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“The Effects of the Integration of Arts into the EFL/FL Classroom”

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Autor: Jimena Abril Cabrera

CI: 0102005386

Correo electrónico: xavril07@gmail.com

Director: Juanita Catalina Argudo Serrano

CI: 0102810249

Cuenca-Ecuador

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Resumen:

La integración de las artes en el aula de lenguas extranjeras puede tener efectos potencialmente positivos en la motivación de los estudiantes. El enfoque fomenta que los estudiantes adquieran y utilicen conocimientos de una manera auténtica.

Esta investigación explora el efecto de la integración de artes (Literatura), para enseñar lenguas extranjeras. El arte escogido para este efecto fue la lectura (Literatura), por la importante evidencia recopilada en varios trabajos científicos. La presente investigación es categorizada como una síntesis de investigación explicativa. El objetivo de este estudio es revisar trabajos científicos que nos muestren como esta integración actúa en la motivación de los estudiantes, cuando aprenden lenguas extranjeras. Los artículos escogidos se sitúan en un rango desde 1983 a 2016. En general, los artículos científicos más antiguos son los que proveen sustento con sus relevantes teorías para este trabajo científico. El primer hallazgo demuestra que la integración de artes es motivadora porque surte a los estudiantes con material auténtico y un ambiente relajado que les permite desarrollar sus cualidades únicas. Resulta interesante acotar que no se encontró un lazo entre la edad de los participantes y la motivación, sino más bien la motivación dependía de la novedad relacionada con el uso de este enfoque. El segundo hallazgo muestra que no existe diferencia en la motivación si artes era usado como una estrategia o, al contrario, si se trataba de todo un proyecto artístico. La última inquietud de este estudio fue sobre las percepciones tanto de profesores como de estudiantes,



relacionadas con la integración de artes para enseñar lenguas extranjeras. A pesar de la razonable inquietud de los profesores que surge con la integración de este tipo de proyectos, las evidencias encontraron que, para los estudiantes, este nuevo enfoque es altamente motivante y enriquecedor.

En concordancia con las observaciones recopiladas en el presente trabajo, aunque la integración de artes pueda exigir mucho del maestro en tiempo y en preparación de material auténtico, parece ser el enfoque adecuado cuando hablamos de la motivación de los estudiantes, pues ocasiona que ellos se involucren en su propio proceso de aprendizaje.

Palabras clave: EFL/FL. Lenguas extranjeras. Estrategias. Proyectos. Integración. Arte. Lectura por placer. Lectura extensa. Constructivismo.



Abstract:

Integrating arts into foreign languages classroom may have potentially positive effects in students' motivation. The approach fosters students to earn and use knowledge in an authentic way.

This research explores the effects of the integration of arts (Literature) to teach foreign languages (EFL/FL). The arts selected for this research was reading (Literature) because of the evidence in favor cited on several scientific researches. It is categorized as an explanatory synthesis. This study aims to review scientific works about how this integration acts in student motivation for learning in EFL/FL contexts. Articles were chosen between 1983 to 2016. In general, older scientific studies were included by the reasons that they were sustaining relevant findings for the present work. A first finding shows that the integration of arts is motivating because it provides students with authentic material and a relaxed environment where learners might develop their unique qualities. It is relevant to acknowledge that there was not found a decrease in motivation associated with increase of age range of the participants which is associated with the novelty caused by arts approach. The second finding evidenced that the election of arts to teach foreign languages was beneficial, independently of arts being used as a strategy or as an arts project. The last concern was about students' and teachers' perceptions, whereas arts were interlaced with teaching foreign languages. Notwithstanding the reasonable concerns that arts integration may have for teachers, in the case of students, it evidenced a high degree in motivation.



In accordance with observations of the present work, whereas arts integration should be demanding in time and in authentic material research, it might be an appropriate approach to teach in an EFL/FL classroom, considering that students may be implicated in their learning, which should be the last goal for teachers.

Keywords: EFL/FL context. Foreign language. Arts strategies. Arts integration. Arts projects. Pleasure/extensive reading (Literature). Constructivism.



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Jimena Abril Cabrera

C.I: 0102005386





Introduction

The integration of arts to teach foreign languages has arisen as an interesting approach to have EFL/FL students involved in their learning process because of the appealing means that arts can provide. For this study, Literature was analyzed as the art to be integrated. Motivation and engagement seem to be a relevant matter while talking about learning foreign languages. Considering that the main achievement for a teacher is to provoke in students this desire for learning by their own pleasure and interest as Gardner and Dewey have stated through their personal scientific researches, the integration of arts to teach foreign languages has arisen as a valuable approach that could be motivating for EFL/FL students.

This research synthesis presents five chapters. The first chapter consists of the description of the research that will include the background, that states the importance of “project method” (Dewey’s idea), for instance integrative projects to enhance motivation in students. The statement of the problem establishes two main interests that are; the importance of learning foreign languages in the global state of things, and the importance of developing reading skills. The rationale presents the reason for arts to be a strategy to teach in EFL/FL contexts effectively and motivationally, considering students’ interest. At the end of the chapter, the research questions and the objectives will be presented. The second chapter leads to the theoretical framework, in which key concepts and definitions that help to understand



some terms included in the research will be described. In a first place the definition of strategies, and the three main theories that backup this research, Krashen's Monitor Model, Dewey's project method, and Gardner's Multiple Intelligences. The third chapter will present the literature review in which an overview of the selected studies will be provided. This chapter makes visible the importance of learning foreign languages, also the importance of reading to develop other linguistic skills, and at last, the integration of arts and its relevance for teaching foreign languages. The fourth chapter is about the methodology. This chapter details how the present research synthesis was constructed and how studies were selected. The fifth chapter relates to the rank that was considered for the analysis of the selected studies according to four divisions. Through these analyzed categories, different connections between the studies have arose, that were relevant to answer the research questions and clarify the objectives. At the end, conclusions and recommendations will be stated accordingly with the data and the analysis. They should be appealing for us as future teachers of foreign languages, because acknowledging about another strategy to engage students must be our main goal.



