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## The Effect of an art- based approach on Fourth Grade Students' Achievement in English Grammar أثر المنهج القائم على الفن في تحصيل تلامذة الصف الرابع في قواعد اللغة الإنكليزية

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## **The Effect of an art– based approach on Fourth Grade Students' Achievement in English Grammar.**

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### **Abstract**

This study aimed at exploring the effect of an art– based approach on fourth grade students' achievement in English grammar in Damascus state schools. A quasi– experimental approach was undertaken in this study. The total number of participants was 60 in a state school in Damascus during the academic year 2023–2024. The sample consisted of two groups; the control group (30) students, and the experimental group (30) students. The instruments of the study were an achievement test and art– rich activities. The SPSS statistical program was used to analyze the study data and the hypotheses were tested at the level of significance ( $\alpha= 0.05$ ).

The findings of the study showed that art– rich activities had positive effect on students' English learning achievement in grammar. Students who were taught grammar by using art– rich activities improved their achievement more than those who were taught by using the traditional method of teaching.

**Keywords: Art– based approach– Achievement– Grammar**

## أثر المنهج القائم على الفن في تحصيل تلامذة الصف الرابع في قواعد اللغة الإنكليزية

### ملخص الدراسة :

هدفت الدراسة الحالية إلى تعرف أثر أنشطة غنية بالفن على تحصيل طلبة الصف الرابع في قواعد اللغة الإنكليزية. اعتمدت الباحثة المنهج شبه التجريبي حيث قامت الباحثة باختيار عينة مقصودة من طلبة الصف الرابع مؤلفة من (٦٠) طالباً وطالبة مقسمين إلى مجموعتين: مجموعة تجريبية (٣٠) طالباً و طالبة تم تدريسهم باستخدام الأنشطة الغنية بالفن ( موسيقا- رسم- تمثيل- تبادل الأدوار - رقص) ومجموعة أخرى ضابطة مؤلفة من (٣٠) طالباً وطالبة درسوا قواعد اللغة الإنكليزية في الوحدات ١٠ و ١١ بالطريقة التقليدية، قامت الباحثة بتطبيق اختبار تحصيلي على العينة وولجت البيانات باستخدام برنامج SPSS حيث اختبرت الفرضيات الصفرية باستخدام اختبار t-test عند مستوى الدلالة (0.05).

أظهرت نتائج الدراسة أن تحصيل طلبة المجموعة التجريبية في الاختبار التحصيلي البعدي لقواعد اللغة الإنكليزية أعلى من تحصيل طلبة المجموعة الضابطة، وهذا يشير إلى الأثر الإيجابي للأنشطة الغنية بالفن على تحصيل الطلبة.

الكلمات المفتاحية: المنهج القائم على الفن- التحصيل- القواعد

### ***Introduction***

English is not an easy language, but how we approach learning to read, speak and write English can make it either difficult or enjoyable. When learners ask why it is “so hard”, I sense that they have not yet found a way to make it enjoyable. Of course, having a good language ability does not mean just mastering four language skills, having a good grammatical competence is necessary, too. Ur (1988) states that a person who knows grammar is one who can express himself or herself in what would be considered as acceptable language forms. But not just in a traditional ‘chalk and talk’ method which is boring and frustrating. A fantastic way to support English language learners both academically and emotionally is to integrate creativity and arts-based projects into teaching. Art gives meaning to our lives and helps us understand our world. It is an essential part of our culture because it allows us to have a deeper understanding of our emotions. It increases our self-awareness, and allows us to be open to new ideas and experiences. Art is really a reflection of what people absorbs, and the first thing that anybody absorbs is language.

