “ it playdoh” I said yes, it is play doh  
**49** you can call it clay or play doh” and all children yelled  
**50** “play doh” I asked them “do you like play doh? And many  
**51** children answered “Yes I do”

(Field notes, Grade 301, March 20th, 2018, lines 47-51 Descriptions)

The teacher asks students to present their sculpture clay “Hi I am happy... this my arms, my tommy... my hands...I like be collaborative... this my eyes and mouth”

(Asistida audio recording, grade 301, March 28th/2018)



Figure 8 Students' artifacts

- 16 trabajar con plastilina otra vez me gustó mucho,  
 17 podemos aprender otra cosa en Inglés”  
 18 and I answered, “It will be something new”

(Field notes, Grade 301, September 11, 2018, lines 16-18 Descriptions)

As seen in the previous data samples above, students recognized the materials presented in the classroom also its use as well their purpose. Data also showed that most of the students felt that they learned English through the use of materials. As for the data samples the student knows that in English class always there is something different to learn and to do. This data analysis demonstrated that students used different materials to describe their knowledge about their world and also developed meaningful learning in the EFL classroom.

**Indicator 5: The student is able to create artistic works creatively.**

In this indicator is presented the ability of children to create artistic works in the EFL classroom creatively. According to (Fisher, 2002) Children need lessons that produce surprise which are willing to do the unexpected and take risk. Data showed that children were able to create artistic works because they waited with curiosity the development of the task within each lesson. Students had the opportunity to learn through arts and also had the experience of interacting during all the process from the beginning to the end. That represents not only by

seeing final products children learn, but also through arts to think through and within a material (Eisner, 2002). To activate the imagination in students, it is necessary to allow them to observe a new technique or concept before attempting it on their own (Gibbons, 2009) the use of objects are full of significance when they are employed within the classroom. This is made tangible through the expression of the group and the presentation of their work (Fisher, 2002)

**S1** I put the oval (...) this is pink diamond

**S2** This is one purple, a purple trapeziu

**S1** This is trapezium purple and this is a blue triangle

**S3** I put pink oval y (...) el rectangle gold.

**S4** Yo quise hacer a mi papi... como se dice ángel?

**T** angel

**S4** si él es angel ... this is pink oval, this is grey diamond... es el tommy and...gold triangle

(Asistida audio recording, group work Grade 301 May 22/2018)



Figure 9 Students' artifacts

The preceding data sample was taken from an audio recording related with an activity in which students create abstract paintings with geometrical shapes and presented and described it. Data showed that students were able to create artistic task but also add new ideas to do the task and give a report for all the class (Willis, 1996). The data analyzed revealed that most students recognize their English lessons as the class that is taught to them but also

about how to make artistic works. The previous data showed as well that students felt curious to make different things within the EFL classroom.

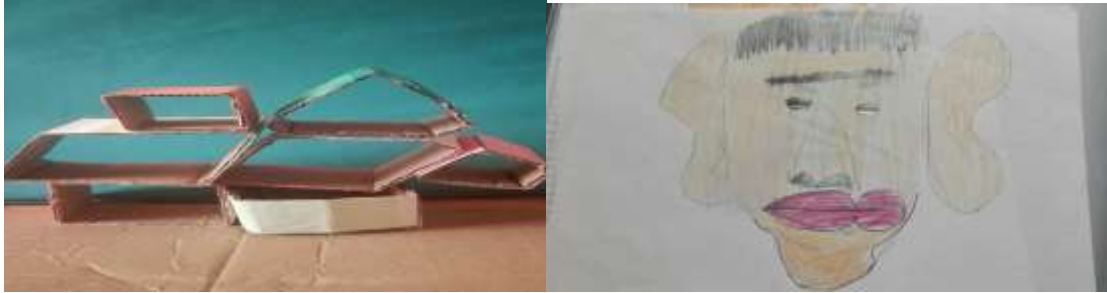


Figure 10 Students' artifacts

As seen in the data samples above, students used their creativity to integrate their English language learning and their interest and experiences. On the samples, one student remembered his father and expressed his feelings for him through an art work using the materials given to transform the abstract task into a familiar figure. In one of the activities, students manifested to be interested to continue creating figures using geometric shapes. For that reason they made 3D art works. This data analysis shows that students were capable to activate their imagination through the presentation of new materials and activities within the EFL classroom. Due to this, personal connections and feelings take a remarkable aspect in the classroom.

**Indicator 6: The student is capable to follow a pattern.**

In this indicator, students were active observers and listeners and through artistic works presented within the class children were engaged to follow the pattern or steps to complete their tasks. Regarding to this process, Gibbons (2009) asserts that the observation play a key role in artistic education because the learners have opportunities to observe models of a task as a whole prior to attempting to execute it. Data analyzed revealed that thanks to use and show art works into the EFL classroom, students felt confidence to reinforce what the teacher says and present. Due to that, it is important to offer to children opportunities to

manage the time for a creative encounter. The next extract portrays the process when children reinforce what they have understood.

- 31 During the activity children were excited and some of
- 32 them are trying to speak in English when they wanted
- 33 to know how to start and finish an step, also they
- 34 confirm the instructions that I give in English repeating
- 35 in Spanish, a student said “ luego de poner los ganchos
- 36 debo amarrar la pita verdad?” and I said “ yes the string”
- 37 the student said “ahh si, the string”

(Field notes, Grade 301, April 19, 2018, lines 31-37 Descriptions)

The previous extract sample was taken from a field note in which students were active listeners to follow the pattern of creation of a marionette. The task was focus to enhance the communicative competence in children as well as engaged students to follow instructions in English and present the marionette and the steps for its creation. The previous data sample shows students attention towards the instruction given in the classroom.



Figure 11 Students' artifacts

- 22 One student said to me “Teacher, I ask a question,
- 23 puedes hablar en español que me estoy perdiendo” but
- 24 I denied his asking, and I asked for someone to tell
- 25 him what I had talked about, and one student did it without
- 26 problem, the student said “ la teacher dice que hoy
- 27 vamos a hablar del respeto y de los que no respetan”

(Field notes, Grade 301, September 11, 2018, lines 22-27 Descriptions)

The previous data sample was taken from a field note in which students were motivated to change their bad attitudes with their peers and regulate their discipline. Children understood positive and negative behaviors and made drawings without asking them to show me that they had understood when they behaved badly. The data sample describes how students become perceptive and help others to understand the context of the class. Students became along the process in active listeners. It creates a sense of purpose, motivation to learn and allows for scaffolding of information (Echevarria, Vogt & Short, 2012).

