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EXTENSIÓN CHONE

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

ARTÍCULO CIENTÍFICO:

ENSEÑANZA DEL IDIOMA INGLÉS A TRAVÉS DEL ARTE

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TUTOR CERTIFICATION

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CERTIFICATION

The present degree work called: "TEACHING THE ENGLISH LANGUAGE THROUGH ART." has been exhaustively reviewed in several work sessions. It has been concluded and it is ready for its defense.

The options and concepts expressed in this degree work are the results of the perseverance and originality of the author Daleska Valentina Loor Flores de Valgas, being her sole responsibility.

Chone, January 2025

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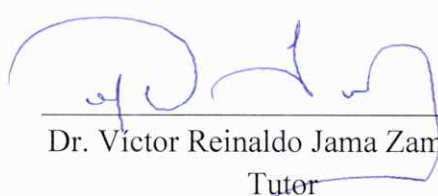
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Los miembros del Tribunal Examinador, aprueban el informe de proceso de solicitud de Artículo Científico sobre el tema **“Teaching Language strategies through the art”** del año lectivo 2024, elaborado por la estudiante: Daleska Valentina Loor Flores de Valgas.



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INTRODUCTION

In the current era of globalization, mastering the English language is essential for the academic and professional success of students and it is in the school stage where the fundamental foundations for learning and mastering the four language skills are established.

This constitutes a challenge for both teachers and students, since, according to Erazo (2015) “most schools still follow a traditional teaching system in which the student memorizes concepts that are not incorporated into their experience” (p. 7-9).

Which “leads to boredom, lack of interest on the part of the student and apathy and dislike for the subject,” (Hidalgo, 2013, p. 7), so implementation is essential. of teaching strategies in the classroom that stimulate interest, motivation, commitment and active participation, and that allow the comprehensive development of learning in children.

In this context, art emerges as a powerful creative tool that uniquely awakens creativity and interest and enriches the entire educational experience. This is what Galindo and Cornejo (2020) state, stating, “Art is a significant didactic strategy that generates motivation and self-regulation.

At the same time, it can favor teaching planning, evaluation, the development of cognitive and linguistic skills and comprehensive training” (p. 107). In this way, the value of art in all its forms is recognize as an effective tool, where students can explore English in a meaningful way, allowing them to develop their skills organically.

Therefore, the object of study of this work based on the application of pedagogical strategies that integrate the practice of art as the main tool to promote meaningful learning of the English language in second-year students. Through, which the various art forms are explore and their potential in the development of linguistic skills in the language, as well as cognitive skills, is evaluated, emotional and social of primary school students.

STATEMENT OF THE PROBLEM

The problem of this research base on the limited application of didactic tools in the study methodology of English classes, which greatly affects the mastery of different language skills in primary school children in Ecuador and the world.

Studies carried out in Latin American countries “mention the deficiency of the teaching-learning process in educational organizations, as well as the effort they must make to improve the learning of the English language.” (Montero et., al., 2020, p. 61).

Therefore, the region did not skimp on making improvements to the language acquisition process, “but despite the efforts the level of English proficiency remains low.” (Cronquist and Fiszbein 2017).

In Ecuador, there is a shortage of strategies, which stimulate student learning in the classroom. This is demonstrated in a study carried out on the teaching practices of English teachers in the public sector, in which its “results indicated that the factors that make it difficult for students to have adequate knowledge of the English language and, consequently, be able to communicate in “This language is related to the use of a traditionalist teaching methodology.” (Ortega and Auccahuallpa 2017, p. 61). A methodology that does not give rise to interaction between students or facilitate the learning process in children.

In the province of Manabí, teachers know the potential of didactic tools for the language learning process; however, they do not put it into practice. Therefore, a didactic tool has been develop to improve the teaching learning of English, through Art, the visual, the musical, generating ideal scenarios for the comprehensive development of language learning in children. Therefore, the need arises to answer the following scientific problem:

How does art contribute to the teaching-learning process of the English language?

GENERAL OBJECTIVE

Describe the impact of art on the teaching-learning process of the English language in second-grade parallel A, second-grade parallel B; and fourth-grade; from high school.

SPECIFIC OBJECTIVES

- Analyze how different art forms, such as theater, music, and painting, are used effectively in the teaching-learning process of the English language.
- Establish strategies based on artistic activities that allow students to practice the four language skills in an integrated way.
- Examine the strategies to verify whether there have been significant changes in language learning in primary school students.

THEORETICAL FRAMEWORK

In this section, we will reflect on the binomial art and English teaching as a central theme with the aim of understanding the value of different artistic expressions and their applications in the teaching of the English language.