CHAPTER I

1. Description of the research

1.1. Background

The integration of arts into the standard curriculum is a topic that has been observed and documented by many scientists, including Block (1986) and Rabkin and Redmond (2015). During the first part of the 20th century, Dewey defined the “project method” that was the precursor of later integration approaches as Burnaford, Brown, Doherty, and McLaughlin (2007) state. In most of the new approaches in the learning-teaching processes, including project-based learning, Content Language Integrated Learning (CLIL), Arts Integration Programs (AIP), and in other similar approaches, frequently recurring words include integration, student interest, and learning. Moreover, integration is a term that implies a union, in this case of arts into the foreign language classroom, to enhance students’ interest. Despite the particularities of each one, fostering the interest of the learner is a common goal to accomplish.

Authors such as Block (1986) or Rabkin and Redmond (2015) investigate the improvement of other academic subjects when the arts are used as a medium for teaching. Rabkin and



Redmond (2015), through their studies in American schools in Chicago, Illinois, give us insight into how integrating art, a subject considered more affective and expressive, into subjects like math or others traditionally considered academic or cognitive, has helped students improve their academic performance. Rabkin and Redmond's experience opens up the possibility that arts inclusion might make students' learning processes more meaningful. Moreover, Rabkin and Redmond (2015), through case studies of poor learners, or young people in precarious situations, conclude that the interaction between the arts and math was positive. According to these authors, the contextualized learning provided by this interaction "makes schools better places to learn" (Rabkin and Redmond, 2015). Results reported in research by Smithrim and Uptis (2005) show that the integration of art maintains and increases student's motivation and engagement.

Furthermore, relating art with second language teaching and learning processes could help teachers make use of meaningful tasks with students, as Block (1986) stated in her research. This seems to be a truly student-centered approach that could contribute to creating significant knowledge among students. Therefore, the focus of the present research is to review the scientific literature about integrating art into EFL/FL classes, to analyze its effects on the teaching-learning processes. Schmidt (2006) highlights the value of considering this subject by itself as a source of creative and critical thinking that is valuable when teaching. On the other hand, Badard (2016) provided relevant information about how using the arts as a tool to help



EFL/FL teachers deals more appropriately with matters related to culture. Notwithstanding the differences in the focus, art may help teachers to create useful strategies for students in the process of teaching foreign languages.

Projects that incorporate literature or other arts in English classes should lead to desirable student outcomes. Experiences with the arts promote social and cultural interaction and the development of other abilities, while also increasing motivation, creativity, and cultural awareness. Lengeling, Malacher and Mills (1995) asserted that learning English through relevant activities and in meaningful contexts (which can be provided by the integration of the arts) is probably more coherent with the reality students face in their daily lives

1.2. Statement of the problem

To frame the problem of this research synthesis, two main concerns emerge. The first concern relates to the importance of learning foreign languages to assure access to media and information in the global context. Baugh and Cable (2002) coincide with Sharma (2015) by asserting the priority of learning languages different from their mother tongue. In their book, the first cited authors prioritize the four most important languages, i.e., English, Spanish, German, and French. This assertion is based on the economic or political influence these languages have in the global context. Furthermore, Bas (2008) lists the enormous changes in



global civilization that demand that citizens gain the capacity to communicate ideas or projects adequately.

The second concern addresses the necessity of developing reading skills to understand and decode the world, as is the assertion of Freire (1983), and Feldwisch, Coker, Stuckey, Rittenhouse, Kite, and Smith (2014). In our Latin-American context, reading is a difficult habit to develop. Moreover, because members of younger generations are more used to visual technology than to abstract thinking, developing a habit of reading could be challenging. According to the program for International Student Assessment, (PISA, 2015), approximately 50% of fifteen-year-old young people in Ecuador evidence a very basic level of reading. At this point, it is relevant to notice that we are talking about teenagers that do not like reading in their mother tongue (L1). The aversion to reading is not a question of taste, but it is because they are not able to understand the message. Block (1986) states that using comprehension strategies to overcome reading problems would be a path to follow. In addition, Freire (1983) states that language and reality are interrelated, and consequently, that reading is essential for understanding society.

In general, the lack or weakness of reading skills should be of great concern for parents and teachers. Thus, the integration of the arts to increase literacy in L1 or L2 may help students to decode their surrounding reality, as Feldwisch et al. (2014) state in their research. Rabkin and



Redmond's work (2015) shows that the problem for weak readers is their lack of comprehension when reading. Therefore, while using short and simple texts in EFL/FL contexts, the guiding teacher helps to overcome this gap, making the reading experience playful and motivating.

In conclusion, global connectivity has increased interest in studying foreign languages to communicate and to open the door to global information. Secondly, low reading skills may negatively affect young people's ability to accurately interpret reality. Consequently, society's educational institutions need to make better efforts in developing students' creative skills. The integration of the arts in the EFL/FL curriculum could be an effective strategy to increase motivation and engagement among learners. This integration supports student's interest by building motivation, making skill development more attractive and creative.

1.3. Rationale

In this time of connectivity, as Baugh and Cable (2002) state, it seems of great importance to study other languages that avail us of increased access to the information present in the global media. Additionally, proof of language proficiency should complement students' curriculum vitae when they look for work or a higher educational opportunity. In the national system of education in Ecuador, English is the most popular foreign language, but other languages have become options too. According to Feldwisch et al. (2014), as important as



learning a foreign language is motivation. Motivation is the feature that fosters student engagement, and consequently, it influences academic performance. From the perspective of Schmidt (2006), a great catalyst to improve motivation is integrating the arts to teach languages. As a future teacher of a foreign language, it will be very useful to have as many strategies as possible to motivate students, to guide them to find meaningful knowledge in a language different from their mother tongue.

Many researchers recognize that student motivation is a great concern among teachers. Rabkin and Redmond (2015) speak out about the use of art strategies to enhance meaningful knowledge for students. According to these researchers, making something meaningful has a lot to do with motivation. Moreover, the integration of arts develops learning skills in students, as Smithrim and Upitis (2005) state, and also helps them to succeed in other academic subjects. Furthermore, Schmidt (2006) very clearly supports introducing the arts to help students create their critical thinking and creativity.