### **Category 3: Art Integration**

This category denotes the attitudes students had towards the implementation of Art Integration activities through artistic tasks in order to promote their oral expression in English. Due to the fact that the subject of English language was monotonous for children, I found in the Art Integration approach a suitable tool for teaching and learning to use in an EFL classroom to help students to be closer and motivated for expressing themselves in English (Goldberg, 2017). The data evidenced that through art Integration activities, students showed enthusiasm, confidence and engaged to express themselves in English and also had fun while learning the language through the creation of art works. Further it was revealed that uses art into the classroom promote the interaction among children and the concepts that they learnt, apply and connect ideas because children were allowed to express it more completely than isolate words.

### **Indicator 7: The student shows interest and enthusiasm for making Artistic Tasks**

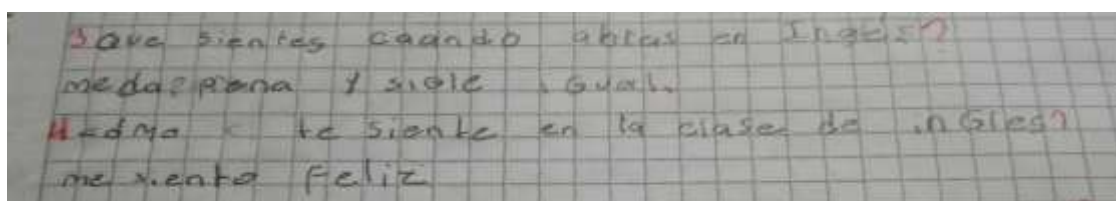
In this, students manifested the enthusiasm and curiosity to know about the development of the classes. In order to engage students to express in English by themselves I used preparation, comprehensible input, strategies, interaction and practice (Echevarria et al.,

2012) to create positive emotions and feelings in the classroom. Additionally I offered the possibility to retain what children have learned, know how to apply what they have learned and feel more positive about learning (Diamond, 1996).

Si ellos se colocan muy felices, se entusiasman cuando te ven entonces se animan a hacer las actividades que traes para ellos y se motivan siempre están esperando que llegue el mates o el jueves. Después que se termina la clase se mantienen en orden y muy activos y ahora les gusta mucho hacer cosas manuales y esa actitud se ha venido reforzando porque ellos no eran así, les gusta hacer maquetas y trabajar mucho con plastilina es mas no hacían ni tareas ahora si todos hacen tareas.

(Final teacher's semi-structured interview, September 25, 2018)

The previous data sample was taken from an interview in which the content teacher was asked about the attitudes of children during the development of English lessons and after them. The teacher mentioned “they get excited when they see you...they are encouraged to do the activities” this revealed that students are engaged because they feel attracted to the class and that motivating them to learn (Peregoy & Boyle, 2008). Due to this is possible to see a positive attitude in students towards the English language learning and the development of the classes. This data evidenced that students felt enthusiastic to create art works in the EFL classroom even if they did not feel completely comfortable in class.



(second student's questionnaire. September 18/2018)

The previous data sample describes the answer of one of the students to the question about how he/she feels in English class. Student mentioned that he/she felt happy due to the environment and developing of the English class. Data also evidenced that students managed different feeling towards the development of English lessons, the student felt ashamed to

express orally but he/she felt happiness in the EFL classroom, this evidenced that integrate arts with other subjects allow students to experiment positive attitudes towards the classes.

On the data samples above the content teacher and students express the joy they feel when doing art works. Data showed that all students felt enthusiastic toward the English lessons and its development, this finding evidenced that children changed not only their personal attitudes but their academic behaviors related to show initiative to be more proficiency in their other subjects.

**Indicator 8: The student shows self-confidence to express their ideas in English and show their artistic creations.**

In this indicator data revealed that students were motivated to learn English language and felt proud about the changes that they had gotten. According to (Roy, Baker, Hamilton, 2015) “learning through arts is characterized by cognitive or emotional dispositions, such as collaboration skills, improve self-esteem and confidence and increased desire to learn” (p.50). Data showed the confidence in children to express doubts about how to say an expression or word and also to create their tasks without fear to presented them or make mistakes. Pursuant to (Fisk, 1999) the arts connect students with themselves because the creation of an artwork represents a personal experience. An extract from a questionnaire is presented to provide student’s attitude change mentioned before.

- S1 Antes a mí me daba pena hablar en Inglés y ahora no
- S2 antes me sentía insegura ahora estoy segura
- S3 Me siento bien porque siento que estoy aprendiendo mucho
- S4 Yo nunca he hablado Ingles pero ya lo quiero intentar
- S5 Me siento muy bien y me siento excelente me gusta hacer las cosas que hacemos
- S6 Para mi es cheverisimo me gusta mostrar la creatividad

(Second students’ questionnaire, September 18, 2018)

As seen in the data sample above, it describes the answers of a variety of students to the question about how he/she feels when speak in English. Data evidenced that children felt

proud of their work and also felt a complacency to achieve success into an EFL classroom. The analysis showed that the students felt confident to express orally and create art works because they believed in their creativity, this finding evidenced that the self-oral expression is not only a matter of linguistic aspects but was also connected with the emotions and self-esteem of students.

This is me, I'm punctual, soy feliz and collaborative, sometimes angry, my personality is honest, I'm excellent... y como se dice ah ya, my hair, is straight hair, I'm short mi mama es short tambien.

(Asistida audio recording, grade 301, September 13/2018)

The previous data was taken from an audio recording in which the activity consisted to create a poster showing the personality to identify individual and similar characteristics from others. Data revealed the students' self-confidence to express orally their personality and also to show their art work. It is evident that the student does not feel ashamed about gaps in their oral presentation in contrast he/she remember faster what he/she wanted to say and also the student felt proud about their individual features and know how to express it.



Figure 12 Students' artifact

The presented analyzed data revealed that children supported that they felt excellent and they liked doing all the activities proposed into the EFL classroom. On the data samples above the analysis evidenced that the art environment provided by the pedagogical proposal was an excellent strategy to work with confidence, creativity and self-esteem in the EFL classroom and engage children to express their ideas and show their art works without any restriction.