The Art

Definition of Art

Art, due to its intricate nature and enigmatic quality, has sparked countless reflections, criticisms and dissections throughout history in a quest to clarify its essence. According to the RAE (2023) “the term art has its origin in the Latin arts, artist, and the Greek τέχνη téchnē.” and it is defined as the manifestation of human activity through which what is real is interpreted or what is imagined is captured with plastic, linguistic or sound resources.”

Basically, art is a language, one as old as time itself, since, since the dawn of humanity, individuals have felt compelled not only to represent their external worlds full of desires but also to capture the essence of their around.

As Fischer (1959, 2018) puts it, “art is almost as old as humanity. It is a way of working that is specific to humanity,” and by studying the different eras that make up the history of Art until today, we find that art has been define in different ways and by different people at different times. Although art in Ancient Greece represented ideals of spirituality, beauty and harmony, synonymous with perfection and balance, over time this term began to highlight a broader concept; Today, contemporary art is a more reflective and irreverent art that leads to questioning.

Artistic Expressions and Education

Art is an essential part of human reality, created by humans themselves. As such, it must go hand in hand with education, contributing to the complete enrichment of the person and, by extension, the society of which they are part. From this point of view, the school curriculum should place art, literature and science on an equal pedestal; seeing them as equals with the aim of promoting creativity, sensitivity, critical sense, autonomy, pleasure, self-esteem, self-image, self-discovery, self-realization and playful life.

In the past, school concerns based on the transmission of scientific knowledge, however, today many voices call for radical changes in education. The school that exists today cannot simply focus on imparting knowledge or resort to a robotic or mechanical form of teaching that creates passive and incomplete students, devoid of self-esteem and unaware of their individuality, and in ultimately ill-prepared for life in society.

Robinson and Aronica (2009) have accused schools of “systematically exhausting children's creativity” (p.37), they also go further to say that we have failed to connect

students with their talents and just as we need to work on the mind and body, it is equally important. The education of emotions through art is important. (p. 27-39).

The educational institution, together with the support of parents, has the task of ensuring that the individual achieves holistic learning, since the quality of education does not only lie in teacher-student academic excellence but also in their relational ties. The challenge before us today is to create an environment that encourages comprehensive learning with an emphasis on artistic motivation at levels that can generate changes in behavior, although we are aware that it will be difficult for us to achieve the objectives set in the English program in the educational system.

Restrepo et, al. (2016) refer that artistic expressions “are linked to the body's own knowledge through sensory perceptions, seeking to enhance its skills and through the stimulation of all its intelligence and creative thinking in general.”

Another objective of artistic education is to educate aesthetic sensitivity, that is, to educate not only perceptive abilities, through the appreciation and understanding of art and beauty in general but to educate the development of thought, feelings and emotions. That “by identifying with some artistic language, they discover themselves without fear and freely and it is here where they express their feelings, their emotions and ideas which they want to express at that precise moment.” (Bustacara et, al. 2016)

Thus, throughout the centuries, people have sought ways to communicate and embody beauty through various artistic manifestations such as painting, music, theater, among others, which serve as vessels through which we can share our inherent humanity with those around us: an impulse as ancient and universal as art itself.

The Painting

According to the Encyclopedia of Humanities (s, f.) “Painting is an artistic procedure that is based on figurative or abstract representation through thick or liquid substances that are applied with various tools on a canvas.” It is an artistic expression of a

visual nature, with color being its essential element; since the fundamental structure of a work is constituted by the relationship between the colored masses.

Through painting, people explore the world through shapes, strokes, colors, imagination and creativity, giving meaning to feelings and experiences. Painting encourages assertive communication and improves the quality of interaction, focuses attention, also stimulates different forms of expression (Peralta, 2021, p. 20).

The act of painting involves and activates both the logical and rational hemisphere and the creative and emotional hemisphere of the brain; As a result, painting awakens the imagination and fully exercises the brain. By engaging in the act of painting, individuals can activate both the logical and rational aspects of their brain, as well as the creative and emotional facets.

In the educational field, Quilindo and Bambagüé (2019) report that “painting helps improve participation inside and outside the classroom, and it is also taken as a pedagogical strategy that allows the child to identify their potential, and also seek a rapprochement between them and improve their coexistence” (p. 44). Painting, then, seen as a tool for creating new ideas: fostering a sense of belonging, order and unity as a group.

The Music

According to the Encyclopedia of Humanities (s, f.) “Music is the art of organizing a set of sounds and silences in a logical and sensitive way, in accordance with the principles of harmony, melody and rhythm” and is produced by from the execution of several instruments either in an ordered ensemble or alone. Music dates back to ancient times and is consider one of the most central and well-known art forms of human civilization.