In addition, art has been found effective in developing children's motivation in learning, developing their knowledge through multicultural art, developing their attitudes to the art, and developing art language (Al-Amri et al.2016, p.59). McMahon, Klopper, and Power (2014:2) argue that “learning through art enhances students’ social, emotional and academic outcomes, as well as their knowledge and understanding”, aspects which reflect the whole learner approach to education. Art gives learners the opportunity to express

their emotions and values (Gibson, 2003). In language education, art has the potential to engage student learning in a meaningful and enjoyable way (Werff, 2003), thus enhancing their -English proficiency (Arokhi & Hashemi, 2012) as well as increasing their motivational level (koç, 2020).

Some teachers think that such activities are a waste of time and prefer not to use them in classroom. However, they should not be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do. Art- rich activities ought to be at the heart of teaching foreign languages used at all the stages of the lesson, provided that they are suitable and carefully chosen. This study aims at investigating the effect of art- rich activities on fourth grade students' achievement in English grammar.

### ***1- Research problem***

Knowing a language is something more than just knowing how the language system works. David Wilkins (1972) made the famous quote that “without grammar very little can be conveyed, without vocabulary nothing can be conveyed,” (pp. 111–112). According to Jim Scrivener, “grammar is not just a dry list of facts and rules. It is in our heads and it is a living resource that gives us the ability to communicate our ideas and feelings and to understand what other people say or write to us.” (Scrivener, J., 1994).

The researcher conducted a pilot study on 12/ 2 2024 on 20 fourth grade teachers who teach English in Damascus schools to find out the methods they use in teaching grammar and investigate their attitudes towards

modern teaching methods, which may contribute to increasing students' achievement and developing their grammar sub-skill. The results of the study were as follows:

- 90% of teachers use traditional methods such as grammar translation, audio-lingual or to some extent direct method.
- Only 10% of teachers use effective instructional means in order to meet the needs of students within the 21st century.
- 70% of teachers are not interested in searching for modern teaching methods of grammar.
- Only 7% of teachers have prior knowledge of the art-based approach.

Furthermore, A review of literature shows that most studies examined the effect of an art-based approach in English language development as in the studies of Greenfader and Brouillette (2013), Chi (2017) and Albaqami (2020). Nevertheless, there are still insufficient studies in addressing whether this approach has a direct impact on learners' achievement in grammar.

Out of this reality, the researcher believes that teachers teach grammar out of context for its own sake as a practice of specific grammatical structures and they still consider grammar as the organizing principle of the course where all topics focus on grammar and not on the topic itself. When teaching is based on traditional methods, learners are not interested in developing the second language, nor are motivated to learn it for the purpose of communication. However, we all know that grammar skills are

essential to students' success on standardized tests and college entrance exams, in their ability to communicate orally and in writing, and in nearly all other areas of life. So, the more fun we can have with grammar and the more varied approaches we can use to teach it the more likely our students are to get it.

In addition, the crisis in Syria has a negative effect on education. Our students face daily challenges of over-crowded classrooms, the psychological scars of traumatic experiences, possible curricula and language problems; inadequate quality of teaching and a lack of essential learning materials. So, There is an urgent need to offer great potentials in both motivating and facilitating learning that provide students with the knowledge, skills, and support required to build a new future. In order to help those students, who suffer both physically and psychologically, art can be used in classes. A review of literature shows that a few researchers have experimentally examined the effect of an art- based approach on students' achievement in English. Since learning grammar plays a significant role for having good language ability and a successful communication, the researcher believes that it is very important to explore the effect of an art- based approach on grammar achievement. So, the problem of the research can be summarized in the following question: What is the effect of an art- based approach on fourth grade students' achievement in English grammar?

## ***2 –Significance of the Research***

The research importance emerges from the following points:

1– Positive gains in this study and results of the study could be employed by English teachers, materials developers, and ELT practitioner in teaching grammar.

2– The findings of the study might pave the way for researchers to investigate the application of art-rich activities in other areas and components of the English language pedagogy.

3– The results of the study could help teachers, students and parents realize just how essential and easy arts incorporation in the ESL classroom is.