To conclude, the inclusion of art strategies while learning another language might contribute to creating a positive environment for students, one that could scaffold with the teaching of a foreign language. Moreover, the intermingling of art and foreign languages could help students and teachers use language as a tool to carry out interesting projects, as Jäppinen, K. (2005) has demonstrated in her paper.



1.4. Research Questions

The following research questions will be addressed in this research synthesis.

1. How does arts integration influence students' motivation and engagement?
2. What are the reported perceptions of EFL/FL teachers and students towards the integration of arts into the classroom?
3. What are the reported effects of arts integration on students' reading skills?

1.5. Objectives

1.5.1. General Objective

To analyze the effect of the integration of arts into the EFL/FL classroom.

1.5.2. Specific Objectives

- To determine the influence of arts integration on students' motivation and engagement.
- To determine the effects of arts integration on students' reading skills.
- To analyze the perceptions of EFL/FL teachers and students, related to the integration of arts into the classroom.



CHAPTER II

2. Theoretical Framework

For a better comprehension of the present research synthesis, it will be beneficial to define some terms. In the following section, in first place, the definition and classification of learning skills will be detailed. Gürsoy (2010) presents a relevant revision to this subject. Secondly, the influence of reading in the form of Literature to develop linguistic skills in foreign language students will be clarified. At this point, many of the researches analyzed based their findings on theories on Krashen's Monitor Model (1992), in consequence, it will be reviewed. Third, the difference between arts as a strategy and arts projects to teach foreign languages is will be explained. Furthermore, its relation with Constructivism will be analyzed. The fourth concern will be to know about Dewey's theory, considering it as the one that involves student-centered learning as well as motivation and engagement among students. The last element to be considered will be Gardner's Multiple Intelligences theory (MT), that acknowledges the different ways in which learners learn.

2.1. Learning skills, definition and classification

The online Oxford Learner's dictionary of academic English defines skill as: “the ability to do something well, especially something that is difficult for most people”. According to Gürsoy (2010), language learning-skills have been studied since the 70's until the present,



most of all, because it is the time in which student-centered learning begins to be a ‘must’ to be investigated in the learning process. Learning skills are related to language learning strategies that are mental processes that help students with acquisition, storage, and all the processes allowing learners to use the information when learning foreign language. They are divided in two subcategories; Cognitive learning strategies and Meta-cognitive learning strategies, both play an important role, moreover they are in relation to the intelligences developed in MI Gardner's theory (1995). Learning strategies are indicators of how learners cope with tasks or to solving problems. To improve language skills, learners have to be capable of using various of these strategies.

Al-Jawi's (2010) concepts about the study of specific skills in the learning field came up with the identification of receptive skills such as: reading and listening; and productive ones as: writing and speaking. Furthermore, he considers dividing skills depending on the ability for decoding symbols or not. Aural, for instance listening and speaking, and graphical, reading and writing.

2.2 Influence of the use of Literature (reading) in developing linguistic skills

The development of linguistic skills has been studied by many authors, among them Freire (1983), who argues about the importance of reading to understand the surrounding world. Most of all, he is talking of the comprehension of symbols (written texts) and the subsequent decoding of the message. The main point here is that if the learner acquires the capacity of



understanding and decoding written messages, this should have an effect in the later assimilation of their reality. According to Freire, misunderstanding what they are reading is, maybe, one of the causes for young people's inability to adapt to society. Consequently, the integration of arts such as Literature might have a repercussion developing linguistic skills that could support the path for learners to a good comprehension of their world. Krashen's Monitor Model (1992) states the differentiation of learning as the conscious process and acquisition, the unconscious one. The importance of Krashen's hypothesis is that this perspective considers that the quality in the input determines the quality of the output. Consequently, it is in foreign language teachers' hands to provide accurate material to learners, thinking in the best for them. The aim these theories target is to provoke engagement in students through the motivation related to authentic material and relevant activities from the point of view of the student, that foments the involvement for learning.

Theories about extensive reading and the development of the language are based on Krashen's concepts. It is clear that an individual acquires language by the accurate understanding of messages which is reliable with Comprehensible Input (CI). To this perspective, it is important to recognize that the environment takes a relevant place too. According to this hypothesis, comprehensible input in the form of reading has an incidence in language acquisition. Through Janopoulos's findings (1986) is possible to find concordance with the above expressed. Furthermore, theories about pleasure and extensive



reading are enounced in what Suits (2003) found about this correlation with the development of the writing skill and sub skills in L1 and L2. Additionally, those same authors included Mart (2012) truly believe in the necessity of the introduction of reading skills in young learners in order to avoid later issues such as poor reading in adolescence that guide to poor comprehension of more complex texts.

Besides, concepts are linked with the affective filter, stated by Krashen that explains over the degree of anxiety present in foreign language students. For Krashen this anxiety has two faces; a positive one, facilitating anxiety when it acts as a motor to push students to achieve goals, and a negative one, debilitating anxiety, when it inhibits students' performance. The affective filter is described for Gardner under the name of Integrative motivation.

2.3 Art Projects

Even though this research will analyze the implication of arts for teaching foreign languages, Bell's (2010) work on Project-based learning (PBL) may be relevant to analyze because the mechanics of the work is similar. It is an approach in which students are the ones to pose a question arisen from their curiosity and with the help of the teacher, who acts as a facilitator, guide and supervise them into the research. Students' choice is the key for the development of this kind of approach. These characteristics are associated with theories of Constructivism that have been stated in Leshkovska and Spaseva's analysis (2016) were they established similarities between Dewey and Gardner. As a matter of fact, it is necessary to



present the convergent point between Vygotsky, with his sociocultural theory, Piaget's theory of cognitive development and Bruner's constructivist theory, as these three scientists are representative in the basis of the constructivist movement. Basically, the three theories consider the social factor as crucial for cognitive development. With particularities, Piaget and Bruner recognize phases in the development of an individual. Likewise, the three recognize the importance of a peer more competent that should scaffold the learning process. The three theories acknowledge the individual as the constructor of his/her own progress. Perhaps, this humanization should be the breaking point, in direction to a reorientation of educational processes vis-à-vis the learner.

