

OPEN ACCESS

Volume: 12

Special Issue: 1

Month: December

Year: 2023

P-ISSN: 2320-2645

E-ISSN: 2582-3531

Received: 15.10.2023

Accepted: 05.12.2023

Published: 14.12.2023

Citation:

Surbhi, and Anuradha Sharma. "Significance of Art-Integrated Learning in Teaching English Language." *Shanlax International Journal of English*, vol. 12, no. S1, 2023, pp. 122–25.

DOI:

<https://doi.org/10.34293/rtdh.v12iS1-Dec.81>

# Significance of Art-Integrated Learning in Teaching English Language

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## Abstract

*In an era when educators and parents nationwide have been struggling with what appears to be out-of-date educational models, the NEP (2020) offered a plethora of innovative ideas. One such idea is the integration of key subjects and skills into the curriculum. The proposal states that in addition to language proficiency, students should also acquire a "sense of aesthetics and art." Teacher educators are trained by the Centre for Cultural Resources and Training (CCRT) to integrate education and culture. Using his or her experience from a CCRT residential training program, the investigator-turned-teacher educator tried teaching English through the integration of art and culture. After a suitable theme was chosen, a lesson plan that combined culture and art was created to improve communication skills. After testing the developed material on teacher candidates, its applicability was determined. It is intended that this talk would make it easier for attendees to see how art can be incorporated into language instruction. This study assumes significance because the strategy, but not the road map, has been proposed in the NEP 2020 document. It should also be helpful to people who are creating multidisciplinary curricula.*

**Keywords:** Art-Integrated Learning, Integrated Curriculum, Language Education, National Education Policy, Teachers, Students, Schools.

## Introduction

Around the globe, educational institutions have begun to investigate the potential of incorporating art into their curricula. Culturally relevant teaching and learning are essential, as is providing access to past knowledge as a foundation for learning new concepts and abilities. Educators must comprehend how students' linguistic and cultural backgrounds significantly impact their classroom experiences. The visual arts help students develop their language skills by giving them a platform to construct mental images and by providing nonverbal means of communication and understanding. According to Moore, Koller, and Arago (1994), integrating the arts into language arts and related content areas can allow students to take on new challenges and experience positive emotional reactions to learning, understanding others, and expressing their ideas. Proponents of the integrated curriculum contend that an integrated approach fosters

holistic education, and unity rather than division and fragmentation (Wineberg & Grossman, 2000). According to Horowitz and Webb-Dempsey (2002), there is a “parallel, symbiotic, interactive, or multi-layered” relationship between the arts and other forms of learning. Moreover, studies have shown that integrating the arts into a curriculum can significantly improve students’ learning across disciplinary boundaries (Burnaford, 2007).

### **Background of the study**

The National Education Policy’s proposal for the curriculum integration of necessary subjects and skills is one of its most notable aspects. The recommendation states that in addition to language proficiency, students should also acquire a “sense of aesthetics and art.” Das (2020) states that “the increased focus on Arts and the recommended integration of Arts and Sciences is one of the key takeaways from the NEP.” Hegde (2020), citing NEP 2020, offers a proactive recommendation: “To imbibe “the Indian ethos” and “strengthen the linkages between education and culture,” the policy also suggests the inclusion of “integration of Indian art and culture in the teaching and learning process at every level” as part of experiential learning. Although it is highly recommended to expose children to Indian art forms, this exposure need not be restricted to just one particular form. Instead, it ought to be more eclectic by incorporating a variety of forms and industry best practices from both domestic and international sources. Learning will become lively and robust as a result.

The Policy’s potential disadvantage is that its implementation will require time. A significant drawback, however, is that despite the novelty of the idea of art-integrated pedagogy, no blueprint has been established as of yet. This study aims to bridge the gap by experimenting with art-integrated language instruction.

### **Review of Related Literature**

Herpin, Quinn, and Li (2012), when considering an art-integrated curriculum is the nature of the constructs (i.e., outcomes, features, and characteristics), and specifically, the best way to quantify the effects of the integration.