### ***3–Research Aim***

The research aims at achieving the following:

- Exploring the effect of an art– based approach on fourth grade students' achievement in English grammar.

### ***4–Research Question***

The research tries to answer the following question:

- What is the effect of an art– based approach on fourth grade students' achievement in English grammar?

### ***5–Research Hypotheses:***

According to the research aims and research question, the research hypotheses which will be tested at the ( $\alpha = 0.05$ ) level of significance are as follows:

- 1–There is no statistically significant mean scores difference between students in the experimental and control groups in the post–test.
- 2– There is no statistically significant mean scores difference between students in the experimental group in the pre and post–test.



3-There is no statistically significant mean scores difference between students in the control group in the pre and post-test.

#### ***6- Research Limitations***

- **Human limitations**

The research was restricted to fourth grade students.

- **Spatial limitations**

The research was applied in Damascus state school: Layeek School.

- **Time Limitations**

The study was carried out during the second semester of the academic year 2023-2024.

- **Educational Limitations**

The research was restricted to the grammar rules in the units ten and eleven of the English language course "Emar English Series fourth grade".

#### ***7- Research Methodology***

A quasi-experimental approach was undertaken to investigate the effect of an art- based approach on fourth grade students' achievement in English grammar.

##### ***7-1-setting and participants***

A total of 60 sixth grade students form the purposeful sample. Two sections in the selected school (Layeek School) were assigned randomly: the control group (30) and the experimental group (30) students. The experimental

group received various art-rich activities which fitted the grammatical issues of units (10-11) of the English language course " Emar English Series 4th grade ". The control group learned the same course content in the traditional method.

### ***7-2-Research Instruments***

The researcher used the following instruments:

1. A posttest.
2. Art-rich activities (graphics – music – drama- role-play- dance- visual arts).

### ***7-3- Variables of the research***

- ▶ One independent variable was tested: art- based approach.
- ▶ One dependent variable was tested: an English grammar achievement test.

### ***8-Operational Definitions of Terms***

#### **1-Effect:**

It is defined according to the American Heritage Dictionary as "The power to produce an outcome or achieve a result; influence". "It is the result or consequence which is produced by a cause or an action "or "The ability to bring about results" (2011, p. 33). So, the effect in this study is a form of reactivity whereby students improve their achievement in grammar being

experimentally measured simply in response to learning through art-rich activities. This means the change in the learners' achievement level in English grammar that may result from using art-rich activities.

## **2– Art– based approach:**

According to Samara (2023), Arts-based approach is a unique and innovative approach to education that incorporates art forms such as music, dance, theater, and visual arts to enhance the learning experience of children. It is an effective way of engaging children in learning while promoting their creativity, imagination, and critical thinking skills.

The researcher used graphics, diagrams, shapes, and colours to support comprehension of the language form and meaning. In addition, music was used to teach grammar by choosing songs that are written in a grammatically correct way and that highlight certain key grammar points in their lyrics. Drama also played an important role in learning grammar by students. Students watched, listened to and performed a scene from a short play then they described the scene, understanding what happens, who the characters were, what they said, and what they wanted while using the context for grammar lessons. Furthermore, Students role-played and did a presentation in which they tried to bring the structure into a contextualized speaking event.

## **3– English Grammar:**

According to Longman Dictionary of Contemporary English, grammar is: “The rules by which words change their forms and are combined into sentences, or the study or use of these rules.” (2001, p. 619).

Crystal defines grammar as the structural foundation of our ability to express ourselves” (2004, p.123).

The researcher defines it as the grammar that is taught to 4th graders in units ten and eleven (future with going to- imperatives- present simple tense- present continuous- past simple tense- past continuous) of the English language course “Emar English Series 4th grade” .

#### **4- English grammar achievement.**

It is the success of students in the English course, which is measured by applying a grammar test designed by the researcher. A higher score (above 25) on the English grammar achievement test implies a higher English grammar achievement.