**Indicator 9: The student having fun while learning English through Artistic****Tasks.**

The way in which the activities were presented to children showed that students had fun while learning English through artistic tasks because they found them interesting and novel. Children had the opportunity to develop their creativity towards the creation of art works likewise they felt tranquil and without anxiety into the classroom. Children were able to understand the purpose of the artworks and enjoy it. In accord with (Roy, Baker, Hamilton, 2015) the creation of arts involves students into an enjoyable environment and allows them to create their own language for expressing what they know.

- 32** The students started to draw very enthusiastic,  
**33** they laughed a lot of drawings and have fun

(Field notes, Grade 301, September 4th, 2018, lines 32-33 Descriptions)

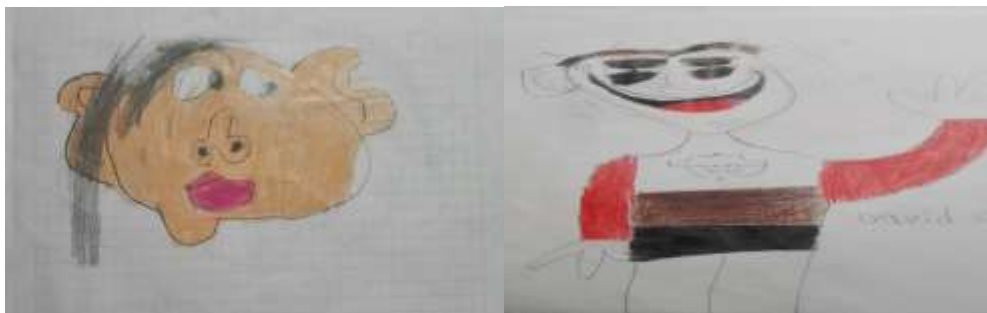


Figure 13 students' artifact

The extract of data sample above was taken from a field note in which the activity was to create self-caricatures using cardboards and colors. Data revealed that students had fun creating their caricatures because they had the opportunity to recreate portraits of themselves but exaggerating characteristics. All students enjoyed creating their art works. In the EFL classroom was common heard the students laughing and having relaxed attitudes because the time was not a fact to feel pressed about and children really had fun working with different materials and activities they normally did not see in other academic area. The following data showed the students' perception towards the EFL class.

- S1** Me gusta hablar Inglés porque es divertido y la profesora es divertida
- S2** Me gusta hablar Inglés y la clase porque me divierte y me fascina
- S3** Lo que me gusta es estar en la clase de Ingles se siente chevere
- S4** En la clase de inglés me siento inspirado

(Final students' semi-structured interview, September 27, 2018)

The data sample above were taken from a students' questionnaire, describes the answers of students to the question what do you like most about the English class. Data revealed that children felt that the EFL class is a fun and inspired environment for them and also they discovered that learning is fun. Students used expressions like "it fascinates me" to express their emotions towards the English class. Children felt positive emotions regarding to the ambience provide by the development of the class.

The analyzed data evidenced that students stand that arts into the EFL classroom was an excellent tool or strategy to work. Children assert that feelings like inspiration, tranquility and awesomeness are a common denominator within English classes. The findings showed that arts in EFL classroom were a fun companion for children while they learned English.

## Chapter VI: Summary of the results

Bearing in mind the results from the data collected and the categories developed in this research study, it was necessary to generate a connection among supporting factors such as the theory, the researcher voice and the student's artifacts. The categories analyzed in chapter 5 were designed based on three categories: Oral skills, Artistic Tasks and Art Integration.

In regards to respond achievements related to the first category oral skills, the findings of the analysis are presented: Along the accomplishment of indicators the students were capable to describe their artworks. The art gave the children the opportunity to express themselves boosted by the classroom setting. Due to the fact that the students were working into the class towards a common goal, they appreciate their voice and achieve consciousness along their learning process; this is possible to see when children corrected themselves while they express orally their ideas or described an art work. In addition, the results showed that it is possible to assert that children's focused was on their process rather than failures in this case at the moment of express orally in English. The opportunity to work with different materials within the classroom and promote the creativity boosted children to express themselves with an important aid represented in their art works, those contained all that they wanted to say and depicted a meaningful aid to encourage them to express orally.

On the other hand, students were able to produce an exchange of communication within the classroom; they tended to express their doubts through questions along the activities using English and validated their achievements with positive responses to the teacher which favored in a positive way the engagement of children to express orally in English. In addition, the outcomes showed that the artworks were a mightily aid to help children to express their personal experiences and likes because through the creation of their artistic tasks students made connections with their real world.

Equally important, the results showed that developing artistic tasks and constantly exposing children with the use of English based on arts presentations, steps for creation of art works and enhancing of the respectful within the EFL classroom made possible to approach students to create an English repertoire into the classes. Learners consciousness was increasing through every lesson and they became active learners and participants demonstrating their respect towards the development of classes as well as their interest to continue learning.

Then, from the second category which was Artistic Tasks it is possible to assert that through the presentation of different kind of materials to work the students were motivated to learn and create artworks because they were always exposed to novelty in the EFL classroom. Besides, children had an understanding about the use of materials into the classroom and its purpose. Also, the recognition of materials made that children become participative and active EFL learners because their learning process increased their attention and disposition to create their artworks.

Another important issue has to do with the relation between the materials and the children. Through manipulation and discover not only of materials but also different artistic techniques, children felt a mighty connection which allowed them to interact in a meaningful way with English. For this reason students felt proud of their creations and understood that learn through different resources and activities was possible, keep in mind this awareness is relevant because it shows that the use of a variety of materials to support art activities within the EFL classroom activate not only linguistic learning but also imagination skills.

One of the remarkable issues is the novelty that printed the use of different materials into the EFL classroom as well as the development of the classes. The students' curiosity towards how to manipulate materials into the class and know about its uses, increased their

participation and motivation for learning. The use of materials different from those given commonly in the classroom allowed children to identify its purpose which not only refers to make comfortable the learning process but also assume that learn English is related to a tangible and visible world for them. Along the implementation children evidenced their skill for creation as well as learning.

On the other hand, and referring to the third category art integration, the creation of free-anxiety environment allowed positive students' responses along the implementation of this pedagogical proposal. The use of artistic setting engaged students' self-confidence, their self-esteem and their interest for learning English. The activities developed along the classes encouraged children to express in English by themselves as well arouse the enthusiasm and curiosity on children to know what happen next. For this study the curiosity factor was remarkable within the development of activities for contribute to becoming students in long life term learner.