It has a greater degree of autonomy in its mode of representation since it uses completely abstract content (sounds and eventually words); it has had a close relationship

with dance and theater in search of integration of both expressive forms, while its relationship with literature is more distant.

Studies exploring the impact of music on a child's brain have found that it triggers activity in the cerebral cortex. Similarly, research using EEG recordings to evaluate the effects of music has found that it not only leads to the development of skills from a musical perspective, but according to Salcedo (2016), it also has other aspects, such as:

- Increase in memory, attention and concentration capacity.
- Improved problem-solving skills and way of expressing oneself.
- Introduces sounds and meanings in words and strengthens learning.
- Provides the opportunity for children to interact with each other and with adults.
- Stimulates children's creativity and imagination.
- When combined with dance, it stimulates the senses, balance and muscle development.
- It causes the evocation of memories and images which enriches the intellect.
- Stimulates spontaneity, perseverance, self-confidence and the acquisition of body schema. In short, the ability to learn.
- It greatly improves the child's ability to learn, without a doubt. (p.6)

It can be said that, from a pedagogical point of view, it has been confirmed that musical education has been considered an essential means of integration within the community student and worldwide and can achieve a special globalization where the musical language can transcend barriers and limits between distinctions. The promotion of artistic practices within the educational center fosters relationships between students, encouraging coexistence and creativity, in addition to rescuing and promoting the music of their region as a great sign of identity.

The Theater

According to the Encyclopedia of Humanities (s. f.) "Theater consists of the representation in front of spectators of acted stories that can combine speech, gestures, scenery and music." It is one of the oldest known cultural and artistic human activities and involves the representation of stories (of various genres) by actors, through speech, music and scenery. Theater is also a tool to train thinking, critical consciousness and judgment; it is a complement to the education and training of children and adolescents, it teaches them to be better people, to be more tolerant and to understand others better.

In the educational field, theater is presented as an influential tool for education, since it perfectly integrates elements such as dialogues, melodies, auditory effects, taxation, hand movements and scenic design to visually transmit abstract concepts, represent narratives, recreate disputes and express more intimate reflections, feelings and sensations, among other things.

According to Álvarez (2016), theater in education: It is used to develop students' expression and communication skills, to the extent that it focuses not only on the linguistic skills of reading, writing, listening or speaking, but, above all, on the skills of communicating, constructing, announcing and transfer knowledge." (p. 44)

Therefore, theater, due to its deep emphasis on human connection and interpersonal dynamics, stands out as an important educational instrument, particularly beneficial in fostering social skills and instilling moral principles.

Teaching the English Language

Despite the large number of languages that exist, English occupies a significant place in today's world. According to Crystal (2012.) English considered a global language, since it used internationally not only by a large number of native speakers but also by a large number of people who learn this language as a second language.

It further notes that a quarter of the world's population, approximately 1.5 billion people, are able to speak English fluently; that is, they have satisfactory linguistic competence (p. 1-6). Hence the importance of learning this language as a second language.

To delve deeper into this topic, it is important to note that this language (English), extends its influence not only to scientific and technological fields. Also to the areas of education, since learning a second language considered a more effective way of gain a competitive advantage, in a globalized world where those seeking to improve job prospects and explore new horizons must invariably study English.

This requires acquiring new skills in English from an early age, which implies that the language should be part of the curriculum from primary school onwards. This initiative has been adopt by governments around the world as part of their policies, thus transforming what is an individual need into a collective goal, an approach that Ecuador is also interested in following.

According to Peña (2019), "The National Government of Ecuador has been committed to improving the quality of education in all areas since the meeting was held in Dakar in 2000." Furthermore, it states that, after this event, the nation assumed the firm commitment to participate in the comprehensive initiative known as the "Education for All" plan, formalizing the same through the "Ten-Year Plan 2006-2015", whose objectives emphasize the imperative of enhancing the capabilities of citizens by promoting the implementation of curricular modifications.

Peña also highlights an important initiative that took place in 2011, which was the implementation of the Curricular Reform, which brought changes to the curricular structure in all subjects and one of the most relevant projects was called "It's time to teach English." , aimed at improving the language teaching system, considering various aspects, including teaching methodologies and competencies. (p. 25-26)

It seen that the attempts of the National Government have extended over several years and have attempted to build a new building in the English teaching structure, but they have had no laterality or sequel; the modifications made are quite recent, so no checks have been carried out to provide information on performance.

