

Crafting and acting as motivational tools in the acquisition of the English vocabulary in students from elementary schools

Manualidades y Actuación como herramientas motivacionales en la adquisición del vocabulario en inglés en estudiantes de la educación elemental

Artesanato e atuação como ferramentas motivacionais na aquisição do vocabulário inglês em alunos do ensino fundamental

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Abstract

The objective of this project is to develop the acquisition of new vocabulary in English through crafting and acting as a motivational agent for primary school students in Manta, Ecuador. The techniques applied were Total Physical Responds (TPR), Content and Language Integrated Learning (CLIL) and Project Based in Learning (PBL). For the collection of information, the techniques administered were the survey, interview, questionnaire, and observation data. The participants were 46 people, divided into 16 elementary school students, 29 university students and 1 teacher interviewed. The results showed that the participants achieved an improvement in their English vocabulary acquisition due to the motivation of making crafting and acting which created a deeper and more meaningful connection with the acquired language. Crafting and acting play an important role in the learner's cognitive development in the process of learning foreign language vocabulary, which increases the importance of art within teaching/learning education and more importantly, in the development of each lesson.

Key words: Acting, crafting, motivation, acquisition of vocabulary

Resumen

El objetivo de este proyecto es desarrollar la adquisición del vocabulario en inglés mediante el uso de las manualidades y la actuación como agente de motivación en los estudiantes de la educación primaria en Manta, Ecuador. Las técnicas aplicadas fueron: Respuesta Física Total (TPR), Aprendizaje Integrado de Contenidos y Lenguas Extranjeras (CLIL) y Aprendizaje Basado en Proyectos (PBL). Entre los instrumentos de recolección de información se incluyen la encuesta, la entrevista, el cuestionario tipo Likert y una ficha de observación. Los participantes fueron 46 personas, divididas en 16 estudiantes de primaria, 29 estudiantes de la universidad y 1 profesor entrevistado. Los resultados mostraron que los participantes lograron una mejora significativa en la adquisición de palabras en inglés mediante la elaboración de manualidades y la actuación, lo que a su vez creó una conexión más profunda y significativa con el idioma inglés. Tanto las manualidades y la actuación juegan un papel importante en el desarrollo cognitivo del

alumno, de igual manera sucede en la adquisición de nuevas palabras en un segundo idioma, lo que también demuestra que el arte es un aliado dentro del proceso de enseñanza y aprendizaje.

Palabras clave: Actuación, manualidades, motivación, adquisición de vocabulario.

Resumo

O objetivo deste projeto é desenvolver a aquisição de novo vocabulário em inglês através do artesanato e atuar como um agente motivador para os estudantes do ensino primário em Manta, Equador. As técnicas aplicadas foram Resposta Física Total, Aprendizagem integrada de Estudos e Língua e Aprendizagem Baseada em Projeto. Para a recolha de informações, essas técnicas administradas foram um inquérito, uma entrevista, um questionário e uma observação. Os participantes eram 46 pessoas, divididas em 16 estudantes do ensino primário, 29 estudantes universitários e 1 professor entrevistado. Os resultados mostraram que os participantes conseguiram uma melhoria na sua aquisição de vocabulário inglês graças à motivação de fazer artesanato e teatro, o que criou uma ligação mais profunda e mais significativa com a língua adquirida. O artesanato e a atuação desempenham um papel importante no desenvolvimento cognitivo do aprendente no processo de aprendizagem de vocabulário de línguas estrangeiras, o que aumenta a importância da arte no ensino/aprendizagem e mais importante ainda, no desenvolvimento de cada lição.

Palavras-chave: Desenvolvimento, artes e ofícios, motivação, aquisição de vocabulário.