Following with the enthusiasm into the EFL classroom, the children manifested positive attitudes towards the development of classes. Even when students felt not comfortable with specific steps of the classes related to understanding themes, they always manifested their enthusiasm to start the activities. For this reason, integrating art into the development of English classes engaged children to be more receptive towards other academic areas as well as enhance their attitudes and responsibilities as students.

In regards to the confidence, the achievements related to the category of art integration showed that along the implementation children were able to connect their emotions with their academic behavior. It means that students manifested happiness and joy throughout the development of EFL activities as well as the creation of the art works and that was possible because always the students were encouraged to take risk and be creative.

To conclude, promoting the self-oral expression in English in young learners through the use of Artistic Tasks are suitable tools for enhancing oral skills. These tools imply a set of steps and procedures that prepare children to gain a remarkable and high range of understanding and disposition for learning. Due to the fact that students were guided in a process in which they were encouraged to express orally and upgrade the abilities that characterizes them as children: the creativity and surprise.

## Chapter VII: Conclusions

The resultant conclusions from this study related to the use of artistic tasks to promote self-oral expression are present in regards to the research objectives. The objectives within this research pedagogical proposal were aimed to characterize artistic and pedagogical strategies for developing communicative competences, likewise identify and recognize the role and impact of using artistic tasks to enhance the self-confidence and the oral expression in young learners.

In regards to respond the first research objective, data analyzed evidenced that suitable artistic and pedagogical strategies allow the development of communicative competences in third graders. In EFL context artistic strategies likewise reading of images which includes presentations of artistic works such as paintings and plastic expressions such as drawings, paintings, collage and clay modeling provided a successful input which activates learners' ability of attention and reflection because allow to students express and manifest their interests, their likes and their prior knowledge, equally personal experiences. Through the implementation of plastic expressions the children's learning experience became meaningful because are tools that permit to stimulate the relation between children and artworks through attention exercises that stimulates the description, interpretation and exchange of ideas.

Consequently, this type of artistic and pedagogical strategies facilitated the ability to create meaningful learning ambience that promoted the acquisition of communicative competences in the target language developing the interest to participate in the activities proposed within the EFL classroom. This is the way like children express their feelings and emotions, their realities and also their likes and dislikes towards the classes and situations experimented into the scholar community.

On the other hand, the artistic strategies enhanced the academic behavior of children and their levels of indiscipline decreased. This kind of impact was not contemplated at the beginning of the study but through the data analysis that positive change was observed. It means that artistic strategies had the potential to reduce anxiety levels in children and therefore enhance their positive attitudes towards academic and behavioral responses.

Regarding to the second research objective which aimed to identify the role of using art expressions to enhance the self-confidence in oral expressions as a long term learning process, it is important to highlight the positive input of arts in students. It means that the role of integrate arts into an EFL context became in a stimulus that refresh the dynamic into the classroom and boost the children's interests and motivations to learn. In addition the results evidenced that the self-confidence were enhancing through the development of the activities proposed in classes, that factor allow students to express orally in English without fear to fail, on the contrary the students' speech were clear and enthusiastic.

Hence, the use of artistic tasks in an EFL classroom represents a remarkable English language learning that contributes not only to the acquisition of linguistic knowledge but also to creativity and imagination. In that sense, arts represent a suitable aid overcoming shyness and increasing self-confidence and self- esteem, succeeding in overthrowing difficulties related to academic achievements and personal improvement by recognizing artistic skills that students did not know and now make them feel proud about.

The third research objective was to recognize the impact of using artistic tasks to encourage students to express themselves orally in English. Hence data evidenced that students felt enthusiastic to express orally. The creation and description of the artworks was the motivation for students to use English language to express what they want to say. It was evidenced that along the implementation the students always enjoyed the beginning of the classes because they felt animated to continue learning and knowing about how to express

interest and likes in English, what led them to ask about topics that were not related to the class but they wanted to express in English. It is possible to assert that arts in an EFL context induces the senses and it engage a variety of learning modalities like visual, tactile and kinesthetic, which leads to higher cognitive aspects of students and boost them to participate actively within the activities. In this case, expressing orally their ideas and descriptions of the artworks. Furthermore, the fact of describing orally artistic tasks for students was a memorable experience because as data revealed, it was something that they wanted to replicate in other subjects.

### **General recommendations**

Bearing in mind my experience as a researcher and preservice teacher acquired during the research process and the pedagogical implementation of the proposal it is relevant to suggest some recommendations that are pertinent for I.E.D Domingo Faustino Sarmiento Public School, student teachers and further researches with young learners.

Integrate Arts in an EFL context is an engaging and effective mean of teaching that has cognitive, physical and emotional benefits for young learners. Children develop lifelong learning and an oral and creative skill because it is inquiry based and encourages questioning, exploring and understanding in students. The institution should enhance curricular projects in the English subject in which students have the opportunity to develop different artistic tasks with their peers and teachers, to work creatively and express their feelings and emotions towards the scholar ambience that they built every day. These pedagogical efforts make teachers create a free-anxiety environment of learning for children which boost them to learn with more confidence and foster their communicative skills while they internalize contents and elements of a target language. The art foster connection making, self-confidence, self-esteem, courage and innovative learning and puts children in touch with their interests, experience and real world.

Moreover, recognize the disabilities of oral expressions in English in students and their increasing is necessary that teachers and institutions considered the beneficial risk that represent the implementation of arts in pedagogy. Arts education and punctually in an EFL context, represents a practical solution to prepare children and all students without a limit of age for academic success and lifelong skills.

In addition, is important to mention the art education in teachers. In order to the arts to be valued in a pedagogical process and used as a teaching strategy, they must be firstly

recognized as a suitable part of education and not as a forgotten subject that has a minimum time intensity in student's schedule with the only purpose of distracting them or giving them a "free time". For this reason, it is important to understand the benefits of art and how its techniques represent a suitable strategy to approach learners to a conscious learning integrating the English teaching to make grow the interest and success in language English learning as a holistic process and not isolate exercises and learning from children's context.

Finally, the implications that this study had on me as a researcher and preservice EFL teacher and novice researcher as well, were that I felt proud because of the process done along with children and their advances and change of view towards the English. Also, I felt encourage to keep working on innovative methodologies and artistic strategies to teach English as foreign language and make possible that English as a subject, gain importance within the curricular proposals as a relevant learning process that prepare students for rediscover all their abilities.