Despite this, the path taken can undoubtedly be call a great advance; since it is useful to train, teachers by helping them improve their skills. Which would definitely contribute greatly to improving English teaching processes; since in the field of learning the English language, it is essential to manage a plan or program where different didactic activities are formulate to awaken the skills and better understanding of the language in students.

English Language Teaching Strategies

According to the Dictionary of the Royal Spanish Academy, (2023), "strategy" refers to art as "the art of directing operations." We can say that strategies. Define as tactics that a person implements based on their experience in that field. When talking specifically about teaching strategies, these tactics refer to the methods that a teacher adopts during the teaching-learning process based on their pre-existing knowledge.

An expert educator in the field of English teaching, Peralta (2016), points out that "teaching strategies are used by the teacher from the very act of planning and in addition to that they are the set of decisions that the teacher makes to guide teaching in order to promote the learning of its students.

These have experienced a wide evolutionary scope from the beginnings of language teaching to the present day; at the beginning, strategies related to traditional methods were apply where interaction between students did not play a central role, since at the time when language teaching began, there were not many strategies available to facilitate meaningful learning.

In today's globalized society, needs have changed and it is essential to incorporate various teaching approaches and present content in various formats. This ensures that learning is dynamic and creative, captivating students and involving them as active participants in the learning process.

Developing language skills in terms of reading, listening, writing and speaking is a time-consuming process, so it is vital that the teacher makes use of all the pedagogical tools at his disposal to facilitate learning. It makes a lot of sense that these tools are guided by various artistic resources, which together with an affective environment can promote effective learning, where demotivation does not occur, or at least, can be satisfactorily combated. It is up to the teacher to define and select the most appropriate strategies to enrich students' knowledge and experiences, as well as increase teaching practices that can satisfy their expectations and abilities.

According to Gamboa et al., (2013) "the role of the teacher is very important in designing didactic strategies that promote learning in order to ensure that each student is creative and competent in the face of their own needs" (p. 110). Therefore, the didactics should be implemented by teachers to encourage students to perform better in their education, since it makes it possible to project a positive outlook for learning.

Within significant learning, it is taken into account that teaching strategies vary depending on the level of schooling to which it is being applied. Thus, for example, the most common strategies in preschool are those related to the method called Total Physical Response (TPR). "This method attempts to teach through the use of voice commands that cause a physical response and is of great help in teaching children in early childhood" (Richards and Rodgers 2001, as cited in Peña, 2019).

In basic and secondary education, the most used strategies are those related to the fusion of the TPR method and those of the communicative method, and finally, the strategies linked to secondary and university education should be aimed at communicative

teaching. However, there are also, other teaching models with significant strategies, which promote academic achievement in students.

Art as an English Language Teaching Strategy

According to the Dictionary of the Royal Spanish Academy (2023), “teaching” in education is “the system and method of giving instruction” and, when it comes to language teaching, several factors taken into account. As mentioned above, to teach you must choose the best possible method in conjunction with good learning strategies.

However, it is also important to use various resources and teaching tools, such as art and its various forms of expression, to ensure the success of the language learning process. Incorporating art into the classroom, students can engage, and take beyond, the boundaries of traditional learning environments. Allowing them to immerse themselves in real-world contexts, visualize different settings, characters and actions, and bring stories to life in the present moment.

It is important to highlight that students tend to learn what gives them pleasure and what is familiar or close to their reality. Recent studies in the field of psych pedagogy attribute great relevance to the motivation factor in the foreign language learning process.

Thus, carried out by Galindo ET, al. (2020) who conclude that, thanks to the teaching strategies, based on art, the student is motivated and focuses on the development of his work from the beginning to its completion, showing a final product. The result of his dedication, interest, understanding of the subject and effort from which he can give an account and reason for the entire process carried out. (p. 113)

Therefore, motivation in learning a language is a changing affective factor, which assumes a primary role in the acquisition of communicative skills in the foreign language, both in a natural and formal learning context.

Numerous studies have also demonstrated the undeniable importance of incorporating art in the teaching of foreign languages. Since the ultimate goal of language learning is effective communication, which involves extensive oral expression on the part of the student, it is essential to create a relaxed environment that reduces nervousness, anxiety and fear of making mistakes. To optimize language acquisition, it is essential to minimize any potential exposure that may impede the process; therefore, incorporating painting, music and drama into the classroom can greatly improve language learning.

Painting in the English Classroom

Iriarte and Vélez (2022) express that “painting in English teaching represents reality, reflects what is perceived, develops critical thinking, helps or prevents translation and interpretation, and assists semiotics.” (p. 32).

They also say that this art form speaks for itself as a means of communication since it is an excellent way to give an indication or explanation without the need for a translation. In this way, students could paint a picture to express to their classmates and the teacher what they want to say, without the need for words and strengthen both their vocabulary and grammatical structures in English.