1. Introduction

Language acquisition is a subconscious process, like that of young children when they learn their language, as they have no awareness of the activity they are carrying out. Language learners are also unaware of the grammatical rules they are using but develop a sense of what is incorrect or right. (García, 2013)

Nowadays, in Ecuador, learning a second language is as important as learning to read or write in the mother tongue, for that reason the Ministry of Education (Ministerio-2017) implemented teaching methodologies that reflect and respond to the strengths and challenges of the learners, facilitating their learning process in its curriculum, in that way, it extended the mandatory teaching of English in all public and private educational institutions.

It is important to mention that teaching English as a foreign language has become a huge challenge for teachers due to the important role they have to play during the learning and teaching process where selecting and applying the right strategies to make the students develop the language skills and acquire a group of adequate words in English is not as easy as it seems because in many cases students from schools and high schools do not get the standards according to those established by the curriculum.

According to the views of Creamer, Ministry of Education and Restrepo, (2019) this issue is due to the lack of innovative strategies, techniques, and knowledge for teachers to motivate and encourage students to learn the language vocabulary correctly and improve their grades. In addition, Villafuerte (2018) mentions that the Ecuadorian educational system requires highly motivated teachers to face the challenge of improving its quality.

In order to accomplish this project, the authors chose a group of 16 children to take part in the English classes which have been developed with a strategy that allowed participants to be involved in art, working with craft, and acting, these strategies were TPR, CLIL and PBL.

Using art within a classroom encourages creativity, dexterity, and participation among students by creating artistic activities such as acting and crafting. This research is based on the specialized arguments of authors such as Castro (2017), Morgan (2019), Torres (2010), Blas (2015), Tufiño (2015), Herrera (2014) & Palacios (2006) that contribute to the application of art as a motivation strategy, which helps to improve creativity, motor capacities, and skills in children.

Art, together with creative imagination, is the most conducive means of preparing children for the conquest of their future, as it equips them with initiatives, resources, and confidence to fill and solve problems beyond information (Maya, 2014).

Motivation, also being part of learning development, helps to improve the way students acquire a new language. Inmucula (2020) assures that motivation is a fundamental pillar in the learning process, since it facilitates that the challenges posed could be interesting for the students.

Creativity is the root of this research since as Albarado (2018) expresses that creativity is essential to understanding who students are. For that reason, in the teaching and learning processes, teachers must know how to foster creative potential in their students, and, on the contrary, prevent this potential from being inhibited and hindered.

According to Blass (2015), the methodology of teaching through art corner goes beyond the relationship of educator-educated and points to the figure of a guide teacher who teaches to learn and learn by teaching their students, helping them in the creation of self-learning strategies and promoting their autonomy.

For example, after the acting performance, many students increased their self-confidence and that of their peers, experienced a sense of success, solidified friendships, and created new ones.

The main goal of this investigation is to develop the acquisition of vocabulary of the English language through craft and acting as an agent of motivation in students at primary school in Manta, Ecuador.

Using the Total Physical Respond (TPR) that is based on the idea that the human brain is biologically programmed to learn any natural language, including sign language of the deaf. Project-Based Learning (PBL) consist of an instructional approach designed to give students the opportunity to develop knowledge and skills through engaging projects set around challenges and problems they may face in the real world, and CLIL methodology based on applying the language to be learned in classes of common subjects, not only on learning that language from a linguistic point of view.

2. Methodological Design

Second language acquisition

Learning a second language consists of fixing the declarative and procedural knowledge of a different system in order to be able to use it. It is a complex process involving many psycho-cognitive factors. (Caballero, 2017)

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Second Language Acquisition, or SLA, has two meanings. In a general sense, it is a term to describe learning a second language. More specifically, it is the name of the theory of the process by which we acquire - or pick up - a second language. This is mainly a subconscious process that happens while

we focus on communication. It can be compared with second language learning, which describes how formal language education helps us learn language through more conscious processes. (English, 2018)

For learning a foreign language, the individual characteristics of the students are considered, which translates into the design of language lessons in a way that achieves the stimulation of learning, according to the different learning styles of the students. Thus, artistic media are one of the forms mentioned above, which refer to the appropriate use of the arts in the pedagogical process. (Rubio, 2009)

Artistic expression in education

For the transmission of intercultural, it may take several ways of expressing this, as he says Castro (2017) art, considered as well as those human manifestations that express, move, and dazzle the imagination grows every culture has a unique and representative. It is through art, that human beings throughout history have had universal languages, which are the body language, pictorial and musical.

