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CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

RESEARCH REPORT

**TEACHING THE ENGLISH LANGUAGE USING ARTS AS DIDACTIC
STRATEGY**

INFORME DE INVESTIGACIÓN

**ENSEÑANZA DEL IDIOMA INGLÉS UTILIZANDO LAS ARTES COMO
ESTRATEGIA DIDÁCTICA**

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CERTIFICADO DEL DIRECTOR

Yo, PhD. Haydeé Ramírez Lozada, en calidad de directora de esta tesis, certifico haber revisado que el trabajo cumple los requisitos de calidad, originalidad y presentación exigibles y que se han incorporado las sugerencias del Tribunal al trabajo de grado.

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ABSTRACT

To verify if the English language could be taught using the arts as a teaching strategy, a qualitative-quantitative investigation was carried out where 10 students from the Manglar Cultural Seedbed in the province of Esmeraldas receive Afro-Esmeralda's music and dance classes and reinforcement of English as foreign language. The results showed that the arts are a means of facilitation for learning the English language and that children are really interested in learning through this subject since teaching and learning through the traditional method can be ruled out, which sometimes long-term causes disinterest and demotivation in students. It is concluded that in educational units the arts should be implemented as support material for English teachers since it helps a lot with the cognitive development and artistic and linguistic skills in students.

Keywords: Teaching, arts, development of linguistic skills, didactics, strategy.

RESUMEN

Para verificar si se podía enseñar el idioma inglés utilizando las artes como estrategia didáctica se realizó una investigación cuali-cuantitativa en donde 10 alumnos del Semillero Cultural Manglar de la provincia de Esmeraldas reciben clases de música y danza afro esmeraldeña y también un refuerzo del inglés como lengua extranjera. Los resultados demostraron que las artes son un medio de facilitación para el aprendizaje del idioma inglés y que los niños están realmente interesados en aprender por medio de esta temática ya que así se puede descartar la enseñanza y el aprendizaje por medio del método tradicional el cual a largo plazo ocasiona desinterés y desmotivación en los estudiantes. Se concluye con que en las unidades educativas se debe implementar las artes como material de apoyo para los maestros de inglés ya que ayuda mucho con el desarrollo cognitivo y de habilidades artísticas como lingüísticas en los estudiantes.

Palabras clave: Enseñanza, artes, desarrollo de habilidades lingüísticas, didáctica, estrategia.

INTRODUCTION

Theme Presentation

Learning a language as a foreign language has become a necessity for children, young people, and adults alike, since by not having the knowledge of that, they are prone to not having personal, academic, and professional achievements, remembering that learning a second language allows people to establish interpersonal relationships that are fully effective to develop skills and tools that eventually allow them to be more competent in real life.

The process of teaching English as a foreign language over the years has had certain variations and new strategies have been implemented to facilitate this process so that learners feel more attracted to the language and motivated to want to learn. When I talk about arts I mean music, dance, theater, and painting, which have been very effective tools when it comes to teaching the English language and have created their strategy for students to learn in a more fun and simple breaking with the routine traditional method of teaching and learning.

The importance of implementing arts in the teaching processes of the English language has allowed people who are studying this language as a second language to develop their learning through their artistic skills and thus find a way not to feel bored, disinterested and count with the necessary motivation to perform well. It is worth remembering that in the learning process students usually develop different styles to learn, that is why the use of arts as a didactic strategy can serve as support for those learning styles.

In Ecuador, a low percentage of English as a foreign language has been seen, taking 81st place in the EF EPI ranking within 100 countries and Latin America being the one that occupies the last place. This has generated some concern among teachers, directors of institutions and representatives of the Ministry of Education since the score obtained is equivalent to an A1, which is an initial level of the English language in schools. This means that the work of teaching the language as a foreign language is not being good and there is a difficulty in the teaching and learning process, it may very well

be due to the lack of strategies applied within the classroom and the little interest of eager students of learning.

Problem Statement:

Knowing the importance of English today and the opportunities and facilities that can be found when this foreign language is spoken perfectly, certain difficulties arise when learning this language and that is why many people find themselves in a process of learning English as a foreign language do not find motivation, do not feel comfortable or simply decide to stop learning because they consider English boring, and they are not learning anything. It should be noted that in different schools they are still managed with the traditional method and that it causes boredom in the students.