In the realm of language learning, painting offers cognitive and emotional advantages that few activities can match. For example, it stimulates the brain (since art and painting involve several areas of the mind that are essential for the acquisition of language), while working with colors, shapes and artistic expressions stimulates the activity of different parts of the brain.

This makes students more receptive to new linguistic information. Additionally, it has a stress-reducing effect: learning a new language is inherently stressful, but painting can serve as an emotional release that curbs anxiety, fostering a relaxed learning atmosphere. Finally yet importantly, it enhances memory through visual association: artistic creation allows words and phrases to be linked with mental images or concepts specific to art, thus facilitating subsequent memory.

Music in the English Classroom

In the educational field, the purpose of music is twofold. On the one hand, it helps create a relaxed and pleasant environment that encourages learning through repetition, thus promoting understanding and retention. On the other hand, it serves as a means to break with traditional teaching norms, as music has intrinsic value in instilling self-discipline among children and at the same time contributes to a holistic education; covering psychological, physical and intellectual aspects for all students.

Many studies have pointed out the connection of music with the neurological, emotional and psychological benefits in the English classroom, Iriarte and Vélez (2022) express “through music, children can develop their listening skills and strengthen speaking ability. Likewise, it is considered an excellent tool for learning new vocabulary and grammatical structures in English” (p. 30) since some syllables in English have a duration longer than others do; and while it can be easily taught to adults phonetically and phonologically, it is not so easy with children. Therefore, chants and songs use to teach the parts of real language structure where stresses are located and which syllables or words should be give less emphasis.

Theater in the English Classroom

Regarding theater as one of the performing arts, that is, those that take place on a stage, (Iriarte and Vélez 2022) refer that this “reflects the creative and emotional part of children, both interpersonal relationships and Interaction with other children and role-

playing strengthen oral production in English (Communicative Approach) and body expression.” Theater also allows us to create environments of trust so that children can express themselves freely and have fun.

The undeniable impact of his contributions to language teaching to foreigners lies in his ability to foster the development and acquisition of linguistic skills. This includes improvements in fluency, communicative functions, vocabulary, pronunciation and more. It is important to note that these contributions also prioritize motivation by immersing students in a tension-free environment through theatrical activities and promoting recreational activities that contribute to their learning and personal growth.

To conclude, it will be say that, after the bibliographic review, it has been determined that there are two important factors in learning English as a foreign language: the first involves the application of a current methodology in the classroom so that students can develop linguistic competencies in speaking, writing, listening and reading skills.

The second is about the use of artistic resources, theater, music and painting, as tools for vocabulary knowledge and its extension. The simultaneous use of the methodology and resources will achieve learning of the foreign language with better results, since the development of linguistic competence linked to the use of various resources.

METHODOLOGY

This research used a descriptive method with qualitative and quantitative approaches with data collection techniques, using the observation sheet applied to 72 Primary Education students from a public educational institution "Cinco de Mayo", the sample was divided into this data: 24 children belonged to second grade A, 24 belong to second grade B and finally 24 a Fourth-grade students.

On the other hand, interviews were obtained with two professionals in the educational field, teachers in the area of basic education in English. The study was carried out in this way for the interference of art in the teaching and learning process of the English language in primary education students focused on basic primary.

The research was carried out for four weeks, during the school year. Authorization from the academic authorities of the Institution was necessary to schedule meetings for the application of the research instruments. Both: the observation sheet and the interview; delayed their application, especially due to the lack of time factor, and even more so with the energy crisis that Ecuador is suffering.

These instruments were validated by experts in the educational area, in addition to the collaboration and commitment of the teachers who demonstrated their commitment to continuous improvement, which is reflected in this research.

Research context

The research was carried out in the Chone city, province of Manabí, with a total of 72 students and 2 English teachers. However, the course of the research focused its study on the basic primary level, in second-grade parallel A, second-grade parallel B; and fourth-grade students; have six hours of English classes per week. The researchers selected this context because in this school they made a first approach during their first initial teaching practices, and were able to show that there are various problems in the teaching-learning process at the elementary basic education levels for teaching the English Language.

Within our observation, we denoted that there is curiosity and interest on the part of the students; in learning through academic strategies that include artistic dynamics and other recreational elements that accompany the contents of the English subject. Primary school students learn English through strategies, techniques, and resources; however, it is evident that the use of art is relegated when choosing effective strategies that boost the motivation and interest of the students.