While talking about the integration of arts into the standard curriculum, PBL may bring valuable insights about how cooperative work between students and different academic areas in the school works as it was stated by Dewey in the analysis of Leshkovska and Spaseva (2016).

In all the new approaches in learning-teaching processes, for instance, Project-Based Learning, Content Language Integrated Learning (CLIL), Arts Integration Program (AIP), and other similar ones, the recurrent words are integration, student interest and learning. Integration evokes the use of language to construct meaningful knowledge, trying not to dissociate language learning from cognitive or academic issues. In spite of the particularities of each one, looking for the superior interest of the learner is a common goal to accomplish.



Feldwisch, Coker, Stuckey, Rittenhouse, Kite, Smith (2014) state that Arts Integration Program (AIP) might have an influence in engagement among students. Having students motivated is the teachers' goal according to Mart (2012). This motivation should push students to the path of proficiency in language skills. Smithrim and Upitis (2005) stated when students are engaged through arts, they perform academically better.

In conclusion, Schmidt's concepts (2006) advocate for avoiding the instrumentalization of arts (Literature associated with theatre) to promote artistic education. Consequently, the integration of arts will be the breaking point for the renewal of the concept of learning.

2.4 Student-centered learning, motivation and engagement among students

(Dewey's perspective)

Leshkovska and Spaseva's study (2016) is based on the analysis of John Dewey's Progressive education, as an alternative to traditional education and the link with Gardner's Multiple Intelligences theory, which gives support to the present research. The significant contribution of Dewey's work is about the child-centered approach, he believes in an interdisciplinary curriculum creating connections to propitiate authentic learning and the teacher as a facilitator of knowledge. In addition, according to this theory, an individual learns what he/she is capable of manipulating, that is what Leshkovska, and Spaseva (2016) have affirmed. Therefore, arts allow students to do things in other ways than sitting in front of a desk, considering their interest and their particular qualities. The connection between



these two scientists, Gardner and Dewey is logical, because with the introduction of arts, learners may experience (manipulate) the knowledge in various different ways (Dewey's idea), by taking into account the special qualities (Gardner's idea). With the support of this theory, Badard (2016) thinks that arts need to be integrated into the standard curriculum for an urgency of interdisciplinary education because this integration should help to overcome the negative perceptions in institutions that treat this subject as a less important one. The work of Badard (2016) contributes with useful strategies and activities for integrating arts projects for teaching a foreign language. In favor of this thesis, Rabkin and Redmond (2015) agree with the power that arts has for motivating and helping student's creativity to go through the learning process in a more effective way towards their proficiency. Furthermore, Smithrim and Upitis (2005) are for the use of arts to grant support in the learning process of other subjects and coincide with Suits (2003) by giving students meaningful material to engage them into their own learning. Of course, it is also considered the creation of an informal and relaxed atmosphere in the classroom that motivates students and helps them to deal with stress. Concerning discipline, for Dewey, it is a product, an achievement, something to be conquered, not some rules imposed externally.

Scientists converge in the fact of giving authentic material to students will cause motivation to remain alongside the learning process. This simple fact increases their creativity and the use of language in a meaningful way. Likewise, Suits (2003) states the



importance of student-centered knowledge. The presence of arts provides contexts in which language could be used in an environment close to an authentic one. This more effective and meaningful way of teaching has a lot to do with looking for the students' interest and consequently, maintaining motivation.

As a conclusion, the theories that give support to the integration of arts to teach foreign languages are in direct relation with Constructivism consequently, focused on the well-done of students. They present an alternative way of teaching for the beginning of the new millennium that differs from the traditional education by, according to learners, the power for creating their own knowledge, that considers learners' diverse point of view, based on their previous learning. In this scenery, teachers, different from an instructor, are facilitators, providing support and guidance to students.

2.5 Gardner's Multiple Intelligences theory (MT). Acknowledging differences between learners

If we count on the engagement of students, it is crucial to consider the differences between learners. In his work, Gardner (1995) classified this difference into intelligences: musical-rhythmic, and harmonic, visual-spatial, verbal-linguistic, logical-mathematical, bodily-kinesthetic, interpersonal, intrapersonal, naturalistic. The relevant point in this classification is the assumption that intelligence is not a different style of learning, but mental abilities that allow someone to do things differently from another. This insight about how the human mind



works, should be of great guidance for future teachers. Another principle states the importance of considering all the intelligences useful to succeed in life. Hereby, a difference from traditional education that considers verbal and computational intelligences as the ones that insides in academic performance is stated. The acknowledgement of Multiple Intelligences theory compels teachers to be aware of the way in which they present a lesson to students, even though it is impossible to completely adapt to every different capability present on students.

In conclusion, the integration of arts suggests an interesting way to attain these differences present in learners and to help them to find their own way to knowledge. It allows teachers to involve students, looking for the way to approach a topic through multiple entries. In teachers' hands are the use of various strategies to find motivation in students in order to keep them engaged in their personal learning processes. In the case of the present research, for teachers, the goal should be guiding students to learn and be proficient in foreign languages by using arts to learn.



CHAPTER III

3. Literature Review

For the present research, various articles have been classified to fit with the organization of this work. Consequently, articles that explain the importance of English and foreign languages in the contemporary world will be analyzed at the beginning. The next part has considered articles related to the importance and the necessity of developing reading skills. The present study has chosen Literature for the effect. The interest for acknowledging reading skill is because it should be closely related to students' comprehension of the written documents surrounding them. Further more, studies show a close relationship between motivation and engagement and pleasure and extensive reading, so it explains the interest on Literature and the implication in motivation and engagement while in the process of learning a foreign language. At this point, it is crucial for this review to consider the role of arts integration in the regular curriculum as a tool for teaching. The role of arts will be analyzed from the point of view of their particular characteristics to teach English or another foreign language, different from English (henceforth EFL or FL). Various perceptions about the integration of arts will be included in this research. In reference to this, some negative and other positive issues should be considered. The last article classification would be about what kind of arts may be included to reach the goal in the teaching/learning process successfully.