Engaging with the arts is a vital component of English language learning, fostering creativity, critical thinking, and linguistic proficiency. Through literature, drama, music, and visual arts, learners are immersed in authentic language contexts, improving their vocabulary, grammar, and comprehension skills in meaningful ways. Literary texts provide rich opportunities for language exploration, exposing learners to diverse writing styles, cultural perspectives, and historical contexts. Analyzing characters, themes, and plot structures not only enhances language proficiency but also promotes empathy and cultural understanding.

Music and visual arts (Eftekhari, 2020) potentiate English language learning. By integrating arts into English language education, educators can inspire students to become passionate, lifelong learners, equipped with the linguistic and cultural competencies needed for success in an increasingly interconnected world.

Early childhood education frequently incorporates music and visual art into language instruction; the alphabet song is arguably the most well-known example of this in the English language. Much research has investigated the ways that art might help with language learning. For instance, Ludke (2018) discovered that students' language proficiency improved more significantly in arts-themed language learning programs than in non-arts-themed ones.

In Esmeraldas, the topic of using art as a didactic strategy to teach and learn English has been explored, but the results of investigations have not been enough, mainly in a context of children who attend a school where Afro culture is potentiated, as it is the case of Semillero Cultural Manglar, in Esmeraldas. This is why the following question arises: Can art as a didactic strategy facilitate the process of learning English as a foreign language of students from Semillero Cultural Manglar in Esmeraldas?

Justification

The English language learning process has been affected by the fact that currently students do not feel much interest in the language, they feel fear and are mostly unmotivated. Applying arts as a didactic strategy in any of the subjects helps students no longer feel that they are doing the same thing, they will no longer feel boredom and it will help them to have another perspective when learning. In the English language learning as a foreign language, the use of arts will make students feel more confident in themselves and with practice they will also be able to discover their gifts.

It is for this reason the writing of this thesis, to get to know how effective the use of arts can be as a didactic strategy in the process of teaching and learning the English language to make a change in the traditional teaching method.

Objectives:

General Objective

To analyze the use of arts as a strategy to facilitate the process of learning English as a foreign language.

Specific objectives

- To diagnose the students' English language learning before using arts as a didactic strategy.
- To design and use activities based on arts as a didactic strategy in the students' English language teaching-learning process.
- To evaluate the students' English language learning after the use of arts as a didactic strategy.

CHAPTER I

THEORETICAL FRAMEWORK

1.1. Scientific Theoretical Foundation

1.1.1. Art

Art is defined as a method of expressing emotional content since through arts in their different variants such as musical and visual, people express a defined feeling such as the sublime, the happy or the dramatic and at the same time have a connection with who visualized their work of art and thus evoke an emotional response (Marder, 2019).

Art is a language that will make the child express himself through different elements and it will be creativity and imagination that have a more important role in this whole process. Art for children is a way of living and has many benefits (Roldán, 2018).

1.1.2. Art- based learning

Art-based learning opens diversity in teaching and learning, since the answers, questions, solutions, and interpretations are multifaceted. That is why arts serve as a teaching and learning model since, being important disciplines in themselves, they can offer teachers and students inspiring entry points to understand other subjects thanks to their sensitizing power, facilitating non-artistic learning to everyone age group (Moller-Skau, 2022).

Art-based learning focuses on students to create more creative thinking in them and get out of their comfort zone since it is an educational tool in the educational context. ABL is a description of "pedagogical methods" and "teaching strategies where there is significant learner involvement with art forms" (Rieger & Chernomas, 2013).

1.1.2.1. How Arts develop the Young Brain:

Neuroscientists continue to find clues as to how the mental and physical activities required for arts so fundamental to brain function. Certain brain areas respond only to music while others are devoted to initiating and coordinating movement from intense running to the delicate sway of the arms. Drama provokes specialized networks that focus on spoken language and stimulated emotions. Visual arts excite the internal visual

processing system to recall reality or create fantasy with the same ease, these cerebral talents are the results of many centuries of interaction between humans and their environment (Sousa, 2011).

1.1.3. Multimodal Approach

The multimodal approach refers to the integration of multiple modes of communication or sensory inputs, such as text, images, audio, video, gestures, and more, in the process of understanding and generating information. It recognizes that human communication and perception involve multiple modalities and combining these modalities can enhance the overall understanding and effectiveness of communication (Mayer. 2009). *Multimedia learning* (2nd ed.). Cambridge University Press.

1.1.4. The zone of proximal development

The zone of proximal development according to Vygotsky (1995) is the distance between the current development of the human being and its potential development, which is why I consider a concept of great importance for what education is. Also, according to Vygotsky, the zone of proximal development "defines functions that have not yet matured, but are in the process of maturation, functions that in the near future will reach their maturity and that are now in an embryonic state" (p 3).