#### ***9- Literature Review:***

The researcher reviewed most of the published articles, theses, dissertations and conference proceedings relating to using educational digital games in teaching and learning EFL for students. The researcher reviewed literature in a chronological order starting with the oldest studies and ending with the up-to date ones.

#### **1- Gorjian, Hayati& Barazandeh, (2011):**

### **An evaluation of the effects of art on vocabulary learning through multi-sensory modalities**

This study investigates the effects of multi-sensory art modalities on vocabulary acquisition. The following art modalities were examined: (a) visuals and (tactile) (b) music (auditory) and kinetics. Thus 60 primary students of public schools were surveyed. Data were collected through the student interest inventory and three experimental pre-tests and post-tests were run before and after the treatment period which lasted three months. Independent t-tests analyses were used and the findings revealed that there was a significant difference between teaching English through visual, tactile, and the development of language learners at the beginner level. The results showed that the teaching English can be affected through visual and tactile modalities ( $p < 0.05$ ). This study suggests that English language teachers should encourage the learners to use artistic modalities more consciously than they are currently used.

### **2- Greenfader and Brouillette (2013):**

#### **Boosting language skills of English learners through dramatization and movement**

The project promoted the integration of art-based activities, such as drama projects, singing and dancing, drawing, and painting, into everyday classroom teaching. Primary grade students exposed to teaching through arts for two consecutive years scored higher on an English language development test than the control group students not involved in the project, showing a positive impact of arts on young learners' ESL development. The

study revealed a positive impact of theater, dance, and visual arts activities on English language learning by primary grade students who participated in a San Diego Teaching Arts Project. However, this study was completed in the United States, and the participants' exposure to the language outside of the classroom was not measured. This leaves us with the question as to whether or not integrating visual arts into learning would benefit the learners in situations where English is seldom spoken outside of the classroom.

### 3- Chi, (2017):

#### **Integrating the arts into English learning: A case study of EFL learners in a Canadian university**

This study is to explore what happens when the arts are integrated into the program called "English Through the Arts" in a Canadian university. This research has been conducted to investigate whether including arts activities contributes to better outcomes for the students who are working to improve their language skills. Semi structured interviews, participant observation and artifacts elicitation have been employed as methods of data collection. Seven participants from China, Kazakhstan, India and Saudi Arabia have been interviewed with their artworks crafted in sessions. The results showed that arts serve as a stimulus, refresher, guider and facilitator in English language learning. In addition, arts also act as cohesion of the class, contributing to learning English. Participants in this program showed high involvement and engagement in learning English when integrating arts into English language learning tactile modalities.

### 4- Albaqami, (2020):

### **The Role of art–integrated input: implementing arts to maximize English proficiency among Saudi English–major undergraduates**

This paper examines the role of input quality (instructional) during the course of L2 development by integrating arts to facilitate L2 development and boost the learners' motivation by engaging them with masterpieces from classical art as a stimulus. A total number of 30 Arabic learners of English as a foreign language took part in this quasi–experimental study. The experimental group (n = 20) was enrolled in a teaching setting rich with input full of triggers by integrating arts including dramatization and art expedition (e.g. painting, photographing, and sculpting), whereas, the control group (n = 10) was enrolled in a traditional teaching setting. Three instruments were final examinations administered at the end of each semester. Independent–samples t–test was run to identify whether any significant difference existed in L2 proficiency of the control and experimental groups. The findings suggest that L2 learners who were exposed to the instructional settings highly enriched with robust and art–integrated input significantly performed better in L2 proficiency. This suggests that art–integrated input significantly enhanced proficiency of Saudi EFL learners.

#### **5– Göktürk , Çalışkan,Serkan& Öztürk, (2020):**

### **The effect of creative drama activities on developing English speaking skills**

The aim of this action research is to examine the effects of creative drama activities used in a 7th grade English course to improve speaking skills.