3.1 The importance of English and foreign languages in the contemporary world

In the first place, as Sharma (2015) stated, foreign languages are important in the global context of education because through these, people are able to communicate ideas. At the same time, having a global language as English, everyone would have access to knowledge and information, which is a way of finding equality. The fact of learning a language indicates a superior state in the human mind. Sharma's statement coincided with Baugh and Cable (2002), who emphasized on the importance of learning a foreign language, even more, when a country has a minority language as, for instance, Scandinavian, Arabic or those from African countries. These authors consider English, Spanish, French and German as the most notorious languages around the world. The importance of those languages relies on economic issues, as Baugh and Cable stated in their work. The economic influence that these countries might have, makes languages spoken by them, to be prominent in the global context. Furthermore, Bas (2008) agreed on the enormous change in the global civilization that demands from a citizen the capacity of being able to communicate ideas and to project them in an adequate way. For this author and through his study, the necessity for learning English is an issue that needs to be accomplished successfully. Consequently, a great approach to aim this goal should be arts.



3.2 Arts integration (Literature) as a tool to teach foreign languages

Therefore, the main objective of this research is to analyze the effects reported by scientific literature on the integration of arts in EFL/FL classrooms to increase motivation among students that might foster the teaching-learning process. Scientists as Rabkin and Redmond (2006) studies found that this integration helps to create a meaningful environment for students; Smithrim and Upitis (2005) study showed the increase in motivation and engagement; Block (1986) outcome stated that arts integration, in this case the scientist is talking about reading that is integrated as Literature, may provide teachers and students, meaningful tasks that should contribute to create a substantial authentic material in second language classrooms.

Researchers such as Schmidt (2006), on the other hand, stated the necessity of learning arts by their features which should increase the development of independent thinking and creativity. Notwithstanding, Badard (2016) presented arts as a tool. As it was mentioned before, scientists believe that arts integration might truly help students in their way of thinking and learning foreign languages.



3.3 Arts strategies (Literature) used as tools for teaching English or other foreign languages

Through the different scientific articles that were analyzed, some of them, such as stated that art should be a suitable tool for teaching English, according to what Block (1986) comprehension strategies used with college students can help to unlock reading problems. These studies are more related to the comprehension of reading than to reading itself. However, this aspect is thought relevant for the present review because if there is lack of comprehension, reading will not be a pleasant activity for any student. For instance, Block's studies were based on comprehension strategies, because of the direct effect on engagement and motivation in student's literacy. In this case, Suits (2003) stated the use of reading strategies to unlock writing skills. Another relevant scientific point is Hafiz and Tudor's (1989) in which they stated the use of extensive reading that might help with writing skills.

Since this written work has considered analyzing the relevance of using arts in EFL/FL context, it should be accurate to identify this fact in some school systems. Findings such as Badard's (2016) showed arts was, and in some cases still is, an underrated subject. On this same path, Smithrim and Upitis (2005) research mentioned that arts are not a subject to be mistreated because of the importance it has on student motivation and consequently in engagement. Furthermore, their outcomes showed an improvement in academic subjects such as in Math when learning through arts. These authors suggested that arts should be used for



their particular characteristics or features that could impact positively in student motivation and engagement as Feldwisch, Coker, Stuckey, Rittenhouse, Kite and Smith (2014) have corroborated on their research.

In spite of the negative perceptions that teachers coming from the traditional method of teaching have had, Badard's (2016) guide towards the integration of arts in English classrooms is doubtless. The author previously mentioned proposed a great alternative in the direction to find the students' engagement with the learning process. As a conclusion, considering that reading is a capital skill that helps to develop other skills, the most accurate election, according to authors as Schmidt (2006) or Mart (2012) is that literature, theatre, short story telling, music hall, etc., should be included for students. Rabkin and Redmond (2006) in their research, help to understand how powerful the influence of arts is and how interesting it should be to use this power to make students learn, almost any subject, as for example English and foreign languages, with a high degree of accomplishment. Among advantages of using other strategies to teach foreign languages, it is the use of almost authentic cultural material as Lengeling, Malarcher and Mills (1995, March) stated through their written work. Serrurier-Zucker and Gobbé-Mévellec, (2014) gave other examples of the use of visual material as picture books to enhance motivation through creativity, whole-body experiences, in order to improve language acquisition for young learners. That is why



this synthesis focuses and suggests that arts integration to teach foreign languages, might enhance motivation and engagement amidst students of foreign languages.

3.4 The Importance of Reading.

The written work will begin by reviewing articles related to the importance of reading, as a way of benefiting other learning experiences, which Mart (2012) stated in his document. Moreover, it was Freire (1983), who suggested that this skill may help to construct a link between individuals with their social environment. Gioia (2006) agrees with Freire on this point. She has studied American society and she believes that reading is one of the human characteristics we need to recover among this world, plenty of electronic amusements. As Freire has asserted on his paper from 1983, “the understanding attained by critical reading of a text implies perceiving the relationship between text and context” (p. 5).

3.5 The pleasure of Reading. Its influence in proficiency in other language

skills

According to Janopoulos (1986), there seems to be a real relationship between the degree of pleasure when reading in L1, with the acquisition of other language skills. The most remarkable part is that it might be possible to make a transfer of this ability in L1 for the acquisition of other skills in L2, when the reading skill is well developed. Analyzing articles such as those of Hafiz and Tudor (1989) it should be necessary to acknowledge Krashen's



theories (1992) about the quality in the input that conditioned the quality of the output. Al-Mansour (2014) and Hafiz and Tudor (1989) have presented results showing an improvement in reading and writing skills, related to stress-free classrooms and more amiable environments. According to these authors, extensive reading has had the capacity to affect writing skills, while students' anxiety is low. Authors as Suits (2003) proposed guided reading for young learners in order to help them to make the transfer of L1 reading strategies to L2. Through her research, it is possible to see that reading really makes a difference. In the same line of action, Mart (2012) affirmed that motivating young learners to read, enhances the awareness of cultural issues and provides them with authentic material, which is the key of a student-centered teaching-learning process. Considering that literacy is a consistent point to these authors, for this written work it would be meaningful to study the link between literacy and engagement among students. It is precisely what Arts Integration Programs do, as Feldwisch et al. (2014) corroborated on their paper. For these authors, students that learn through arts are more motivated to work collaboratively in studying a foreign language and this collaboration might extend to other academic areas either. From another perspective, Jäppinen (2005) presented a study in which she stands for the establishment of programs of learning in immersion and bilingual education. It means to use a foreign language as a medium of instruction for learning a different academic subject, which in this study case was Math. As it was already mentioned, in the case of integrating



arts to teach in EFL/FL classroom, in Feldwisch's study (2014), in American institutions, the same as with Rabkin and Redmond's experience (2006), and in Bas, (2008), embedding arts projects to teach English or other foreign languages seems a way to provide students with comfortable environments and authentic material and situations that make the learning process interesting for them.