To Morgan, Limonta, & Carbonell (2019) students learn to communicate in foreign languages must dramatize stories or plays, sing songs and recite poetry that are texts produced by the teacher or taken from literary books, which is a certain stage of assimilation, must be understood, memorized, and reproduced with the purpose of setting cultural patterns of pronunciation, syntax, semantics, norms, and traditions.

The authors can detonate that artistic expression is not only meaningless art, otherwise the art is externalized by the creator, and its meaning takes it through the eyes of the people who appreciate it, thus being a human form of communication; that is, that activity, by which, the human being recreates something determining the appearance of reality or a feeling that perceives, in beautiful ways using matter, image or sound. (Pichazaca Mayancela, 2017). Also, Pachazaca says that “The presence of art in education, through arts education, contributes to the integral and full

development of children and youth”. This is characterized by enriching and making a great cognitive contribution to the development of students’ skills and abilities, such as entrepreneurship, cultural diversity, innovation, creativity, and curiosity.

In the first stages of Primary Education, students need to experiment and can take advantage of the area of Art Education and more specifically in the plastic arts, as a means for personal self-knowledge and the expression and communication of their own emotions and feelings, since in the process of creation, the author’s thoughts are being reflected in the process of creation. the author’s thoughts are being reflected in the process of creation. (Fernández, 2019)

In her work, Fernández (2019) also mentioned that “Artistic Education should be used to work on the Emotional Education of students who are both in the stages of Early Childhood and Primary Education, being a valuable tool if what we want to achieve is an integrated education of the person, where the student communicates, expresses and understands what he/she feels”.

Art

Mariana (2017) argues, “The arts transport us to fantasy worlds; they draw our attention to seemingly trivial aspects and allow us to find value in them; the arts impact our emotions”.

Language and art can complement and help each other. Brunetti (2020) mentioned “When a concept is unclear in its written form, the visual form can help the student understand it. On the other hand, when the visual form is confusing and unclear, the written form can make it easier to understand.”

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Art has been a means of visual expression used to convey a wide range of tangible and intangible ideas. Art can take the viewer to different times and worlds. It can also be used to present different levels of vocabulary for second language students. (Brunetti, 2020)

Art encourages self-esteem and self-confidence in children, allowing them to be prepared to face any difficulty and break down barriers that stand in their way to success during their personal and professional growth. (Roberto, 2019)

According to Roberto (2019), he mentioned art is a dynamic activity that can strengthen children's personalities so it is essential that it is present within the curriculums of institutions at their different levels that's why in this project, incorporating art is an important goal because children develop that skill while putting in practice another, such as: Listening.

Palacios (2006) said that "Education, we believe, cannot be reduced to the teaching of instrumental knowledge, on the contrary, it must be focused on developing all the aspects that make up the unity in which the personality of the human being is formed"

Cotes (2018) express that art is the best way to stimulate the right hemisphere by integrating emotion with thought, so it plays an important role in child development, becoming the strategic ally of education. She mentioned that by stimulating motor, body image, space, time, emotion, and thought, you develop skills that strengthen your structure, and enable them to face and interact in society in a more coherent and stronger way.

Art corner

It is a space dedicated to the stimulation of personal and collective development resources. It is an environment conducive to observing and expressing the interests and needs of children and their relationship with the environment. (Anonymous, 2017)

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According to the author Torres (2010) the corners of art favor the adaptation to the different interests, learning rhythms, and differences of each child, in short, it seeks a more individualized education while allowing the interaction of students, a very important point to consider when it comes to subjects a little complicated such as that of the English language.