That is why, with this concept being of the utmost importance for human development, many specialists have been inspired to come up with various theories.

1.1.5. The Socio-Cultural Approach to language teaching

Vygotsky's sociocultural theory is since the development of the human being is closely linked to his interaction with the cultural and social context, and this is how he can develop his potential that will be the basis of his development as an individual and at the same time as a learner. From that perspective, as students participate in many activities where they will be able to internalize the effects of working together, they will be able to acquire new strategies and knowledge of the world and culture either through the interaction that children can have with adults or also the interaction offered by culture and society.

1.1.6. The Theory of Multiple Intelligences

Some categories of intelligence are described by Cherry (2023, quoting Gardner 1993) and include musical intelligence, linguistic intelligence, spatial intelligence, bodily-kinesthetic intelligence, logical-mathematical intelligence, interpersonal intelligence, and intrapersonal intelligence. When kids enter school, they may already be aware of learning styles that correspond more with one type of intelligence than the other. Gardner's spatial intelligence refers to the ability to accurately understand the visual-spatial reality. Reactivity to line, figure, design, space, color, and the relationships among these elements are all parts of this intelligence. Spatially intelligent learners enjoy creating, sketching, and picturing.

The theory proposed by Gardner (1993) can be applied to curriculum building, instructional planning, activity selection for courses, and related assessment techniques. This author notes that each person possesses strengths and limitations in different intelligences. For this reason, teachers should consider the subject matter and the unique needs of each class when determining the most effective way to communicate the material. It is true that learning materials in a variety of ways through instruction can give pupils the confidence to improve in areas where they are weaker. Ultimately, when training incorporates a variety of relevant and appropriate techniques, activities, and assessments, students' learning is improved.

1.2 Antecedents

Angelianawati (2019) did research entitled "Using Drama in the EFL Classroom", where she mentions that several literature reviews have shown that using drama offers many benefits. Based on this, she highly recommends the use of drama in EFL classrooms. Furthermore, she clarifies the benefits of using drama in language education like any other teaching approach by emphasizing that drama also has some potential difficulties.

According to Kusnierek (2016) and his investigation "The Role of Music and Songs in Teaching English Vocabulary to Students" music and songs may foster lexicon memorization, but it does not negate introducing new vocabulary without accompanying songs. It also mentions that the results of the study speak in favor of the use of songs in

language teaching since after applying a test it appears that students who were stimulated by music obtained better results.

Concerning the theme Innovation in Language Learning and Teaching, Singing and Arts Activities in Support of Foreign Language Learning: An Exploratory Study, As part of their beginning-level French training, Ludke (2018) conducted an exploratory, quasi-experimental arts intervention study with native English speakers between the ages of 12 and 13. One group's French classes were enhanced with singing and song activities for a total of 8.5 hours over a 6-week period, while the second group's French lessons were enhanced with visual art and while the second group's French lessons were enhanced with visual art and theater activities. The effectiveness of each student's French language instruction was evaluated by contrasting their results on curriculum-based language examinations given both before and after the arts intervention program. The aggregate French exam results of both groups increased significantly, $p < .01$. ANOVA using repeated measures revealed a significant influence. This proved the relevance of arts on foreign language learning.

Thulasivanthana (2020) did an investigation entitled "Incorporating Visual Arts into English Language Teaching". She did an experimental study with the purpose to demonstrate the effects of incorporating visual arts into English language instruction. She proved that the attitudes, abilities, interests, and needs of the pupils do not seem to be met by the educational strategies, tools, and resources used currently. This study looked at whether including visual arts activities helps students who want to get better at the language and achieve their goals. In addition to the experimental investigation, observations in the classroom were carried out. She proved that learning may be made fascinating, memorable, and thrilling through the arts. Teaching English through arts promotes engaging and memorable learning, reduces language learning anxiety, enhances classroom environment, boosts motivation and memory, and fosters relationships with students.

Muñoz (2014) in her master's thesis entitled "Strengthening artistic capacities in teachers to potentiate the teaching-learning processes" highlights the importance of the implementation of arts within the educational, as well as the importance to train teachers of first grade and basic elementary grade at the San Gabriel School in Quito. With this she was able to demonstrate that arts within education deepen the scope of human development and facilitate cognitive growth.