Accordingly, the study sought to answer the following research question: How can the students' speaking skills be improved? The idea that creative drama activities could improve speaking skills, and that this improvement may help students develop positive attitudes towards the course formed the theoretical foundations of the action plan. The study lasted 10 weeks. Before and after the implementation, an attitude scale and a speaking exam were administered to the students. Creative drama activities were implemented for 8 weeks. The quantitative data were analyzed through paired sample t-test. An inductive approach was adopted for the analysis of the qualitative data. It was found that the creative drama activities improved the speaking skills of students and this improvement positively affected the attitudes towards the course.

**6- Man, Sharif, May, Talin& Singh, (2021):**

**The effects of drama-based activities as a language learning tool on learners' motivation in Non-Malay-medium national schools in Malaysia**

This study aims to explore the effects of drama-based activities as a language learning strategy on L2 learning motivation among students aged between 12 to 13 years old from Non-Malay-Medium National Schools. Six students were recruited through purposive sampling to participate in this qualitative experimental research. Over a period of 14 weeks, pre-intervention interviews (on the first week), intervention (over the span of 2 hours per week for 12 weeks), and post-intervention interviews (on the fourteenth week) were carried out. The content of the intervention was



adapted from the Trinity College London's Grade 4 Communication Skills syllabus. The instruments used for data collection include:(1) pre-determined pre-and post-intervention interview protocols and (2) classroom observation rubric. Two themes emerged in the analysis of this study: (a) language learning motivation and (b) affective filter. Findings revealed that participants were motivated and possessed self-confidence in the language learning process. The current study provides instructional implications for instructors and learners besides contributing to the novelty in the area of the research setting and sampling for future studies

#### 7- Al-Busaidi, Al-Amri &Al-Dhuhli, (2022)

##### **An art-based approach to teaching English language speaking skills**

This study attempted to measure the impact of an art-based approach on teaching English language speaking skills to intensive English language program students at Sultan Qaboos University in the Sultanate of Oman. The researchers used the one group pretest and posttest research design. The themes of the art work were based around the 17 sustainable development goals. The results showed a significant improvement in students' speaking ability and overall language level. In addition, the learners were enthusiastically involved in the language learning process. The findings of the study assert the positive impact of visual art on speaking in particular and language proficiency in general.

##### **10- The relation between the present study and the previous ones**

Most of the above- mentioned studies emphasized the importance of using art-based approach in English language development as in the studies of Greenfader and Brouillette (2013), Chi (2017) and Albaqami (2020). All the previous studies indicate that there is a strong relationship between art-rich approach and its positive effect on students' achievement. However the major body of the previous studies investigate its effect on students' achievement in speaking and vocabulary skills as in the studies of Gorjian, Hayati& Barazandeh (2011) and Göktürk, Çalışkan, Serkan& Öztürk (2020). No study focused on its direct impact on learners' achievement in grammar. The researcher benefited a lot from the above- mentioned studies in developing the instruments and providing the theoretical background. Furthermore, the researcher in the present study felt that it is not enough to simply expose students to visual arts in the EFL classroom. Rather, learners should be allowed to intellectually engage with the artworks and to participate in meaningful discussions about them.

### ***11- Research Procedures***

In order to examine the effect of art-rich activities on fourth grade students' achievement in English grammar, the researcher constructed the following tools: an achievement test and art-rich activities (painting, For No One by The Beatles song, role play, miming, drama activity, tell a story from a picture).

#### **11-1- The achievement test:**

To measure students' achievement of what should have been taught, the researcher constructed an achievement test.

### **11-1-1-The pilot study of the achievement test**

The pilot study was conducted to test the validity and measure reliability of the achievement test, other than the research sample. The pilot study consisted of (20) students from Khasim Ameen School.