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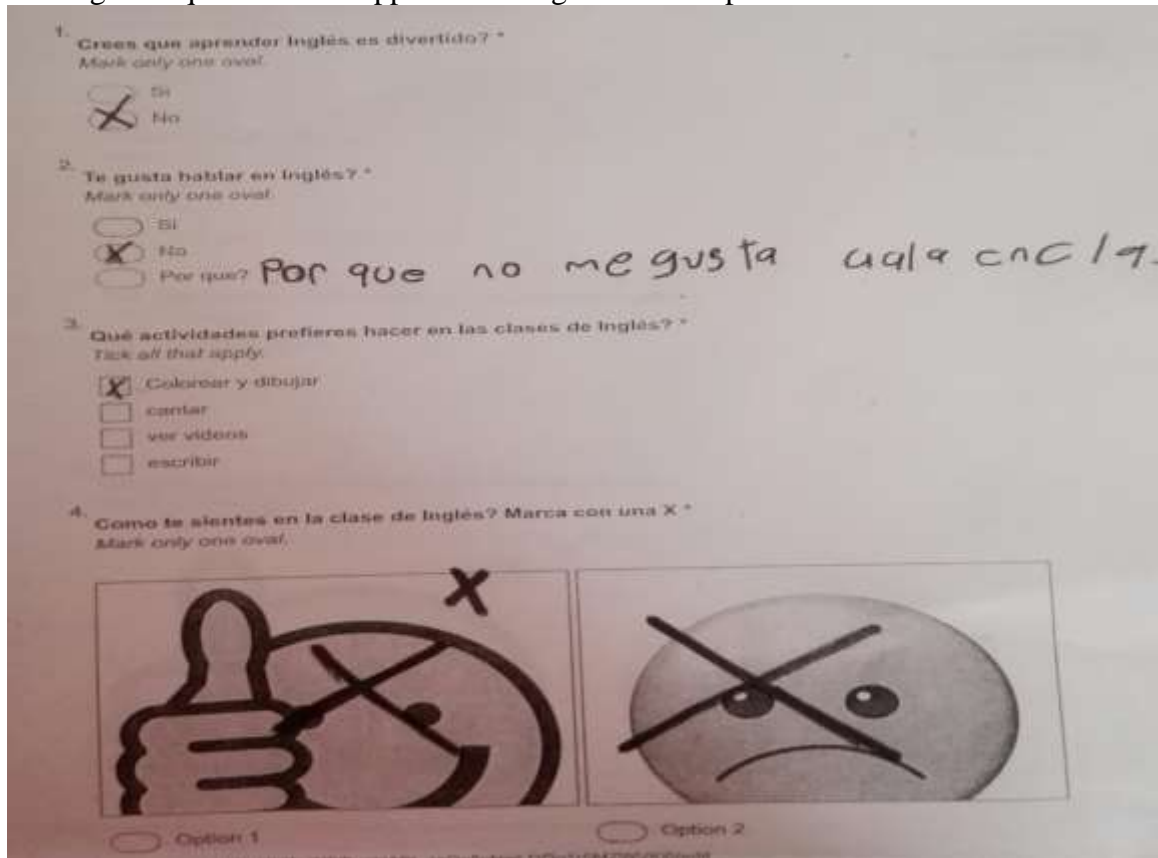
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Annexes

Annex 1:

First diagnosis questionnaire applied to 301 graders on September of 2017



Annex 2:

An extract taken from a field note of September 11 of 2017 in where the students call to order in the classroom.

<p>44 45</p>	<p>the teacher wants that children answer correctly, she decided erase the answer on the board and ask again.</p>	<p>-Maybe when children answer the question, they do it mechanically because they only have to see the board, because on the board is written the question and the answer too</p>
<p>46 47 48 49 50 51</p>	<p>teacher uses flashcards and gets children to answer correctly when teacher shows a flashcard of pineapple one student says "I like piña" the teacher laughs and says "no, no in english" one student says "profe es que ellos cogieron los lapices y se estan volviendo locos" "ya no mas hay que hacer silence, silence please"</p>	<p>-It should be happen because the student is trying to understand the second language and his mother tongue is essential to get it. he is doing a mixture of languages.</p>

Annex 3:

An extract taken from a field note which belongs to the observational phase of 2017. The English teacher always prepared the classroom with greetings and expressions about the weather.

8	she asks them to copy the date on the notebook	
9	she said "It is sunny or cloudy?" children did not answer	
10	the classroom is organise with tables in groups formed by 4 or 5	
11	children	
12	teacher introduces a new topic, the use of have and she makes a	
13	question "What do you have?"	
14	the teacher asks children repeat "today is monday, August 28th	
15	of 2017" "how is the weather?" "all repeat today is sunny"	
16	teacher uses spanish only occasionally,	
17	teacher shows a video about diseases	
18	on the board she wrote the same questions and answers that	
19	video showed	
20	teacher says "please copy the phrase and then draw" "Are you	
21	ready is very easy"	
22	children understand the mandatory of teacher, but they make	-It could be because they are not interested in exercises
23	these tasks slowly	
24	teacher stops the video and repeat the sentence so students do	
25	the same	

Annex 4:

An extract from a field note in which is possible to see that the English teacher follows the auditory instruction recalling information in sequence and teaching through reading.

"while the students are copying from the board the English teacher repeat -Do you like broccoli? And hurry to the children to read the question and the answer"

October 2017. Observational period

Annex 5:

Sample of an extract taken form a field note in which students express that they like sharing time and activities into the classes.

Children express their happiness when they must draw into the English class, one student says " me gusta colorear profe, cuando hacemos cosas de pintar y cantar me gusta mas" the teacher answerd " si te gusta?" the student says " si me gusta mas que escribir" one student says " si ves asi estamos mas juicios todos Porque nos gusta"

August 2017. Observational period

Annex 6:

The following extract was taken from an interview, in which the English teacher shares their point of view towards the importance of English class for the children and their parents.  
August of 2017. Observational period

¿Cuáles son las debilidades que presentan los estudiantes?  
ellos de pronto creo que es más social porque ellos no le ven la importancia al inglés, es más eso (pausa) usted puede hacer la hiper super clase pero el papá dice ahh tienen inglés a la primera hora no importa no vaya, voy a llevarlo a la cita médica, yo manejo contrajornada, y los papás piden las citas cuando el niño tiene inglés, y sobretodo aquí en Bogotá yo he visto que aquí la idea de que el inglés es una parte fundamental en la parte laboral los papas no lo entienden solo cuando sus hijos están en décimo y once, porque yo lo he vivido , y empiezan ay profe es que va a empezar a trabajar y nada de inglés ayúdele profe ay si le dan la importancia, pero si ellos le dieran la importancia desde que los niños están chiquitos se les fundamentaría más, y los niños vuelan el año entrante ya los pierdo, pero ya han estado expuestos a la inmersión en inglés, pero básicamente es eso, no digo la clase porque ellos la disfrutaban, pero es lo social el idioma no es valorado, los papás dicen ay profe yo no aprendí a hablar inglés y me ha ido bien, y tal vez en las facultades ¿no? un poquito más la parte conversacional.