The reason why this synthesis focuses and suggests that arts integration to teach in an EFL/FL context might be an option is because teachers should, by enhancing students' motivation, look over developing other skills of foreign languages learners. At the same time, this integration should permit teachers to consider the individual abilities of students. Investigations of researchers as Hafiz and Tudor (1989), Block (1986), and Suits (2003), helped by finding a link between developing reading skills to unlock writing skills. Indeed, the material provided in reading tasks must be chosen accordingly with students' interest and must be sufficient in quantity too. Other authors, such as Schmidt (2006) argue about the relevance of developing reading to enhance the development of productive skills such as writing and speaking.

Consequently, teachers are required to look for the best interest of students in order to attain or maintain their motivation to reach a learning goal.



CHAPTER IV

4. Methodology

This research synthesis has been reviewing documents from primary researches that would be relevant to this topic which is the integration of arts (Literature) in the English curriculum. According to Norris and Ortega (2006), the present work could be categorized as a research synthesis because it is a review of material from primary sources, focused on its data, and seeks to find generalizations about how the integrations of arts and arts projects (Literature) influence the teaching of foreign languages. The inclusion criteria were that the language in which a research was written would not be a limitation; consequently, there were included articles in English, Spanish, and French.

The analyzed articles were peer reviewed articles published ones in indexed revues. They were analyzed accordingly with the methodology used in primary sources, for instance, qualitatively, quantitatively, or mixed-method research. All the sources have been digitals, considering the present situation we live in. Articles were related to the EFL/FL learning process; it will not be limited by student age. The exclusion criterium was that articles about ESL foreign language classrooms must be restricted.

The information has been collected by using scholar databases as Google Scholar, Research Gate, Springer. The main journals that provided with the information for this



work were; TESOL Quarterly, Journal of education, Asian Journal of Humanities and Social Sciences (AJHSS), Annual Meeting of Teachers of English to Speakers of Other Languages, Spirale-Revue de recherches en éducation, Canadian Journal of Education/Revue canadienne de l'éducation, book chapters and/or books and other similar sources.

The keywords used to get information were: EFL/FL context, foreign language, art strategies, arts integration, arts projects, pleasure/extensive reading (Literature), constructivism.



CHAPTER V

5. Data Analysis

For the present data analysis five tables have arisen. In the first place, it has been considered the influence of the integration of arts in students' motivation and engagement. This table was subdivided into four subcategories. The main interest is about Literature, because of the scientific evidence that shows a link between pleasure and extensive reading and the development of other linguistic skills. The second table is related to table 1. While analyzing table 1 it seemed interesting to acknowledge about the age of participants, because it was my perception that maybe arts was not enough engaging for adults as it should be for children taking into account their ludic sense of learning. The third table treats about the use of arts as a strategy or as an arts project to teach foreign languages. Finally, tables four and five are associated because both analyzed the perceptions of teachers' and students' linked with the integration of arts in EFL/FL contexts.

1. Influence of arts in motivation and engagement

Table 1

Influence	Author(s)	No. of studies
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Reading Literature to find motivation	Feldwisch, Coker, Stuckey, Rittenhouse, Kite, & Smith (2014); Hafiz & Tudor (1989) *; Jäppinen (2005); Janopoulos (1986); Lengeling, Malacher & Mills (1995) *; Rabkin & Redmond (2006) *; Serrurier-Zucker & Gobbé-Mévellec (2014) *; Smithrim & Upitis (2005) *
Literature and academic achievement and developing linguistic skills	Bas (2008); Block (1986); Suits (2003); Rabkin & Redmond (2006) *; Sharma (2015); Smithrim & Upitis (2005) *
Using Arts to release stress	Lengeling, Malacher & Mills (1995); Hafiz & Tudor (1989) *
Developing mindfulness, creativity, imagination of students.	Badard (2016); Freire (1983); Mart (2012); Serrurier-Zucker & Gobbé-Mévellec (2014)*

16

N=16

*This author may be repeated.

Table 1 shows the different details in which arts might influence motivation and engagement among students. Through the different investigations analyzed, scientists such as Rabkin and Redmond (2006) present pieces of evidence of how arts incite



definitively to construct meaningful learning. In the first category, studies are related to motivation through arts, presented in various ways. Literature is the main emphasis. Janopoulos (1986) suggests that teachers acting as facilitators should conduct learners to follow their interest, thus, this interest should maintain students' engagement in the learning process. What made the difference is motivation born from students' interest that causes engagement. In the case of Hafiz and Tudor (1989), support their scientific research on Krashen's Monitor Model, therefore, it depends on a good quality input to assure an accurate output. In a second category for authors such as Rabkin and Redmond (2006) or Smithrim and Upitis (2005), the integration of arts is a matter to contemplate. By analyzing the results in academic improvement when this different approach is being used, Rabkin and Redmond (2006) demonstrate that schools may give relevance to arts because this integration might transform the way in which languages are taught by creating an amiable space where students can learn. In a third place, scientists such as Lengeling, et al (1995) and Hafiz and Tudor (1989) maintained that a meaningful input: non-grammatical, stress-free, interesting, according to a student's interest influences productive skills. The last category is related to the specific qualities that arts have. Badard (2016) considers that teaching foreign languages through arts helps with students' mindfulness and with the awareness towards cultural facts. Mart (2012) coincides with him in his studies. According to Freire (1983), developing the human mind helps people to improve human qualities. Serrurier-Zucker and Gobbé-Mévellec (2014) noticed that authentic material offered by arts keeps students involved in their learning process.