Henao and Álvarez (2022) did research entitled "Art as a didactic strategy for learning and teaching English in the second grade of primary school at the San Cayetano Educational Institute of Cartagena". They mention that the use of arts manages to provide a positive contribution to the teaching and learning process of the English language by allowing classes to be more dynamic and didactic, adding that within this teaching process students also achieve a cultural approach.

Gafor (2022) did research entitled "The effectiveness of using songs and music to foster motivation and language development in the young English L2 classroom". She mentioned how incorporating music into language lessons can enhance vocabulary acquisition, pronunciation, and overall language proficiency. Through a series of experimental activities and observations, she aims to identify the most effective music-based teaching strategies and their impact on students' language learning outcomes.

By examining the cognitive and affective benefits of integrating music into language education, Gafor's research contributes valuable insights to language teaching methodologies. It sheds light on innovative approaches to engage learners, promote cultural awareness, and foster a deeper connection to the target language through music.

CHAPTER II

METHODOLOGICAL FRAMEWORK

2.1. Context

The investigation was carried out with students from Semillero Cultural Manglar in 2023. Semillero Cultural Manglar is a small school that preserves the Esmeraldas oral tradition and aims to empower young people with it and use their free time to develop their artistic skills.

2.2. Type of Investigation

The research carried out was qualitative-quantitative with the main objective of analyzing whether the use of arts as a teaching strategy can be a tool that facilitates the process of learning the English language in young people from the community of Esmeraldas and the empowerment of their oral tradition.

2.3. Population and Sample

The population that was studied was a group of 10 students from Semillero Cultural Manglar of marimba classes as an instrument and ancestral dance who were receiving reinforcement of the foreign language in this space since they had certain shortcomings in their schools.

2.4. Variables

Dependent Variable: Teaching English as a Foreign Language

Independent Variable: Art as a Didactic Strategy (**Appendix 1**)

2.5. Hypothesis

The hypothesis of this research is that through arts as a didactic strategy students can feel that they are learning more easily, leaving aside the traditional teaching method that over time can cause demotivation in students and that at the same time they can

develop their artistic skills and even more empower themselves with the culture that Esmeraldas provides.

2.6. Methods

The methods used in this research were:

Analysis and synthesis: This method was used to carry out a review of important theories related to the topic under investigation and thus analyze the results obtained.

Descriptive statistics: It was used to process the data obtained in the research.

Hermeneutics: This method was used to recognize the relevant data in the theoretical framework and support the application of the different techniques. In addition, it helped in the interpretation of the information.

Inductive: With the help of this method conclusions could be drawn

Deductive: In this method it was possible to analyze the ideas or the progress of the research from general ideas to specific ideas.

2.7. Techniques and instruments (Appendix 2)

The techniques and instruments used were

Test: Which was divided into a pre-test to find out where the students had shortcomings and a post-test to analyze their progress after applying arts as a teaching strategy.

Data Processing: The students' results were analyzed by means of an arithmetic mean, by means of which the results obtained in the pre-test and post-test could be compared. (Tables1-2)

CHAPTER III

RESULTS

The following results were obtained in the present study, in which different art-based activities were implemented for one month with 10 students from Semillero Cultural Manglar, where their ages were 7 to 10 years. As mentioned in the introduction, students have different difficulties with the foreign language and applying arts as a facilitator in their learning process is a study that is done to see how effective they are and at the same time activate their linguistic and artistic skills.

As table 1 shows, before applying the arts as a teaching strategy in teaching English, a pre-test was applied to the students to have knowledge of their level (**see Appendix 2**). As you can see from the table, only a few students had a high score giving a total of 7.3 in the metric mean. The reason for this could be the fact that during the pandemic the classes were in virtual mode and there were many cases of students who did not have access to the internet, which caused them some learning difficulty.

Table 1 Pre-test

Student 1	3
Student 2	4
Student 3	9
Student 4	5
Student 5	6
Student 6	9.5
Student 7	8
Student 8	8.5
Student 9	10
Student 10	10
Total:	7.3

Source: Pre -Test applied to students

During the following weeks of classes, different activities were applied where arts were used as an objective to facilitate the learning process for the students.

In the same week after the pre-test, we began using music to learn the vocabulary of body parts.

Play the drums and sing Activity

Objective of the activity: Memorize and recognize the vocabulary singing the song while playing a drum.

Topic: Head, shoulders, knees, and toes vocabulary

Tools: Songs, instruments, images.

Communication skills: Speaking /Pronunciation.