Annex 7:

The following sample shows a cultural aspect from a cartoon in regards to children’s behavior, cartoons and videos are really catchy for students because they can make predictions and express themselves about the situation seen.  
October 2017. Observational period

58	learned from video if the group answer in a correct way they will	
59	points	
60	teacher realize that children does not pay attention because they	
61	prefer write and draw and she says “ stop typing” “ now hands	
62	up- hands down”	
63	to finish the class teacher give them a paper with courtesy	
64	phrases with the title <i>Good things to say</i> ” they have to color, cut	
65	and paste the phrases in their notebooks	
66	children speak each other in their groups of personal interest	-It could be because they did not enjoy the activity or they do the task in a mechanical way
67	different of english class and they made it in spanish	
68	children finish the task and teacher shows them a video in	
69	english about how to control the anger it is call <i>Control your</i>	
70	<i>anger</i> , they see the video twice	
71	when video ends, some students commented about the main	
72	character and why he was angry.	
73	then teacher puts a song it is call <i>Nursery rhymes</i> . children enjoy	
74	the song they dance and laugh	

Annex 8:

Sample of an audio recorder in which children were asked about familiar questions but they did not were able to answer the complete questions. At that moment children did not like speaking in English.

October 2017, Observational period.

Preservice teacher: What is your name?  
**S1** (silence)  
 Preservice teacher: What is the name of your parents?  
**S1** (silence)  
 Preservice teacher: Where you from?  
**S2** (silence)  
 Preservice teacher: What is your name?  
**S2** Mi nombre ? Juan Jose  
 Preservice teacher: What is the name of your best friend?  
**S2** (silence)

Annex 9:

Example of students' artifact



Annex 10:

Complete example of the planning of the pedagogical intervention.

<b>I.E.D Domingo Faustino Sarmiento</b> <b>English syllabus of Pedagogical Implementation</b> <b>Implementation February to April</b>				
TIME	ACHIEVEMENTS	ACTIVITIES	CATEGORIES	INDICATORS
<b>Week 1</b> <b>Date: February</b>	-To identify vocabulary related to the body	-Icebreakers (greetings and	Oral skills	-The student is able to present and

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<p><b>20<sup>th</sup> and 22/ 2018</b>  <b>Name of the Lessons: Bodies' monster.</b></p>		<p>circle activity)                  -To work with body parts images.                  -To reinforce vocabulary through flashcards.                  -To listen instructions.                  -To draw the body of a monster.</p>		<p>describe their artistic creation orally.                  -The student uses English to create a repertoire of speech acts like questions and doubts.                  -The student can make links with their previous knowledge.</p>
<p><b>Week 2</b>  <b>Date: February 27 and March 1st/ 2018</b>  <b>Name of the Lessons: The map that I know</b></p>	<p>-To enhance vocabulary related to body parts.                  -To identify emotions vocabulary.</p>	<p>-To answer questions about the body.                  -To work with flashcards.                  -To listen to a song based on moods.                  -To create a body map</p>	<p>Oral skills</p>	
<p><b>Week 3</b>  <b>Date: March 6<sup>th</sup> and March 8th/ 2018</b>  <b>Name of the lessons: The moods</b></p>	<p>-To practice former vocabulary about body parts and moods.                  -To identify body parts with moods.                  -To express connections among body parts and moods.</p>	<p>-To create a dice with the body parts.                  -To listen to a song based on moods.                  -To share the map of the body.                  -To create prints of moods.</p>	<p>Oral skills</p>	
<p><b>Week 4</b>  <b>Date: March 13 and March 15/ 2018</b>  <b>Name of the lesson: My feelings</b></p>	<p>-To practice former vocabulary about moods                  -To practice former vocabulary about body parts                  -To recognize elements that express different emotions</p>	<p>-To create free drawings with paintings and paper.</p>	<p>Oral skills</p>	
<p><b>Week 5</b>  <b>Date: March 20<sup>th</sup> and 22/2018</b>  <b>Name of the Lesson: Making clay sculpture</b></p>	<p>-To reinforce literacy by working with pieces of body names.                  -To explore different material in class.                  -To acknowledge positive moods and express them.</p>	<p>-To create an sculpture of the body with clay</p>	<p>Oral skills</p>	
<p><b>Week 6</b>  <b>Date: March 27/ 2018</b>  <b>Name of the Lesson: Making clay sculpture</b></p>	<p>-To reinforce literacy by working with pieces of body names.                  -To explore different material in class.                  -To acknowledge positive moods and express them.</p>	<p>-To continue creating an sculpture of the body with clay</p>	<p>Oral skills</p>	
<p><b>Week 7</b>  <b>Date: April 3th and 5<sup>th</sup>/ 2018</b>  <b>Name of the Lesson: Body</b></p>	<p>-To introduce themselves                  -To make a summary from aspects related to body parts and moods</p>	<p>-To create a body collage with magazines and cardboards</p>	<p>Oral skills</p>	