For Blass (2015) the methodology of teaching through corners goes beyond the relationship of educator-educated and points to the figure of a guide teacher who teaches to learn by teaching his students, helping them in the creation of self-learning strategies, and promoting their autonomy.

The corner of art is considered one of the most complete tools within the learning-teaching process and in the area of Initial Education a methodology used to guide the development of all manifestations and expressions of children at all levels, so it contributes to the full development of skills and abilities and if these are stimulated from the beginning to the future will become skills that infants will use to the solution of problem or as a means of free expression based on safety and self-desire to create something different, personal and unique, using the meaningful learnings they possess based on their experiences and experiences. (Tufiño, 2015)

Acting

Musical theater is one of the most popular events of the school year. In this way, an increase in interest on the part of educational centers has been observed. Some centers have considered musical theater as a tool to attract students from other areas of knowledge to music. (Watkins, 2005).

Elías and Josue (2015) in their article mentioned “Theater, as the authors understand it, is based on the game, it is born in it. Acting training exercises listening, expression, and creativity. Learning requires a space of freedom, search and unprejudiced”.

To Lang (2016) Art and music allow us to explore and experience emotions and ideas from what we feel, see and hear. These emotions are expressed in many ways and cause some effect on whoever is listening or observing. Because of the emotional link in the realization and interpretation of a work, it is an exploration and an experience for the artist and the interpreter.

It is demonstrated that students involved in theater-related language projects develop better negotiation skills, work better in groups, and are

more likely to dare to use English. These students learn because they practice the language through communicative activities in real contexts. (López, 2016)

The most outstanding benefit of using drama to learn English in children is the increase in confidence and self-esteem. Many times, even though children have learned many things in class, they are embarrassed to use them because they do not have the proper context. Within the theater environment, it is very easy to be encouraged to speak English, and sometimes the embarrassment of speaking in public (especially in another language) in front of many people. (School of English, 2018)

Theater in English as a pedagogical tool will allow primary school students to develop their communication skills in a way that is enjoyable for them. (Goméz, 2020)

Goméz (2020) also said that “Through dramatization, the individual will assimilate the theoretical concepts without even realizing it and, in this way, the students’ attention will be stimulated, as well as their memory and creativity”

Crafts

Crafts are a pleasure that children turn into one of the most joyful and unforgettable entertainments (Benadava, 2011).

According to Herrera, Lastra, & Perea (2014) intelligence is built on motor activity and all learning is centered on action and movement, so applying crafts in educational activities is the best way to develop the motor and psychic parts in children.

Arts and crafts are a form of practical entertainment that consists of carrying out a creative process to form or mold figures with different materials such as plasticine, clay, plastic bottles, and cardboard. This activity develops, and stimulates intelligence, concentration and motor movements in people who practice it. Nicuesa (2015) states that, in the academic

environment, many of the subjects that are taught together with the handicrafts made by students, tend to persevere as a memory within their conscience, so it is stated that one of the most didactic ways in which students can learn is through handicrafts.

Even for Paola (2016) the development of motor skills through handicrafts can enrich the action of the movements that children execute in their growth, it is essential before learning to read and write since it requires coordination and motor training of the hands, if there is no adequate training and stimulation it is likely that their overall development will be impaired.

According to Sagt (2017) for the learning of vocabulary in English to be effective, it is necessary that students possess memorization techniques and are in a creative and motivating environment, so we consider that the crafts would be a perfect solution to generate a better understanding of vocabulary in students, given that, as explained above, the crafts are able to stimulate concentration and intelligence during practice, and in turn, generate a creative environment around students.

To Sarah (2019) “Crafts are a great way to support language learning, as well as enhance many other skills that are important for children’s development. They make the classroom engaging and fun and are extremely helpful in forming a positive association with a new language.”