#### **- Validity of the achievement test:**

First, the test was evaluated by a number of referees in the field of education and teaching English who reviewed the test and most of them found that the items were suitable for fourth grade students. Thus, the content validity was achieved. Second, the test was carried out on 18/2/2024. The researcher tested the difficulty, the easiness (appendix 1) and the discrimination (appendix 2) of the test.

#### **- Reliability of the achievement test:**

The same test was applied on 29/ 2/2024 to calculate reliability of the test on the same students. The correlation coefficient of the two applications according to (Person) was (0.93). Also, the reliability by Alpha ( $\alpha$ ) was (0.78) which indicates that this tool was ready for application. The number of the achievement test questions is (30) and the final mark of the test is (30) (appendix 3).

### **11-1-2-Art-rich activities**

#### **- Validity of the activities:**

A number of referees reviewed the activities and asked the researcher to clarify the procedures of implementing each activity.

**- Reliability of the activities:**

The researcher applied the activities on (20) fourth grade students other than the sample. The application lasted for two weeks. During that, the researcher noticed that most students liked the art-rich activities and enjoyed completing each task.

**11-2-The experimental study**

Prior to beginning the experiment on 3/3/2024, students in the experimental and control groups were tested at the same time to examine the equality of groups. An independent t-test was used to determine if there was a difference between students' means scores in the pre-test (table1)

**The difference between the mean scores of the experimental and control groups in the pre-test**

Group	Number	Mean	Std. Deviation	t	df	Sig	Decision
Experimental	30	8.9070	1.08702	1.492	58	0.139	Difference is not significant
Control	30	8.5349	1.22180				

The results in table (1) show that there is no statistical mean score difference between the experimental and control groups in the pre-test. This indicates that the two chosen groups were equivalent and any



<b>Experimental</b>	<b>30</b>	<b>15.70</b>	<b>3.896</b>	<b>5.00</b>	<b>58</b>	<b>0.00</b>	<b>Difference is significant</b>	<b>1.4</b>
<b>Control</b>	<b>30</b>	<b>11.00</b>	<b>3.352</b>					
<b>Null Hypothesis</b>		<b>Rejected</b>						

Table (2) shows that the mean scores of the experimental and control groups are (15.70 ) and (11.00 ) respectively, and the calculated (t) value is (5.00 ) at ( 0.00 < 0.05) level of significance. This means that there is a statistically mean score difference at ( $\alpha = 0.05$ ) in the post-test between the experimental and control group in favour of the experimental group with a high effect size ( $d= 1.4$ ). This result points out that students who learned through art-rich activities outperformed their counterparts who learned through the traditional method of teaching grammar, and using art was more effective than the traditional method of teaching. The researcher believes that art-rich activities provide students with visual input rather than textual input only, so that different learner types can be addressed. All the rules involved with drama became an aspect for interaction and negotiation among the students and instructor and among the students themselves and accordingly, they became more interested, motivated and active.

2- There is no statistically significant mean scores difference between students in the experimental group in the pre and post-test.

**Table (3)**

**Mean scores difference between students in the experimental group in the pre and post–test.**

<b>Experime ntal Group</b>	<b>Num ber</b>	<b>Mean</b>	<b>Std. Deviati on</b>	<b>t</b>	<b>d</b>	<b>Si g</b>	<b>Decisio n</b>	<b>Effe ct size</b>
<b>Pre–test</b>	<b>30</b>	<b>8.90 70</b>	<b>1.087 02</b>	<b>20.0 77</b>	<b>2 9</b>	<b>0. 00</b>	<b>Differen ce is signific ant</b>	<b>1.8</b>
<b>Post–test</b>	<b>30</b>	<b>15.70</b>	<b>3.896</b>					
<b>Null Hypothesis</b>		<b>Rejected</b>						

Table (3) shows that the mean scores of the experimental group in the pre and post– test are (8.9070 ) and (15.70 ) respectively, and the calculated (t) value is (20.077 ) at ( 0. 00 < 0.05) level of significance. This means that there is a statistically mean score difference at ( $\alpha = 0.05$ ) in the achievement of the experimental group in the pre and post– test in favour of the posttest with a high effect size ( $d= 1.8$  ). The researcher believes that this result may be due to the fact that students in the experimental group were motivated and they were not aware that they were engaged seriously in learning English grammar. They were taught in a vibrant learning environment.