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<b>collage</b>	-To describe the body collage			
<b>Week 8</b> <b>Date: April 10 and April 12/ 2018</b> <b>Name of the Lesson: Symbolic construction of the body</b>	-To make a summary of positive qualities -To present steps for creation of art works.	-To create with different materials a complete body (magazines, clay, string, paint, shark, cardboard, glue) - To create a marionette.	Oral skills	
<b>Week 9</b> <b>Date: April 17 and 19/ 2018</b> <b>Name of the Lesson: I'm going to talk</b>	-To reinforce topic by presenting personal qualities. -To present the marionette.	- To finish details with the marionette.	Oral skills	
<b>Week 10</b> <b>Date: April 24<sup>th</sup> and 26/ 2018</b> <b>Name of the lesson: The way I feel</b>	-Introduce the book the way I feel -To introduce new feelings and emotions. -To incorporate sharing feelings into the class' daily routine.	-To create a feelings wall with photos of the children	Oral skills	
	<b>Implementation</b>	<b>May to</b>	<b>June</b>	
<b>TIME</b>	<b>ACHIEVEMENTS</b>	<b>ACTIVITIES</b>	<b>CATEGORIES</b>	<b>INDICATORS</b>
<b>Week 1</b> <b>Date: May 3th/ 2018</b> <b>Name of the Lesson: chameleons</b>	-To improve friendship skills. -To develop understanding about others feelings and characteristics.	- To create chameleons with pipe cleaners.	Artistic Tasks	-The student understands the use of artistic materials and their purpose within the class. -The student is able to create artistic works creatively. -The student is capable to follow a pattern.
<b>Week 2</b> <b>Date: May 8<sup>th</sup> and May 10/ 2018</b> <b>Name of the Lesson: Family members</b>	-To recognize vocabulary from members of the family -To recognize vocabulary of working materials	-To create a family dice	Artistic Tasks	
<b>Week 3</b> <b>Date: May 15 and 17/ 2018</b> <b>Name of the Lesson: Shapes and sizes</b>	-To describe paintings -To have a review about geometric shapes -To describe textures of materials given.	-To create an abstracting painting using geometric shapes	Artistic Tasks	
<b>Week 4</b> <b>Date: May 22<sup>nd</sup> and 24<sup>th</sup> / 2018</b> <b>Name of the Lesson: colorful world</b>	-To identify secondary colors. -To identify cold and warm colors. -To demonstrate color mixing.	-To create a collage mixing colors.	Artistic Tasks	

<b>Week 5</b> <b>Date: June 5<sup>th</sup> and June 7<sup>th</sup> /2018</b> <b>Name of the Lesson: Shape models</b>	-To reinforce literacy by working with different color and size shapes -To follow instructions about build 3D works. -To practice and describe 3D shapes.	-To create 3D figures -To create abstract paintings with shapes	Artistic Tasks	
<b>Week 6</b> <b>Date: June 12 and 14/2018</b> <b>Name of the Lesson: Ho to be a good friend</b>	-To describe what it means to be a good friend. -To read aloud <i>How to be a friend</i> -To share what students learned about being a good friend.	-To create a picture of friends helping each other's.	Artistic Tasks	
	<b>Implementation</b>	<b>August to</b>	<b>September</b>	
<b>TIME</b>	<b>ACHIEVEMENTS</b>	<b>ACTIVITIES</b>	<b>CATEGORIES</b>	<b>INDICATORS</b>
<b>Week 1</b> <b>Date: August 9<sup>th</sup> /2018</b> <b>Name of the Lesson: Review</b>	-To make a review about the topics development. -To share what students learned through artworks and its description.	-To paint with different materials. -To make sculptures with paper and clay. -To draw instructions given.	Art Integration	-The student shows interest and enthusiasm for making Artistic Tasks. -The student shows self-confidence to express their ideas in English and show their artistic creations. -The student having fun while learning English through Artistic Tasks.
<b>Week 2</b> <b>Date: August 14 and 16/ 2018</b> <b>Name of the Lesson: Pick a pattern</b>	-To describe color, shapes and repetitions to create a pattern.	-To make a draw of the family. -to create a frame. -To create original patterns around the border of the frame	Art Integration	
<b>Week 3</b> <b>Date: August 21<sup>st</sup> and August 23/2018</b> <b>Name of the Lesson: All families are different</b>	-To identify vocabulary about the family. -To recognize different families.	-To create a family tree with ink.	Art Integration	
<b>Week 4</b> <b>Date: August 28 and 30/ 2018</b> <b>Name of the Lesson: My friend is...</b>	-To make a review of qualities and physical characteristics.	-To create a drawing of friends.	Art Integration	
<b>Week 5</b> <b>Date: September 4<sup>th</sup> and 6<sup>th</sup> /2018</b> <b>Name of the Lesson: Creating</b>	-To sum up and make a review of characteristics in others.	-To create caricatures about themselves. -To create caricatures of friends.	Art Integration	

caricatures				
<b>Week 6</b> <b>Date:</b> <b>September 11 and 13/ 2018</b> <b>Name of the Lesson: My personality</b>	-To recognize individual and similar characteristics from others. -Pronouns	-To create a poster of personality.	Art Integration	
<b>Week 7</b> <b>Date:</b> <b>September 18 and 20<sup>th</sup> /2018</b> <b>Name of the Lesson: Respect.</b>	-To describe what it means to be respectful.	-To create a picture about he/herself of showing respectful to each other's.	Art Integration	
<b>Week 8</b> <b>Date:</b> <b>September 25<sup>th</sup> and 27<sup>th</sup> /2018</b> <b>Name of the Lesson: summary.</b>	-To make sum up about topics viewed. -To share experiences about the development of classes.	-Free drawing	Art Integration	

Annex 11:

Full example of Lesson Plan

Lesson Date: March 20, 2018

Subject: English

Unit Title: Knowing myself/Sculpture

with clay

Time: 90 minutes

Grade: 301

<b>Limits/Standards:</b> Unit to work the communicative competences which involves listening and oral skills.	<b>Communicative goal:</b> Introducing yourself, answering questions to determine likes and dislikes and describe the sculpture.
<b>Objectives:</b> Students will be able to explore different materials in class. Students will be able to learn and express themselves with a variety of vocabulary. Students will be able to acknowledge their positive qualities and express them.	