“I believe every craft serves as a useful visual record of a child’s learning that can help parents bring the language outside the classroom.” (Hunter, 2022)

Motivation in education

Motivation in education is one of the essential aspects to be considered. An educational system that helps students to cope with tasks and meet their challenges is necessary to achieve quality learning. (Sanfeliciano, 2020)

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According to Rozas and Molina, (2021) motivation and emotions are key aspects of the school environment due to their clear relationship with academic performance, and intervention programs are proposed as a suitable resource to contribute to their improvement and adjustment.

Motivation is a fundamental support in the learning process since it facilitates that the challenges posed can be interesting for the students. Inmaculada (2020) assures that, in order to motivate, it is necessary to allow choice, to take risks, and to know that there are several response options.

People who are motivated are also more optimistic and are much more open to seeking new things and overcoming. They are much more open to seeking novelties, overcoming obstacles and, therefore, are much more creative.

Art enables creative skills to the extent that it allows the integration of life experiences with what happens both in the educational environment and in the other spaces in which the children's lives take place. In this way, artistic experiences become organic and vital ways of inhabiting the world and contribute to showing, through different forms of communication and expression, the symbolic need to enjoy life, contemplate it, transform it and fill it with meaning. (Sánchez Ruíz, Morales Rojas, & Rodríguez, 2017)

Enesca (2019) tells us that the learning motivation can vary throughout the school year. However, with little didactic tools and interactive materials, you can help overcome the difficulties that are part of the path to the goal. Do not forget that motivation also involves effort and perseverance. Undoubtedly, motivation in learning will be decisive and will show the evolution of each student.

According to learning theories, in order to achieve a satisfactory and comprehensive process, both the internal, innate, or biological motivation of students and the external, social, or learned motivation is of vital importance, since both complement each other and are relevant in obtaining optimal educational results. (Tallon, 2017)

Chema (2019) clarifies in his blog that "From the constructivist conception of learning, and as opposed to mechanical or rote learning, it is assumed that meaningful learning is, in itself, motivating because the student enjoys performing the task or working on the new content because he/she understands what is being taught and finds meaning in it". Also, he says that when the student enjoys performing the task, intrinsic motivation is generated, and a variety of pleasant positive emotions that favor learning can emerge.

2. Methodology

This research used a mixed method to collect and analyze the results of vocabulary acquisition using craft and acting as a motivating agent.

Participants

For the study of this English language acquisition project, the participation of 19 students between the ages of 8 to 11 years old was corroborated by the implementation of virtual and face-to-face classes with specific topics.

In addition, for this research, the authors consider the opinion of teachers in training and a teacher about the acquisition of vocabulary through art, giving them know that it can be a motivating medium in the learning/acquisition of the English language and could be implemented in classrooms more frequently.

Table 1. Sample Composition

Participants	Frequency
Girls	7
Boys	9
TOTAL	16

Source: Created by the authors (2022)

Tabla 2. Uleam teachers in training

Teachers in training	Frequency
Woman	20
Man	9
TOTAL	29

Source: Created by the authors (2022)

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Table 3. Person interviewed

Teacher	1
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Source: Created by the authors (2022)

CLIL (Content and Language Integrated Learning)

CLIL is a flexible and adjustable methodology to the learners' needs; is a system that aims to learn a language through other subjects. In other words, it involves teaching subjects such as science or mathematics in a non-native language. This allows a greater scope for the relationship between content and language.

For Beatriz Barrantes (2020), academic director of the Master in Bilingual Education at UNIR by using a language different from the native one, the student grows their exposure to the new language, so that it gradually becomes part of his/her daily reality and cultural context. This achievement promotes communicative skills integrating the contents in a more meaningful context for the student.

Total Physical Respond (TPR)

To have a natural approach to a second language, such as English, we must build on the initial learning of the mother tongue, with easy instructions to understand with body movement, according to Muñoz, E. & Valencia, M. (2011) TPR is based on the theory that the human brain is biologically programmed to learn any natural language within an interaction. Therefore, we implement this method within the action activities such as the "Simon says" dynamic, and the song "if you're happy and you know it" to create a development of comprehension previous to language production, in this case, the learning of a new English vocabulary.