The most important argument for analyzing these scientific researches is that they show and influence in motivation. The analyzed studies demonstrate that the



development of linguistic skills is consistent with the implementation of extensive reading or pleasure reading (Literature). Subsequently, this implementation is the result of having students motivated, moreover when the chosen material is connected with learners' interest, this fact is perceived as responsible for students' engagement. These studies are evaluated here because the results were achievable, thanks to the motivation that arts in foreign language classes provide. These results confirm that a well-motivated student is a committed one too.

2. Relationship through age ranges and motivation among students

Table 2

Age ranges	Author(s)	No. of studies
School and High School	Hafiz & Tudor (1989); Mart (2012); Suits (2003)	3
University students	Janopoulos (1986); Block (1986)	2
Studies in all the different educational areas	Freire (1983); Lengeling, Malacher, Mills, (1995, March)	2
		7

N=7



This table was born while analyzing motivation and engagement in table 1. Table 2 shows articles related to age ranges of participants. The purpose of table 2 was to evaluate the incidence of age range with motivation in EFL/FL classrooms when arts were integrated. Through the studies in this category, the most interesting finding was that motivation caused by arts was not related to age range of participants. For instance, Hafiz and Tudor (1989) noticed an improvement on linguistic skills in the control group. According to their results, this improvement could be related to students' motivation and engagement when the input was adequate. Moreover, all the authors in this category have found a link between less anxiety-better performance. This favorable relationship arose independently of participant age range. Consequently, this is the most appealing outcome about the analysis of this table, while looking for differences in satisfaction according to the age of participants, results show no noticeable differences related to.

3. Integration of Arts strategies or Arts Projects to teach foreign languages.

Table 3

Articles	Author(s)	No. of studies
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Arts as a strategy	Feldwisch, Coker, Stuckey, Rittenhouse, Kite, and Smith (2014); Jäppinen, (2005); Serrurier-Zucker & Gobbé-Mévellec (2014)	3
Arts Projects	Badard (2016); Rabkin & Redmond (2006); Smithrim & Upitis (2005)	3
		6

N= 6

Table 3 shows two categories: in the first place, scientists that analyze the integration of arts when it is used as a strategy to teach foreign languages. In the second, scientists analyze integrating arts by their own features that should help in EFL/FL classrooms. Even though all the articles are talking about arts and integration, it seems necessary to take into account this differentiation; when arts are used as a strategy, or whenever, it is integrated to make a profit of the physical and philosophical experience of arts themselves, for instance, when foreign languages are taught as part of an artistic project.

Feldwisch, et al (2014); Jäppinen (2005) and Serrurier-Zucker, and Gobbé-Mévellec (2014) assert that learning a foreign language must be a complete sensory experience and arts might help by providing strategies to teachers and students. These researchers advocate for the use of authentic material that arts bring to learners. Moreover, this perspective states that integration is maybe the way for inspiring significant learning in



students. Notwithstanding, they support the instrumental use of arts. From this position, arts should provide strategies to learn foreign languages successfully.

Although for Badard (2016); Rabkin and Redmond (2006); Smithrim and Upitis (2005), promoting this integration should foment learning for being acquired by students in a context closest to what happens in the real world and taking advantage of the cultural vision that learning languages allow. From both perspectives, the material will be authentic, and the knowledge constructed by students will be valid and purposeful. Likewise, Rabkin and Redmond (2006) strongly advocate for the power that arts own in helping individuals to find its inner potential to accomplish its objectives. Furthermore, the same authors declare that the particular point of view provided by arts integration in projects into school institutions is consistent with a behavioral improvement throughout students. In like manner, when projects consider various qualities of individuals, this has a positive side effect on academic accomplishment and self-esteem. For some individuals, it is true that they successfully learn when experiencing knowledge in more than one way, this necessity may be enhanced with the integration of arts. On the two groups, authors agree with arts as a remarkable influence when learning foreign languages.

Consequently, which is important for this research is that all of the authors in both categories consider arts, in one manner or on the other, having a positive effect that could help individuals to overcome bad experiences when learning in a traditional way. Arts could make the difference for teaching foreign languages, because they consider other valuable students' skills, and the student interest that supports motivation in the learning process.



4. Students' perceptions about the integration of arts in the classroom

Table 4

Positive students' perceptions	Author(s)	No. of studies
	Badard (2016); Bas (2008); Rabkin & Redmond (2006); Feldwisch, Coker, Stuckey, Rittenhouse, Kite, & Smith (2014); Lengeling, Malacher & Mills (1995); Serrurier-Zucker & Gobbé-Mévellec (2014); Smithrim & Uptis (2005)	7

N=7

The purpose of this table was to analyze how the integration of Arts into the foreign or EFL curriculum may or not influence the perceptions concerning motivation and engagement for students and teachers. Table 4 presents evidence about students' perceptions on the integration of arts in the classroom. All the seven researches show a positive attitude of students when they are learning foreign languages and arts take part in the process. Badard's studies (2016) manifested the influence of arts in academic issues and students' mindfulness and Bas (2008) states the importance of presenting authentic



communicative environments. Scientists as Feldwisch, et al. (2014) suggest that arts integration motivates students to be engaged in the learning process. For Lengeling et al. (1995), students are very motivated in the learning process showing high levels of engagement. At that point, an assumption arises. Students' perceptions are positive because of the novelty of the approach that permit them to learn better when they chose what to learn (Affective Filter). And additional concern is the engaging material, the diversity of activities and the feeling of accomplishment and self-esteem among students which is stated by Rabkin and Redmond (2006).

5. Teachers' perceptions about the integration of arts in the classroom

Table 5

Teachers' Perceptions	Author(s)	No. of studies
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Negative	Badard (2016)
Training required	Bas (2008); Rabkin & Redmond (2006)
Artist in residence	Feldwisch, Coker, Stuckey, Rittenhouse, Kite, & Smith (2014)
Demanding	Lengeling, Malacher & Mills (1995)
Tiring but productive	Serrurier-Zucker & Gobbé-Mévellec (2014)
Positive	Smithrim & Upitis (2005)

7

N=7

Teachers' perceptions, on the other hand, vary from frankly negative as in the case of Badard's studies to very cheerful, in the case of Smithrim and Upitis (2005). Scientists coincide on having some instruction, which should be necessary for guiding art activities, that is the case of Feldwisch, et al. (2014); Rabkin and Redmond (2006) and Bas (2008). Feldwisch, et al. (2014) and Smithrim and Upitis (2005) suggest an artist in residence should help with technical issues. Other researchers such as Serrurier-Zucker and Gobbé-Mévellec (2014) have reported teachers' perceptions as tiring but productive.