Motivation when playing a leading role in the English learning process must be constantly instinctive since it is an aspect that allows learning to become satisfactory for the student. Unfortunately, many professionals in the educational area are unaware of the importance and positive effects of motivational factors; Therefore, it is evident in the development of this research that art is forgotten when choosing the strategy with which the class will be taught.

The purpose of this study is to analyze the importance of art to improve the receptivity of students during the teaching and learning process, thereby improving the quality of learning.

For the development of the research and the application of the instruments, was chosen to use a convenience sampling method. It is a non-probability sampling method, in which agents are selected for inclusion in the sample because they are the easiest to access for the researcher. This is due to proximity in terms of geographic location, availability at a given time, or willingness to participate in the research. In the case of the researcher, it was much more convenient to carry out the research based on her own experiences, carried out in the pre-professional practices that are mandatory by the university, due to this exercising initial teaching in the same educational institution taken as a reference for this research.

Data collection:

Data collection was collected in two weeks from 72 elementary school students and 2 English professors. In the first week, the information was investigated and analyzed according to the topic. The following week, the respective observation sheets were made which were applied to elementary school students.

RESULTS

Results from interviews to the elementary teachers

Of the interviewed population (two elementary basic English education teachers), could identify the following main ideas:

In the first component of the interview "Teaching-learning process", the results are the following:

For the analysis, it is evident that there is a division of opinions, 50% assure that it is a complicated process since there is no solid foundation in the native language, and the remaining 50% consider that the learning process must be developed mainly orality, that is, the ability to speak in another language.

Professors interviewed are 100% aware, and both assert that the most important methodological aspect to achieve the skill of a second language is the ability to listen, as the second-grade teacher mentions: "It is important, to learn to listen to receive. There is an agreement with 100% since they assert that active participation in the learning process is essential. Since the student cannot be limited to being only a recipient of information and content, you must be able to develop the ability to transfer what you have learned to your daily life. Especially when we talk about acquiring second language skills

As a summary of this component for this research, it is evident that teachers know about the importance of the presence of art in the classroom. However, some aspects represent obstacles to art and its development. One of the main ones, as stated by the interviewees, is time, which is increasingly limited. When the English subject is taught in an attempt to master the required skills, unfortunately, there is little time and the possibility of practicing strategies and dynamics that include art is more limited.

In the second of the interview "Artistic expressions and education" the results are the following:

Professors found their opinions divided; 100% agreed that the use of music supports the English class. However, within other branches of art such as drawing, and painting, among others, only 50% assure that they use it within the curricular planning of the English class.

Painting and drawings are used by the second-grade teacher, which reflects that students in lower grades are in greater contact with art. The 100% of the professors interviewed agree on this premise, both responding that motivation is fundamental in learning, it is evident that when the student is unmotivated it is difficult for him to learn or want to attend classes. Motivation plays a fundamental role for the student, if the class is motivated it is carried out in a participatory environment.

Professors classify art as an alternative resource for the execution of the class. Unfortunately, resources such as music, art, or painting remain in the background, often relegated due to a lack of resources or time when developing the class. Understanding that teachers do what they can with the limited resources they have, however, it is evident that by relegating the use of art within the teaching of English. Leaving aside effective teaching methods such as the development of musical hatred to improve the vocal part when developing a second language and developing creative competence to improve the use of new words.

For this reason, 100% of the teachers assure that music is a resource that they can use but due to issues of resources and time, it is rarely used. Only 50% of teachers say that they use painting and drawing as a strategy to develop English language learning skills. Theater is the art tool least used by teachers in the educational process, they state that this is due to lack of time, due to how short classes can be.

The artistic elements and their expressions are present in the classroom thanks to the use of painting, and music with the breakdown that has been done previously. In this summary, it is necessary to highlight musical expression within the classroom since it is

what stands out most in the premises obtained from this interview. Since it develops the students' orality and hearing, which facilitates the process of learning the English language.

In the third component of the interview "Painting in the English classroom", the results are the following:

For the item the premises are divided, 50% assure that painting is not useful within the teaching of English. While the other 50% of those interviewed assured that painting is useful, ensuring that it is important to develop creativity in students so that they strengthen the skills required for learning a second language.

Regarding the use of painting in teaching English, 50% of teachers assure that it is an effective tool because it allows students to develop their creativity and express their ideas differently. The other 50% state that the teaching of English is not a useful tool because it is not a means by which they can express ideas or feelings orally or in writing.

As a summary of this component within the component of the use of painting within English classes, it is evident that the position of the interviewees was divided, however, half of the sample considers that it is not useful. For this research, it is necessary to highlight the premises in favor of the use of paintings in English classes, which develops the creativity of students and allows them to express themselves clearly and more precisely in a language different from their native one.