Project Based in Learning. (PBL)

The project-based learning methodology was used in order to make the students having an authentic learning in the acquisition of vocabulary, as mentioned by Burgos, González & López (2015) is a model in which students plan, implement and evaluate projects that have application in the real world beyond the classroom. For this methodology it is assumed that the student approaches knowledge as an active and participatory learner, generating meaning about what he/she learns, highlighting motor skills, and the acquisition of knowledge.

Instruments

The instruments for the collection of information in this study are listed as follows.

Observation data

This technique was used as a measurement procedure to provide information on non-verbal expressions of feelings or attitudes, allowing the determination of the diverse interactions between students, and how they socialize and communicate with each other.

Observation data is used as a mainstay of fieldwork in a variety of disciplines and, as such, has proven to be a beneficial tool for producing studies that provide an accurate representation of a culture. (Kawulich, 2005)

Interview

The interview is a very useful technique in qualitative research for data collection (Díaz, Torruco, Martínez, & Ruiz, 2013), allows us to obtain a perspective of a practicing teacher in which topics such as:

- Methodology and Techniques use English classes
- Use the art in English classes.
- The importance of creativity in English classes

Likert questionnaire

The Likert scale in national and international academic scenarios is an excellent choice for measuring attitudes in studies in social science research. The instrument contains 24 items that address categories: art, acquisition, and motivation.

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This instrument was validated by the tutor in charge of the Research subject and was administrated using Google forms.

Procedures

This research started virtually; we applied the zoom tool due to the impact of a covid-19 pandemic. A total of 12 sessions were planned, where students practiced vocabulary of a specific topic through craft and act. We made use of methodologies such as CLIL, Total Physical Responds, and Project Based in Learning to conduct our classes. Ethical clearance and permission to conduct the research were obtained from the parents to conduct the classes.

Before starting the classes, we explained to the participants the execution of the lessons to be taught (see Table 4).

Table 4. Class execution

FIRST STEP	SECOND STEP	THIRD STEP	FOURTH STEP
<i>Before starting the language class</i>	<i>At the beginning of the class</i>	<i>Practice</i>	<i>End of practice</i>
Presentation of the topic and explanation of what I know will be done.	A video is shown or slides on the topic are presented, and pronunciation is practiced.	Students practice through interactive questions with the teacher on the subject.	Crafts are carried out where the student demonstrates what he learned in class.

Source: Created by the authors (2022)

3. Results

Table 5. Pre-test and post-test of the acquisition of vocabulary in English language

NOMINA	Nº	SEX	AGE	PRETEST VOCABULARY	POSTEST VOCABULARY
ALAVA ALIN	1	F	6	7	9
ALAVA SAMUEL	2	M	13	7,8	8,5
ALVIA ANDY	3	M	9	7	8
CEDEÑO ANGEL	4	M	9	7,5	8,3
CEDEÑO HELEN	5	F	8	8	9

NOMINA	Nº	SEX	AGE	PRETEST VOCABULARY	POSTEST VOCABULARY
CEDEÑO THALIA	6	F	10	8,5	9,9
CHILAN MATIAS	7	M	7	6	8
COBEÑA NOHELIA	8	F	8	8	9
ESCALANTE ABIGAIL	9	F	8	8	9
GUANOLUIZA GABRIEL	10	M	9	7	8
GUDIÑO KEYLER	11	M	7	7	9
MOREIRA BRUCE	12	M	12	6	8
PEREDO YASLENE	13	F	9	7	9
PEREZ GISLAYNE	14	F	11	6	7,5
SALAZAR JOSÉ	15	M	10	8	9,9
VEGA SANTIAGO	16	M	6	6	9