According to Malik and Malik (2011), there are 12 steps to take to develop an integrated curriculum, as follows: train the staff member; choose the level and scope of integration; plan for vertical and horizontal integration; establish working groups and clarify roles; decide on learning outcomes; identify contents; create themes; create a thorough timeline; choose assessment methods; communicate with staff and students; and commit to reevaluation and revision. For all parties concerned, an integrated curriculum that follows these recommendations can be successful.

Art education has an important role to play in the constructive transformation of educational systems that are struggling to meet the needs of learners in a rapidly changing world, characterized by remarkable advances in technology on the one hand, and intractable social and cultural injustices on the other,” the preamble of the 2010 Seoul Agenda emphasizes & outlines the following objectives for the advancement of arts education: i) Make sure that arts education is widely available as a vital and long-lasting element of superior educational reform. ii) Ensure that programs and activities for arts education are well-designed and executed. Iii). Use the ideas and methods of arts education to help address the social and cultural issues that the modern world faces.

### **Objectives**

1. Identify and develop content suitable for an Art-Integrated English language classroom.
2. Identify the content’s usefulness and transact it.

### **Research Questions**

1. Was the teacher-developed art-integrated language education content suitable for the learner?
2. Did the learners find the art-integrated content interesting and useful?

### **Research Methodology**

The investigator chose a lesson from the Standard X English Course book for the integration of art after reviewing the literature on art-integrated curriculum design. From a particular lesson with the theme “Glimpses of India,” which was based on traditional Indian values, the investigator found additional artistic works that explore the same idea, including writings, performing arts, and visual arts. The researcher turned teacher educator then conducted an observer-based study in which she taught the material in a language classroom and gathered information about the method and content’s applicability.

### **Sources of Data**

The researcher reviewed research on art-integrated methodology to find a suitable approach for teaching the material. Informal interviews with the participants and the investigator’s field notes provided qualitative information about the content’s usefulness, among other things.

### **Sample**

The sample of the present study consists of 100 Prospective Teachers (50 male and 50 female) taken from Rayat & Bahara College of Education.

### **Tools**

The researcher employed a participant observer study for transacting a self-developed art integrated language content in the English language classroom. Since the educational content was entirely experimental, no quantitative data was gathered for the evaluation. However, through informal interviews with the learners, quality data about the element of interest, usefulness, and any difficulties encountered were obtained.

### **Challenges**

The investigator’s biggest obstacle was getting the students involved in a learning activity that wasn’t covered in the current curriculum. Even though there are many online digital art resources, it took some time to find the best material and incorporate it into the required curriculum.

### **Findings**

The teacher candidates were encouraged to take part in the study by the researcher’s unique approach to the subject matter as a teacher educator. The Internet’s availability of pertinent multimodal resources made the preparation of instructional materials for curriculum transacting relatively simple. Not all of the lessons in the English Course Book that are required for study at the Higher Secondary level were found to be appropriate for integration, even though several lessons were investigated for integration with art. Successful art integration into the regular curriculum requires that art be specifically mentioned in the Learning Outcomes for each Level/Grade and that art be evaluated through formative or summative assessment. Data gathered from the participants following the instruction showed that most of them had a greater comprehension of the various art forms. Many said that the technique used gave them a new perspective on painting and sculpture and sparked their curiosity about them. The observation notes showed that students who are typically quiet in class were especially curious about the new material because their curiosity was ignited.

## Limitations

The designed art-integrated content was only employed for one batch of students' transactions. The study's duration and content were also brief. Furthermore, it's uncertain if it would work in semi-urban and rural institutions. The investigator relied on previously acquired training when creating the lesson plan and implementing the material. Some sort of training will become crucial for a language teacher who is not used to combining language and art.

## Scope For Further Research

The integration of a theme about a single performing art, and visual art, was attempted to be explored in this study. There are numerous other artistic mediums to investigate. Students pursuing a B.Ed participated in the study. Undergraduate students studying science and the arts can also participate in it.

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