

## The art of captivating by teaching the spanish language



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### ABSTRACT

The purpose of this text is to publicize a project whose objective is to captivate students in the

process of teaching and learning the Spanish language. As a theoretical framework, the studies of (WOOLFOLK, 2010), (KAWASAKI, 2011), (FREIRE, 1971, 2007) and (WALLON, 1995, 2008) are presented. Methodologically, the project was carried out in 3rd year classes of High School, to seek a teaching based on affectivity and the art of captivating the student. Based on our analysis, the study revealed that when the teacher can create a closer interaction with the class, through affection and respect, students allow themselves more easily to the learning process; The realization of the project was also able to send that more creative and dynamic classes are configured as pedagogical strategies to work on the discipline (of Spanish).

**Keywords:** Teaching and Learning, Affection, Spanish Language.

## 1 INTRODUCTION

Captivating is one of the necessary tools in the profession of educating, according to Kawasaki, G. (2011). Captivating causes a voluntary change in hearts, minds, and therefore deeds. On the other hand, for Paulo Freire (2009), education is praxis, reflection and action on the world in order to transform it. According to Freire, education is an act of love, of courage, of practicing freedom, focused on reality.

Agreeing with these two great pillars of education, we consider that the act of captivating should be linked to education and the educator. There is an intrinsic connection between educator and student that reflects on learning and, above all, on the emotional part of the student.

Considering this, this experience report aims to show the importance of captivating students to learn the subject: Foreign Language/Spanish in the classroom, reinforcing the relevance of the study of the Spanish language in High School for external evaluations (ENEM, SPAECE and VESTIBULARES). In addition, it covers the study of Spanish as an opportunity for the student in a comprehensive formation, capable of developing skills of social interaction with different cultures.



Taking into account the geographical location, we have 7 countries that officially speak the Spanish language and border Brazil: Peru, Bolivia, Venezuela, Colombia, Uruguay, Argentina and Paraguay. So, it can be said that the Spanish language stands out in the vicinity of Brazil.

As a teacher of the subject, I plan and execute activities that can somehow motivate students to study and learn the Spanish language.

I present this story of mine, first talking about my beginnings in education; how I was captivated by the art of educating, my training along the way, the arrival in Brazil, how I became a Spanish teacher, one of the many experiences that I consider to have a positive impact both on the students of EEEP José Maria Falcão and on my profession<sup>1</sup>.

The experience to which I refer is an artistic project in which the classes of the 3rd grade of High School (Commerce, Nursing, Informatics and School Sec.) were involved and interacted.<sup>2</sup>

- To provide an artistic experience of the aspects of the Spanish language, highlighting authors, musicians, and dances, through the development of research, composition and study of works.

The project was carried out in the 4th bimester of 2019. Based on the specific objectives, methodology, impact and results, the project served to help not only in the learning of Hispanic artistic works, but also as a motivation for students to learn the Spanish language.

## 2 THE STORY

Before delving into the activities carried out in the report, it is appropriate to present, even if briefly, the relationship between the teacher of the discipline and the students; The analysis of this relationship could show that captivating students is a strategy to facilitate the process of teaching and learning the Spanish language.

"Teacher, what's that name? Where are you from?" It was one of the many questions students asked me when I arrived in class and wrote my name on the board. It was and still is very funny my day to day life in the classroom, considering the fact that I constantly learn and become better personally and professionally. This exchange of conversation and interaction favored a lighter and more captivating atmosphere in the classroom. Thus, classes could flow better and with student involvement.

In the path of education, the path is never completed, there will always be new learning, because, simply, the students never repeat themselves, they may even look alike, but we do not learn, nor do we teach in the same way, because there is diversity of learning.

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<sup>1</sup> This report was supervised by Prof. Dr. Walisson Dodó, who co-authored this text.

<sup>2</sup> As it is a vocational school, the formation of the classes is based on a technical course.



According to Woolfolk (2010), learning diversity is an inherent condition of any teaching and learning situation in which students include a personal history, considering their previous experiences; This allows knowledge to be built in a dynamic of interaction that makes it unique and particular.

In this way, I relive my experiences in the magical world of education and remember my beginnings. I started as a pedagogical assistant in a daycare center (*UEPJLFA Unidad Educativa Padre Joaquín López Fé y Alegría*) more than 20 years ago. I still remember the full teacher that I had the privilege of accompanying, she showed me the love that can be had in the profession of educating, I remember the way she taught, her dedication and affection for all boys (without any distinction), the way she made an effort to make each class an educational moment and above all, making every lesson joyful, joyful, and meaningful for the children. That made a big impression on me. Shortly thereafter, I was enrolling in university to pursue a degree in Pedagogy. In the Spanish language it is called (*Educación Inicial*).

At the university, I met and studied many illustrious people in education along with their theories: Maria Montessori, Jean Piaget, Lev Vygotsky, Paulo Freire, Celestin Freinet, Antonio Gramsci, Henri Wallon, John Dewey, among others. Together with them and the many teachers I met and were part of my training, I fell even more in love with the art of educating.

So, like most people, I was able to graduate and work on the side. In the mornings, I was in daycare; In the afternoons, he studied. My personal and family life continued to advance, I got married, had children, but I always focused on education. After my training, I started a master's degree in Research Methodology.