In the fourth component of the interview "Music in the English classroom", the results are the following:

Teachers agree 100% that music is a tool that helps students make their learning process much more bearable. They even ensure listening; is an activity that must be included in the class activities. Of this data, 50% used infrequently due to the lack of resources required to use music. Within the use of music, the interviewees state that they use music at the beginning of class to motivate and teach vocabulary with effective

pronunciation. While the other 50% state that, the use of music is infrequent but that they consider it useful.

In summary for the component: Music in the English classroom. Concerning music, the premises obtained were almost all positive, its use in the learning process has multiple branches; from the development of hearing for a better understanding of the language, to orality that is developed through songs. The observed students reflect that the activities that include music are to their liking and acceptance, which is why it is a branch of art that must be taken into account for planning.

In the fifth and last component of the interview "Theater in the English classroom," the results are the following:

In this field research, we obtain the premise that theater, being an artistic element that stimulates creativity and orality, creates in students the opportunity to learn through art, as well as creates a sense of commitment to the content, taught; lead learning to transmute it outside the classroom environment; reinforce the competencies and skills developed in class.

Due to the above, 100% consider that theater is a useful tool, because it develops the oral skills of students, however, its use is little due to factors related to the tool of theater as such.

Within the use of theater in teaching English, it is evident that for this reason, 50% of teachers use it as a role-play element to exercise vocabulary. While the other 50% say that they consider the theater useful, due to the lack of class hours, they do not use it to carry out the class.

The theater, being an artistic element that stimulates creativity and orality, creates in students the opportunity to learn through art, as well as creates a sense of commitment to the contents, taught; leads learning to transmute it outside the classroom environment;

reinforces the competencies and skills developed in class. Within the theater application, in summary, the data demonstrated a low trend of use. Within this branch, we can show that its use is interesting for both teachers and students, but the time factor is a limitation as well as the scarce resources that warrant including theater in the teaching of English.

Results from observation sheets

In the component "Teaching learning process", the results are:

The student population is highly motivated and interested in learning; the teacher did his job to keep the stimulation high within the educational process, of learning the English language, especially when we take the range of younger students. This reflects the 66% of the student population that shows enthusiasm for the dynamics. This is in disagreement with the 33% who show a low frequency of the motivation of a dynamic. The majority of students are receptive, which reinforces the premise of this research, that the English teacher must use innovative methods when teaching the class.

The observed classes denote an orderly and clear structure for the development of the class, the planning is appropriate according to the number and level of education of the students, that is, it is coherent with the development of the skills and objective of the class. The data reflects 66% compliance with this research item.

Unfortunately, during our observation there was little use of elements that include art in the dynamics taught, there was an absence of painting, puppets, music, theater; inter alia. This is evidenced by data of 66% absence of art as a tool or strategy within the English class. However, with a little use of them, the students are receptive to all types of activities that include different types of art, especially when we talk about music and painting.

66% of students are moderately receptive to learning English. The student population shows curiosity and enthusiasm, especially those of younger age. During the

observation, it is evident that receptivity has a high rate of receptivity when the teacher has an innovative proposal.

In this component, as has been stated, the trend was positive, within this summary, it is evident that the students are receptive, and art being an entity full of dynamism draws their attention, with this premise within the research, highlighted that Art is positive for English learners. As well as developing and strengthening, the skills and competencies required within the teaching process.

In the second component "Artistic expressions and education." the results are:

Active participation within the academic dynamics has a medium tendency, represented by 66%, that presents participation in dynamics based on artistic elements, versus 34% where the absence of art in the dynamics is evident. This denotes that in the observed population despite the high motivation, we still have a greater opportunity to advance and strengthen processes that influence the active participation of students, relying on methodologies that include art as a teaching instrument.

The observation reflects that 34% of the population does not show perseverance in overcoming challenges, which arise in the teaching process. This is especially evident in the 4-year group of basic general education, who are the oldest in the sample population (7-8 years).

66% show a tendency to overcome challenges since they are motivated to overcome the challenges that arise in the acquisition of a second language. This percentage is evident in the student population in the second year of basic general education.

In the analysis of this item, it is noted that the artistic elements are present in the observed classes of the population that belong to second-grade basic general education. This represents 66% of the sample, while on the contrary in the 4th-grade group of basic general education with the remaining 34% there is no presence of artistic elements in the

classes observed, and according to the interview in the educational process of this group in general.

In summary, the students were mostly receptive to the presence of art, which is why the artistic expressions that develop the English learning process are full of these since it is necessary to have creativity, musical ear, orality and among other developed competencies that, in symbiosis with art, reflect effective and productive learning.