3-There is no statistically significant mean scores difference between students in the control group in the pre and post-test.

**Table (4)**

**Mean scores difference between students in the control group in the pre and post-test.**

Control Group	Number	Mean	Std. Deviation	t	df	Sig	Decision	Effect size
Pre-test	30	8.5349	1.22180	4.065	29	0.000	Difference is significant	0.16
Post-test	30	10.4333	2.932					
Null Hypothesis		Rejected						

Table (4) shows that the mean scores of the control group in the pre and post-test are (8.5349) and (10.4333) respectively, and the calculated (t) value is (4.065) at ( $0.00 < 0.05$ ) level of significance. This means that there is a statistically mean score difference at ( $\alpha = 0.05$ ) in the achievement of the control group in the pre and post-test in favour of the posttest with a low effect size ( $d= 0.16$ ). The researcher believes that the teacher used the grammar-translation method which encouraged students



to translate endless texts made them bored and they lost the desire to know grammar. This indicates that art-rich activities were more effective than the traditional method in learning grammar.

### **13– Discussion of the results**

The arts used in this research were music, drama and both of which apparently motivated and increased enthusiasm in the learning environment. Students were required to notice carefully, analyze and interpret diverse texts, think critically, and make decisions and generate multiple solutions. The development of these capacities made students better learners. Arts played a fundamental role in language acquisition by providing a visual representation of language concepts. They could help learners understand new grammar structures in a way that is memorable and offered more creative, exciting, and meaningful lessons to students.

Furthermore, the researcher believes that students must have felt more comfortable and less anxious about mistakes in class.

It is obvious from the previous results that the Art-based approach is more effective than the traditional method of teaching in promoting students' English grammar achievement; students in the experimental group improved their achievement better than the control group. Students who were taught through art-rich activities were given more opportunities to practice the four skills (listening, speaking, reading and writing). At the same time students felt very happy while singing, painting and acting. They were highly motivated and felt more confident; they did not hesitate while answering the questions.

### **14– Conclusion**

It can be said that art-based approach has positive effects on the learning process. Using such activities in the classroom facilitates the learning process of students and their cognitive achievement in grammar. The learning process becomes much more enjoyable and by engaging students in such activities, the stress involved in the learning process is gradually reduced. Schools must be brave enough to look beyond traditional approaches for approaches like arts integration. Learners become active participants in their learning when the arts are intentionally integrated. This in turn, provides an opportunity for students to own the learning and have an interest in their own success.

Making art, music, drama, and dance part of the school day gives every child a chance to develop creativity. It also builds other top skills like flexibility, empathy, motivation, and leadership which matter for every child's future.

Based on the findings of this study the researcher suggests conducting further research on the effectiveness of art-rich approach on promoting English language skills and also adopting these activities in class.

### **15- Suggestions**

Based on the results of this study, the researcher proposed the following suggestions:

1. Adopting the art-based approach more frequently by language teachers.
2. Providing specific training programs to prepare more teachers to use art-rich activities.
3. Continuing to assess the uses, benefits, and challenges of the art-based approach in class.

4. Conducting further experimental studies on the effect of art- based approach on the four English language skills.
5. Conducting further experimental studies on other subjects and educational stages.