Application: Firstly, the vocabulary of the parts of the body was presented where the students were able to make it known that they had no knowledge, then the implementation of the music was done where the students little by little became more confident to be able to participate. Using one of the traditional instruments, they began to mark the rhythm and thus sing the parts of the body while pointing to them. At the beginning, the parts of the body were sung in Spanish so that the students could become familiar.

During the classes, the students were able to learn the vocabulary and the original song was implemented in Spanish, while they translated it into English and vice versa, always accompanied by the rhythm of the bass drum.

In the second week using visual arts, the students found it easier to learn to recognize the words taught. In the second week, feedback was given on the vocabulary learned about the parts of the body using images distributed in the space where they studied, thus, the students related more with the vocabulary and while listening to the song about the parts of the body they went around the space to point out correctly.

In the third week, the vocabulary of colors was presented through an activity that had visual arts and music as a teaching strategy.

Keep the rhythm Activity

Objective of the activity: Encourage students' creativity through music and promote the traditional Esmeralda clothing through visual arts.

Topic: Colors

Tools: Clothes, hands.

Communication skills: Speaking/ pronunciation

Application: The vocabulary of colors was presented using traditional Esmeralda's clothing as visual arts, first because it is part of the oral tradition of the city and because it is very colorful and striking in the eyes of the students. Blouses, Skirts, Pants and T-shirts were hung around the learning space and the students were divided into groups, where each group would begin to beat a rhythm with their hands. In order of participation, each group did an intervention where they named the colors that were on the clothing hanging in the place where they were and beat a rhythm to make a song. As the level went up to point out the colors that were on the clothes, the speed of the rhythm that they kept marking with their hands also accelerated.

(Appendix 4)

In the following weeks, feedback was given on the vocabularies taught using the same activities that the students already knew and that could make it easier for them to remember what was already learned. The vocabulary of "The Seasons of the Year" was also implemented.

To teach the seasons of the year, the same activity of keeping the rhythm was used but this time adapted to the seasons of the year and using paintings that represented the different seasons. Within this activity, the students were able to test their knowledge of the vocabulary of colors while they learned the seasons of the year and what colors represented said season through the paintings.

Using this activity for the students it was very easy to learn the vocabulary of the seasons of the year and reinforce the vocabulary of colors, since in the activity when painting the representative colors of each season they had to mention what color it was.

The students were evaluated with the same pre-test model, and these were the results as you can see in table 2. The use of the arts, based mainly on music and visual

arts, allowed them to learn the English language more easily, thus generating confidence to learn, an excellent educational environment and development of their artistic skills which have been a support to reinforce their vocabulary in English and awaken interest in them to continue studying.

Table 2 Post-test

Student 1	8.5
Student 2	10
Student 3	10
Student 4	9
Student 5	10
Student 6	9.5
Student 7	8
Student 8	9
Student 9	10
Student 10	10
<hr/>	
Total: 9.4	

Source: Post – test applied to students

CHAPTER IV

DISCUSSION

The proposed objectives were achieved because the use of arts as a facilitator in the teaching-learning process of the English language as a foreign language was analyzed. Therefore, to achieve the goal, the specific objectives had to be met where it was possible to first analyze the level of English of the children of the Semillero Cultural Manglar before using arts, through a pre-test. Then they carried out various activities to fill the gaps that the students had through art (music and visual arts) determining that the use of them as facilitators for learning is effective and very necessary.

In Cartagena, the authors Henao and Alvarez (2022) diagnosed that the use of arts provides a positive contribution to the English language learning process, allowing classes to be more dynamic. This coincides with this research since the students, by using arts, managed to leave their comfort zone, facilitating understanding, and generating a space of trust where, apart from developing their artistic skills, they also developed their linguistic skills.

Regarding applied activities based on the arts, we agree with Kusnierek (2016). She mentions that the use of music and songs manages to promote memorization of the lexicon. This could be verified in the results because the students, by listening to a song and repeating what it says, managed to stimulate their brain and be in an environment free of tension, tranquility, and confidence, allowing the information obtained not to be lost and to be very easy to they remember.

Muñoz (2014) demonstrated that arts within education manage to deepen the scope of human development and facilitate cognitive growth. This research coincides closely with her work, since the students, by having arts within their educational process, were able to develop their creativity and understanding very quickly, easily understanding the topics taught.

Regarding the activities applied within the process of teaching the English language using arts, the use of visual arts was implemented, which promoted the expansion of the students' minds and the recognition of different words from the

vocabularies learned through paintings and clothing. The results coincided with the author Thulasivanthana (2020) who mentioned the importance of implementing visual arts within a classroom where a variety of strengths and learning styles can be addressed, in this case a more visual style.