In the component "Painting in the English classroom", the results are:

Painting within the classes that we observed shows a divided tendency, for example, the second-grade group of basic general education denotes that the use of painting and drawings is present when we talk about younger schoolchildren, this represents 66 % of the observed population. In the fourth-grade group of basic general education, we denote that painting is, absent from the academic planning for that specific classroom reflected in 34% of the data.

The trend of the previous item is repeated when observing the students' statements regarding the use of paint within their English classes. In the 4th grade of basic general education, it is not encouraging that academic strategies that include painting are used, as reflected in 34% of the data. This trend, contrary to second-grade students of basic general education, where students show dynamism when talking about paints and colors, is reflected in 66% of the classes observed.

Second-grade students are receptive, not entirely but most of the time, when the teacher proposes carrying out activities in the English class that include painting, which is evidenced by a 66% acceptance of this type of activity. In disagreement with the 34% of the fourth grade, students observed who are not motivated to work with painting.

In summary, for this component, painting, being an element that develops creativity, is a tool to deploy effective learning strategies in students. In this way, through this art, we can gamify the English class.

In the component "Music in the English classroom." the results are:

In the development of the observed class, 66% of the sample population expressed the desire to use music as a tool that allows them to learn the language better. While 34% of the population is not receptive to the teacher bringing activities that, include music in the class.

As a factor in this trend, it is seen that art for students is being forgotten as they advance at the school level. Concerning music, the trend of the previous item repeated since fourth-grade students represent 34% of the observed population, within what was observed, students do not show motivation to sing and learn English through music; on the contrary, second-grade students are usually motivated, which represents 66% of the observed population.

Fourth-year students, being the minority of the observed population, represent 34% of the data denotes that music for class development does not represent a creative expression for them. While the second-grade students observed do express themselves through songs and music used in the development of English classes, these students represent 66% of the research sample population.

In summary the component "Music in the English classroom" is in congruence with the analysis of the interviews regarding this component, music is an element that captures the attention of students, which is why it must be present in the curricular planning design of the English class. The development of hearing and orality are elements that the teacher cannot forget in the teaching process. As well as the listening activity to strengthen and provide feedback on the contents.

Regarding theater, the students show a lack of knowledge in this item, since they state that they do want to learn through this branch of art but have never practiced it. Despite this,

enthusiasm was reflected in the second-grade group, which represents 66% of the sample. On the contrary, the trend repeats with fourth-grade students where they express that they do not want to learn through theater. Denoted by 34% of the data of this investigation.

It is evident that the students repeat the data detailed above, the second-grade group that represents 66% of the sample, despite their ignorance, expresses interest and therefore commitment to learning the English language through art specifically, with the theater. However, unfortunately, fourth-grade students continue to express that they have no interest or commitment; this is evidenced by 33% of the data.

To finish, the trend is repeated in this item concerning theater. Second-grade students of basic general education state that they are motivated by the idea and therefore they are interested in expressing their ideas and creativity and learning English through theater. Second grade, as mentioned previously, represents 66% of the observed population. While 34%, remain apathetic towards the possibility of including theater among their activities.

In short, theater is a relegated element in the teaching process but it should not be neglected. Since it allows students to develop orally and at the same time the ability to think quickly and respond creatively when improvisation is required. For students, this element is new, which is why it should be included and strengthened in the process of teaching English through this art.

CONCLUSIONS

Art should be encouraged and practiced within the classroom, it should not be excluded from the process of learning a second language, because it generates in students the possibility of exercising their creativity and strengthening what they have learned, taking this knowledge outside the classroom, and classes. Which should be the main objective of teaching classes.

By carrying out this research, it is concluded that art is a tool that can be part of the academic strategies used within curricular planning, which teachers design for a group of

students. Using the creativity that this tool represents as a mechanism that activates motivation in students from an early age so that when they are in higher grades they are more receptive.

In conclusion, school teachers in higher years have the challenge of including art more frequently in the process of learning a second language such as English, since this increases the motivation of students, gives them enthusiasm, and develops them, with greater assertiveness, the skills required for the development of a second language.

In addition to time, the lack of resources in schooling programs is also reflected in the absence of art in academic strategies. To practice music, theater, painting, and other branches of art, you must have the resources and implements that this requires, which is why those who design the curricular plans must consider this aspect and seek the resources, whether self-financed or independently, through sponsorships.

Finally, it is necessary to highlight that art develops multiple competencies in students; it must be promoted without distinction within the classrooms. Music develops our hearing, painting the ability to express ourselves, and theater develops orality by name, some skills to develop, which should generate in teachers the concern and imperative to practice this type of activities with greater intensity.

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