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## Appendix 1

### Difficulty and Easiness Indexes of the Achievement Test

Difficulty index	Easiness index	Number of wrong answers	Number of correct answers	Number of questions	Difficulty index	Easiness index	Number of wrong answers
0.35	0.65	7	13	16	0.25	0.75	5
0.40	0.60	8	12	17	0.20	0.80	4
0.50	0.50	10	10	18	0.40	0.60	8
0.60	0.40	12	8	19	0.35	0.65	7
0.65	0.35	13	7	20	0.25	0.75	5
0.45	0.55	9	11	21	0.40	0.60	8
0.45	0.55	11	9	22	0.40	0.60	8
0.45	0.55	9	11	23	0.35	0.65	7
0.70	0.30	14	6	24	0.45	0.55	9
0.75	0.25	15	5	25	0.50	0.50	10
0.75	0.25	15	5	26	0.45	0.55	9
0.65	0.35	13	7	27	0.40	0.60	8
0.80	0.20	16	4	28	0.40	0.60	8
0.75	0.25	15	5	29	0.30	0.70	6
0.80	0.20	16	4	30	0.30	0.70	6

## Appendix 2

### Discrimination Index

Discrimination Index	Correct answers of the groups		Question number	Discrimination Index	Correct answers of the groups		Question Number
	Low correct answers=5	High correct answers=5			Low correct answers=5	High correct answers=5	
0.60	1	4	16	0.40	2	4	1
0.60	2	5	17	0.40	1	3	2
0.40	1	3	18	0.40	0	2	3
0.40	0	2	19	0.60	1	4	4
0.40	0	2	20	0.40	1	3	5
0.80	1	5	21	0.60	2	5	6
0.60	1	4	22	0.60	1	4	7
0.40	1	3	23	0.40	1	3	8
0.40	0	2	24	0.60	1	4	9
0.40	0	2	25	0.40	1	3	10
0.40	0	2	26	0.40	0	2	11
0.60	1	4	27	0.40	1	3	12
0.60	0	3	28	0.40	0	2	13
0.40	1	3	29	0.40	0	2	14
0.40	0	2	30	0.40	0	2	15

## Appendix 3

### The achievement test for fourth grade students



**Test time: 45 seconds**

**Total score**

**I- Complete the sentences**

**Aren't doesn't don't isn't**

**1- It's raining! We ----- going to the beach.**

**2- Salah likes football. He ----- like tennis.**

**3- Ruba is watching TV. She ----- using the computer.**

**4- Salah and Kareem usually stay at home at the weekend. They ----- usually go to the beach.**

**II- Order the following adverbs of frequency.**

Usually sometimes always often

5----- 6----- 7-----  
----- 8-----

**What are you going to be in future? III-**

-----  
-----9-

**IV- Use should or shouldn't**

**10- You ----- miss school.**

**11- You ----- put rubbish in the bin.**

**V- Circle the correct verb in each sentence.**

12- He usually **reads/ reading** a book at the weekend.

13- I was walking in the park yesterday when I **see/ saw** my uncle.

14- My mother **peels/ is peeling** fruit at the moment.

15- Mum **took / was taking** money out of her purse when she dropped a coin.

Dad **starts / is going to start** his new job next week. 16-

**VI- Rewrite the sentence using capital letters.**

hussam lives in a flat in damascus since september. 17-

-----  
-----

**VII- Complete sentences .**

Finally First Next After

----- , draw a star and two trees. 18-

19- -----, carefully along the lines.

20- -----, that put the stars and trees on the black paper.

21-----, glue everything.

**VIII- Choose the part which has a mistake in the following sentences.**

22- Be careful. Cut the paper slow.

23- Salah was going to leave our school next week.

24- He sometimes swim when he is at the beach.

25- My cousin was shopping yesterday evening.

**IX- Place vocabularies into different grammatical forms.**

*26- School carefully later glue*

Noun

Verb

Adjective

Adverb

**X- Add -ing to the verbs.**

27- Play -----

28- Have -----

29- Swim -----

30- read -----

End of the Exam

أثر المنهج القائم على الفن على تحصيل طلبة الصف الرابع في قواعد اللغة الإنكليزية