The results obtained in the post-test that were given to the students showed a significant increase in their grade, which demonstrated that the influence of the use of arts within the teaching process was of utmost importance and managed to capture the attention of students and improve their understanding. These results coincide with the research of Ludke (2018) who mentioned that students from two French groups had a good increase in their grades compared to the evaluations carried out prior to using arts.

The implementation of music using traditional Esmeralda instruments to facilitate the learning of English as a foreign language encouraged the use of traditional instruments of Afro-Esmeralda music, thus ensuring that students have greater connectivity with the culture. Coinciding with Gafor's research (2022) where she mentioned that the implementation of music in the teaching of foreign languages allows promoting cultural awareness and fostering a deeper connection with the target language through music.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1. CONCLUSIONS

It was possible to demonstrate that the teaching of the English language in children from 7 to 10 years old has been affected by various factors which have not allowed them to develop basic topics that at their age they should know due to the school level in which they are.

It is extremely important to highlight that the arts play an important role in education by promoting new strategies and ways of teaching, generating a good environment and interaction between students and the teacher, thus giving a positive result.

With the implementation of music and other arts as facilitators of teaching the English language to children, it has been possible to see that one of the basic factors that has affected the teaching process is the constant use of the traditional method, and the lack of strategies that whether they manage to capture the student's attention.

5.2. RECOMMENDATIONS

The following recommendations are proposed by analyzing different factors given in this research and the results obtained:

To the representatives of the Ministry of Education in the city of Esmeraldas to promote the use of arts as a didactic strategy for teaching the English language, encouraging the Esmeraldas tradition to take center stage and thus be able to provide a better English language learning process to students.

To teachers, to create a space of trust with students so that they can feel motivated to learn the English language and be able to have better results by leaving aside the traditional teaching method.

Students, to leave their comfort zone, take advantage of the facilities that art offers to learn the English language and enjoy the activities that can be done through the arts to improve their learning process of the English language as a language Foreigner

To researchers, to continue contributing to the pedagogical area different methods and tools that can help teachers and students have better results when teaching and learning.

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APPENDICES

Appendix 1 Operationalization of variables

GENERAL OBJECTIVE: TO ANALYZE THE USE OF ART AS A STRATEGY TO FACILITATE THE PROCESS OF LEARNING

ENGLISH AS A FOREIGN LANGUAGE.

OBJECTIVES	VARIABLES	CONCEPTUAL DEFINITION	OPERATIONAL DEFINITION	DIMENSIONS	INDICATORS	TECHNIQUES	ITEMS	SCORE
1. To evaluate the level of students currently without the use of the arts as a didactic strategy.	DEPENDENT Teaching English as a foreign language	It is the opportunity to be able to provide the knowledge that one has of a language such as English and teach it as a foreign language depending on the context.	Development of linguistic skills in order to improve their communicative competence.	SKILLS	Listening Speaking Reading Writing	Test	1234	10
2. To use the art as a didactic strategy.	INDEPENDENT Use the art as a didactic strategy	It allows generating wonder, developing thinking skills that integrate cognitive processes and the student may be	Art makes learning a language easier, because it develops thought, awareness, increases interest,	ARTS	Music Drama Performing arts			

<p>3. To evaluate the progress of students after use the arts as a strategy.</p>		<p>more susceptible to rational knowledge. Likewise, the student will deploy the technique for the expression of emotions allowing to manifest, communicate and externalize what is inside.</p>	<p>inspiration, and creativity.</p>					
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Appendix 2 Pre and Post -test

Names:

Date:

ENGLISH TEST

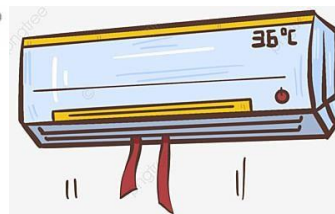
Objective “To diagnose the students’ English language learning before using arts as a didactic strategy”

Write the words from this vocabulary on their corresponding image. (10 points)

Table	Furniture	Wall	Door	Window	toothbrush
Refrigerator	Air Conditioning	Television	Ball		



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Appendix 3. Students in action in the teaching learning process (Pictures)

Activity “Head, shoulders, knees and toes”



Activity “Color vocabulary with Afro-Esmeralda’s clothing”



Activity “Paint Seasons of the Year images”



Activity “Sing Seasons of the Year Vocabulary”



Activity “Sing Seasons of the Year Vocabulary”



Appendix 5 post -test