This training allowed me to work at the *USR Universidad Simón Rodríguez* exercising, at first, the position of professor of the discipline Research Methodology. Later, I became a coordinator in the area of research and review of pedagogical works. I thought that everything was already completed and I would dedicate my life between children in daycare and adults in university. But, as I mentioned at the beginning of these lines, in the world of education nothing is completed, there will always be something to know, teach, learn, unlearn, experience and relearn. That's what happened to me.

I arrived in the Federative Republic of Brazil in 2018. My first contact with high school and with the discipline of Spanish Foreign Language allowed me to rethink my conception of an educator. Being a foreigner (Venezuelan), I understood that, in order to teach my native language (Spanish), I had to captivate Brazilian students, first showing the value that my language has for me and then showing the impact, importance and development that learning this new language can bring to their lives, in different areas: personal, professional and social.

In the experience of the different classrooms, I learned that by relating the Spanish language to the context, needs and realities of each of my students, I can get their interest and attention in a simpler way. Clear! With challenges.



One of the biggest challenges in teaching Spanish that I found was to be able to link the curricular contents with the context of the students and make them interesting for them.

Planning and reflecting on how I could do it, to motivate the students to be interested in Hispanic art, including literary works, dances, sculptures and artistic works, (art being the curricular content that I had to address throughout the 4th bimester at EEEP José Maria Falcão), I wanted first of all to captivate them so that they would be interested in learning and getting to know Hispanic art in a pleasant and attractive way.

With this in mind, I proposed an artistic project addressing different aspects of Hispanic culture. The project covers the development of students' artistic conceptions, as well as the practical understanding of classroom content and the composition of the partial grade of the period.

The approach, development, execution and presentation of this project was one of the most significant experiences as a Spanish language teacher, which generated, in addition to learning, a desire to continue learning and teaching within the classroom.

Below, we present the structure of the project that was developed:

**Project: GETTING TO KNOW ART THROUGH HISPANIC CULTURE**

**OBJECTIVES:**

- ✓ Understand characteristics of Hispanic culture, through the selection of information, in addition to the development of a presentation;
- ✓ Compile the research project, expanding the understanding of the chosen works;
- ✓ Conceive an adapted artistic production, in such a way that the cultural and artistic experience shines through;
- ✓ To expose to the school community the work developed, aiming at the realization of learning and the culmination of the project.

**ACTIVITY**

**Project design:**

**Description:** A summary of how the class conceived the project was made, highlighting the chosen works. In this part, the central idea of the entire project was also placed, that is, how the adaptation was seen by the public.

(Note: it was written in Spanish).

**Research notebook:** Fully typed, obeying the standard norm of the Spanish language for text formatting. The notebook contains the following structure: personalized cover associated with the proposed themes, presentation of the class and description of the project, biography and works of the author, musician and painter intended for the class, details of the activities developed (calendar or routine record), conclusion of the project and the observations learned in the development.

**Thematic room:** reproductions were made in the classrooms by means of decoration of the artistic works and excerpts written by the authors, containing a brief presentation, in addition to exposing the work of the class.

(Note: 15 minutes each room).

**Artistic presentation:** a brief presentation was made with the choice of a specific theme (dance, staging, recitation of a poem) according to the themes passed on.

(Note: Up to 25 minutes).

**Final report of activities:** a report was delivered by the project teams, considering all the activities developed by the members of the class, between positive and negative aspects.

**Proposed themes:** each class received a triad, consisting of an author, typical dance and a visual artist.

Therefore, the mixture between the conceptions of each one and the themes addressed in their productions is the best direction that should be given within the activities of the project. Below is the division by classes:



<b>YEAR 3 TRADE</b>	Author: Ernesto Sabato
	Dance: Paso Doble
	Plastic Artist: Pablo Ruiz Picasso
<b>YEAR 3 NURSING</b>	Author: Gabriel Garcia Marques
	Dance: Bolero
	Artist: Frida Kahlo
<b>YEAR 3 COMPUTER SCIENCE</b>	Author: Isabel Allende
	Dance: Salsa
	Artist: Salvador Dalí
<b>YEAR 3 SCHOOL OFFICE</b>	Author: Mario Vargas Llosa
	Dance: Flamenco
	Artist: Diego da Silva Velázquez

Within the aspects worked, it is important to highlight the creativity, learning and effort of the students in linking the literary and artistic works of the Spanish language, making an impact first on them, managing to get to know literary and artistic works, dances, customs and traditions of the culture of Hispanic countries, through didactic activities, expanding their interest and cultural collection with the objective of recognizing the Spanish language as an opportunity for personal overcoming, professional and social.

Subsequently, in the school context and in the community, the presentations and exhibitions of the thematic rooms were attended by parents and guardians of the students, teachers from the school and also teachers from other educational institutions who attended the event and formed part of the evaluation process of the works presented.

### 3 CONCLUSION

We saw that the objective of this report was to present a project that aimed to provide an artistic experience of the aspects of the Spanish language, highlighting authors, musicians and dances, through the development of research activities, composition and study of works in 3rd year classes of High School.

From the realization of this artistic project, we were able to come to the conclusion that, in the teaching and learning process, it is necessary to adopt strategies capable of sensitizing students so that they allow themselves to immerse themselves in classes. Such strategies, in this case, were represented by dynamic and creative practices, combined with captivation and affectivity, factors that proved to be decisive to involve students in classes, in addition to facilitating the apprehension of the contents.



We hope that the presentation of this story, although summarized, can raise reflections so that we can (re)think language teaching, in order to make it increasingly productive, meaningful, creative and CAPTIVATING.



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