<b>PRE-TASK</b>	<b>FORMATIVE ASSESSMENT</b>
Note:	

<p>5 min</p>	<p><b>Welcome:</b> I'm going to say hello to all students, I said: <i>Hello how are you?</i> And they answered: <i>Very, very well, thank you and you?</i></p>	<p>I always start with the previous waving which children already know</p>
<p>10 min</p>	<p><b>Warm up/ Engage/Motivation:</b> To motivate students I'm going to prepare physical exercises to increase the energy and get attention and also this activity allows me to make a review of body parts as a previous knowledge. I'm going to start for give them instructions: Stand up, march in place...stop, swim in place...stop, jump 5 times...stop, clap 7 times...stop, hands up, hands down, hands in front, hands to side. Touch your head, touch your shoulders, touch your arms, touch your hands, touch your legs, touch your feet, touch your nose, touch your mouth, touch your eyes... After that I'm going to show them a variety of flashcards (it could be food) to ask them: Do you like...? And I would make a review of their previous knowledge.</p>	<p>I want to do this because I know that children already know the structure of the question and the possible answers as well. If not I have to make a reinforcement.</p>

<p>20 min</p>	<p><b>Presenting the topic\Whole Group Instruction: <u>Who am I?</u></b>                  To focus on Who am I? It is important make relations between our body, our moods and positive qualities first I'm going to start to show them flashcards with positive qualities:                  Intelligent, Active, Honest, Friendly, Responsible, Creative, Optimistic, Tolerant, Collaborative, Competitive, Talkative and Punctual.                  After that I'm going to reinforce the new vocabulary through three activities using the Flashcards, 1. Flashcards memory, 2. A part of Flashcards, 3. Missing Flashcards.                  Then I'm going to make questions:                  Do you like be Honest?                  Do you like be Friendly?                  Do you like be Responsible?                  Do you like be Punctual?... and so on.  <b>Task clarification:</b> My name is Yulieth and I like to be Punctual and I like to be Honest. I'm a Friendly and Optimistic person.</p> <p><b>Sculpture with clay:</b> After give the children an input of a variety of vocabulary, I'm going to show them clay and aluminum foil.  <b>T-Ss:</b> Today we are going to be sculptures and we are going to modeling our bodies with clay, and then we have to present our little sculptures. First, you will work individually to create your sculpture, and at the end you will show me your work. That sculpture represent you, you will modeling your own figure. I will give you four shapes of aluminum foil and we will model our sculpture step by step, you have to listen to me.</p>	<p><b>1.</b>It consist in put on the board a sequence of 6 Flashcards and Then I go stirring one by one for the children make association between the name and position of the flashcard.  <b>2.</b>It consist of showing a part of the Flashcard so the children can guess which one is.  <b>3.</b> Finally show the kids the group of flashcards and change the order and remove a flashcard, the children must to discover what is missing.</p>
<p><b>TASK</b></p>		<p><b>FORMATIVE ASSESSMENT</b>                  Note:</p>
<p>30 min</p>	<p><b>Group Practice:</b>  <b>T-Ss:</b> Now we are all prepare for starting:  <b>1.</b> Make two strips (I will show them the shapes) one longer and other short, and a ball with the aluminum foil, you have to crease the aluminum foil  <b>2.</b> Fold the two strips in half and join it (like this, I have to show them all the steps.) Now you have the arms and legs of your body.  <b>4.</b> Fold the feet and hands of the body  <b>5.</b> With the last piece of aluminum foil you have to wrap the head and the trunk of the body (like this)  <b>6.</b> Now start to squishing clay on it (like this). It is time to make details. I will explain them how they can make the</p>	

	eyes, the nose and the mouth with a draw on the board because it requires a proportion.	
<b>POST-TASK</b>		<b>FORMATIVE ASSESSMENT</b> Notes:
15 min	<p><b>Evaluate Understanding/Assessment:</b> After the end of the activity I will check all the sculptures and I will ask them if they enjoyed the activity:  <b>T-Ss</b> Do you like work with clay?                  Do you like modeling your own sculpture?                  (This is to know if students enjoyed the task)</p> <p>Now, I will ask them individually to come and tell me the steps that they followed to make the sculpture. ( I will record their voices )</p>	
10 min	<p><b>Closing Activities/Summary:</b> I will show them and present my sculpture, retaking the vocabulary of positive qualities which was studied at the beginning:                  Hello, my name is Yulieth and I like to be Punctual and I like to be Honest. I'm a Friendly and Optimistic person.</p> <p>In a brief time by pairs each student will have to present his/her sculpture clay.</p>	

**Resources/Instructional Materials Needed:** Flashcards, tape, aluminum foil, clay, stick, board and market.

**Notes:**

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STUDENT	EXCEEDS	IN PROCESS	DID NOT YET MEET
<b>Oral expression</b>	<p>Describes the artistic tasks he has done in class.</p> <p>Speak calmly.</p> <p>Use vocabulary in English to link what is said in class and previous knowledge.</p> <p>Listen carefully for explanations and instructions.</p> <p>Understand how to use the materials given in class.</p>	<p>The interaction is not enough but the student try to introduce expressions in English in daily.</p> <p>It tries to describe the artistic works but frequently repeats vocabulary.</p> <p>Invents vocabulary to try to express itself in English.</p> <p>Makes an effort to understand how to use materials in class.</p> <p>The descriptions he makes are not well understood, but he tries to express himself.</p>	<p>The student does not know or understand the use of English nor does he try.</p> <p>Do not talk.</p> <p>Does not understand the instructions given in class and how to use the materials.</p> <p>The vocabulary is very poor and little varied.</p>
<b>Communicative competence</b>	<p>Ask for clarification about what has been said in the class, questions and answers when it is not understood in English.</p> <p>The student knows when and how to use expressions such as permissions and questions in English during class.</p> <p>Use the Spanish to confirm the information provided in class in a constant manner.</p> <p>Introduce daily expressions in its day to day constantly.</p>	<p>Try asking questions and asking for permission using Spanish and English.</p> <p>It gets tangled up when use expressions in English to ask for explanations and permissions.</p> <p>Many times it is seen that force the use of expressions in English.</p>	<p>The student does not know when and how to use questions, expressions and permissions in English.</p> <p>The student does not want to interact or express in English.</p> <p>The student does not want to make correct use of English in class.</p> <p>The speech is unclear, it does not have good pronunciation.</p>
<b>Self-confidence</b>	<p>Shows interest in knowing new expressions in English.</p> <p>Constantly manifest interest in knowing the activities to be done in class.</p> <p>Do not be afraid to make mistakes when speaking in English.</p> <p>Demonstrate joy and confidence when speaking or describing any artistic task.</p> <p>Many creative skills and that revives self-esteem to perform artistic works and speak in English</p>	<p>Constantly asks if he is doing well.</p> <p>The student does not accompany his speech with natural gestures.</p> <p>At times it shows disinterest in working with materials in class</p> <p>Although the student does not show confidence frequently when speaks in English but tries to communicate.</p>	<p>The student is very rigid, no gestures is very static.</p> <p>It's not creative</p> <p>The student does not let collaborate.</p> <p>The student does not have a good attitude or interest in front of the activities proposed in class.</p>

Annex 12:  
Sample of rubric.