CHAPTER VI

6. Conclusions and Recommendations

6.1. Conclusions

The purpose of this research synthesis was to analyze how the integration of arts (Literature) influences students' motivation and engagement; in second place, the perceptions of students and teachers on this integration, and finally, the effects that integration had on students' reading skills.

Amidst the 16 studies examined, all of them considered motivation and engagement as the most relevant matter while integrating arts for teaching foreign languages. The 16 scientific works were subdivided for the analysis. The findings show that motivation and engagement in contexts of extensive and pleasure reading, evidently, in this case related to Literature, bonded with the development in linguistic skills. That low stress while learning with arts integration, evidenced by the affective filter studied by Krashen (1992), acts in academic improvement; and arts contribute to mindfulness and cultural awareness in students.

Motivation has various implications with Gardner's Multiple Intelligences theory as well as with Dewey's theories. Both scientists consider the use of an integrative curriculum, in which many areas work together to show the student a unity instead of a fragmented reality. This is what arts do while it is integrated in foreign language classroom. This integration is motivating for students because those connections are intelligible for them and consequently it causes their engagement in the learning process.

Another common point these two scientists have in their theories is the use of authentic



material that could provoke cultural awareness. It seems obvious that in foreign language classroom, teachers use authentic material related to the culture to which this language belongs. As Badard's (2016) assesses, cultural awareness is a side effect of the integration of arts, because of the authentic material used for lessons. Arts allow teachers the use of material that is not in a textbook. The authenticity of the material integrated through arts in foreign language classroom is experiential and more challenging in itself. Badard's claim is relevant from the perspective that considers languages as cultural constructions. It means that students have to open their minds to another language when they are learning any foreign language, consequently to another way of thinking and acting.

In order to find this motivation, it is relevant to acknowledge, as Gürsoy (2010) states, the importance of learning strategies. They are directed to develop communicative competences in general and also in foreign languages. The connection between this battery of tools that are strategies with motivation is through a Gardner's (2001) concept that is integrative motivation for learning foreign languages. This concept assesses the importance of emotional identification with the cultural group and with the language, which is, for instance, related to Krashen's affective filter.

To conclude, the following concepts were considered for the analysis of motivation and engagement linked with arts integration: the integrative curriculum (Gardner and Dewey), the authentic material, integrative motivation (Gardner), affective filter (Krashen), emotional identification and cultural awareness (Gardner and Krashen). These five ideas are present in arts projects when several areas work with a common goal, with authentic oral, visual, or written texts, provoking and affective bound with the language



and consequently, culturally and creating amiable environments for students to work following their interest.

Even though this next finding was not previewed in the beginning of the present research synthesis, it arose from the analysis about students' motivation and engagement and it is an appealing fact about the age of participants. The analysis did not present any relation that showed a decrease of learners' motivations according to age increase, as it was assumed. Moreover, it seems that was a motivating arts project, based on students' interest what causes engagement, independently of age range. At once, it might be due to the flexibility of the arts to fit with the curriculum and with learners' abilities and interests in addition to the use of authentic material.

The next finding of the present work was to scrutinize evidence that explores how arts strategies and arts projects influenced students to get them cooperating and being motivated with the construction of their knowledge to reach proficiency in a foreign language, it might be logical to conclude that it was the integration of arts in whichever the form, that causes motivation and consequently, engagement. Some principles of Constructivism have been stated in Leshkovska and Spaseva's analysis (2016) where they established similarities between Dewey and Gardner's ideas. The integration of arts is related to those theories because some of the principles are implicit in this approach. Likewise, Constructivism, the use of arts promotes a knowledge constructed by the learner based on previous knowledge, with the support from adults or peers in accordance with the social environment as Vielma and Salas (2000) have found in their inquiry of Vygotsky, Piaget and Bruner's theories.



In conclusion, arts integration encompasses the unique characteristics of each student, consequently, everyone is recognized by their diverse capacities (Gardner, 1995). Additionally, students work cooperatively with their mates and this cooperation involves the different school subjects.

The third finding is about perceptions in students and teachers. The analysis shows evidence that presents a gap between teachers and students. In the case of students, it shows a positive perception when arts were integrated in the classroom, in spite of more conspicuous perceptions among teachers. According to what teachers state, this apparent reluctance is due to the demanding issues of arts projects. Notwithstanding, even though managing these projects may be tiring and time consuming; however, as it is stated by Salas (2004), they have shown to be beneficial for students and this benefit is what teachers look for at the end of the day.



6.2.Recommendations

Supported by the analysis of the results in the present research, some recommendations have arisen.

In the first place, while arts are integrated in foreign language classroom, teachers might need a certain formation or inclination to conquer artistic projects. In the case of the implementation of arts projects.

Secondly, according to Badard's research, it should be necessary to inform and involve parents in the logistics of the project, because in this way they can understand better and be a support for teachers and students.

The third recommendation is to count on teachers' creativity to come through possible difficulties looking for the best chance for students' motivation and engagement. The economical factor is an issue not to be neglected since it is necessary to oversee the actual situation of our country.

Finally, further research should be done in assessing art projects, because it will be relevant for teachers while grading students. Another appealing issue might be about discipline in foreign language classroom when arts are integrated, which is a sensible matter too. Even though arts integration is not a new approach in teaching, it should be necessary to look for research in our context in order to assure the consistency of the data.



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Appendix 1

List of Primary Studies for Analysis

- Badard, N. (2016). When in Doubt, Art it Out: A Guidebook to Arts. Education
Incorporation in the ESL Classroom. *Master's Projects and Capstones*. 334.
- Bas, G. (2008). Implementation of Multiple Intelligences Supported Project-Based
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