RETEST VOCABULARY	MEAN	Average	7,2
	MEDIAN	in the middle	7
	MODE	Most common	7
POSTEST VOCABULARY	MEAN	Average	9
	MEDIAN	in the middle	9
	MODE	Most common	9

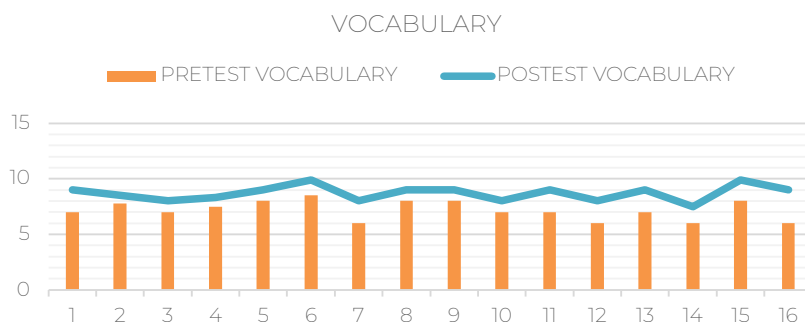
Source: Created by the authors (2022)

Evaluation of students in aspects of vocabulary

In the Vocabulary section, it could verify that in the pre-test of the aforementioned sections a similarity of results with the previous item was found. 8 out of 16 individuals scored higher than 7, with a difference of 1, the remaining scored lower than 7, with 6 being the lowest score of all participants.

The collection of this data is important as it allows us to observe a broader picture of the situation of everyone, in which we can observe in which aspect they need to improve and see the progress they had at the end of this research.

Figure 1. Comparison of Pre and Post Test results in vocabulary acquisition.



Source: Created by the authors (2022)

Future teachers' perception of motivation and vocabulary through the arts

Table 6. Responses of Future teachers

Items	MD	D	D/A	A	MA
Enseñanzas sobre las artes					
1.1 Yo estoy convencido de que las artes motivan al aprendizaje de otros idiomas.	0%	0%	13.3%	16.7%	70%
1.4 Estoy seguro de que el implemento de las artes en mis clases de inglés ha conseguido que desarrolle mi habilidad creativa.	0%	3.3%	13.3%	56.7%	40%
1.8 Yo considero que incluir las artes manuales me ayuda a desarrollar mis destrezas motoras.	0%	0%	13.3%	26.7%	60%
Adquisición de vocabulario					
2.3 Yo estoy seguro de que aprendiendo más vocabulario puedo establecer largas conversaciones con personas extranjeras.	0%	0%	0%	20%	80%
2.6 Yo creo que no podré adquirir mucho vocabulario por falta de disciplina.	20%	6.7%	30%	20%	23.3%
2.8 Yo reconozco que se me dificulta entender vocabulario en textos complejos en inglés.	6.7%	16.7%	20%	10%	23.3%

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Notes: MD= Muy desacuerdo/ D= Desacuerdo/ D-A= Ni de acuerdo, ni desacuerdo/ A=De acuerdo/ MA=Muy de acuerdo.

Source: Created by the authors (2022)

Table 7. Teacher's perceptions of the methodology

Questions	Answers
¿Qué metodología aplica para la enseñanza del idioma inglés?	Aplico la metodología CLIL, la cual se trabaja con el ministerio de educación.
4. ¿Cree que es importante que los estudiantes desarrollen su creatividad?	Sí, porque de esa manera el aprendizaje se vuelve significativo y los estudiantes mejorar su forma de aprender.
5. ¿Ha implementado actividades referentes al arte en sus clases?	Sí, porque por medio del club de lecturas que se implementan en la materia de educación cultural y artística bilingüe, la cual está ligada 100% al arte y además se toma en cuenta, la danza.
6. ¿Qué piensa acerca de implementar un estilo diferente en las clases, tal como un "rincón de arte"?	Me parece una idea muy interesante, podía funcionar muy bien en entornos físicos, sin embargo, también podría implementarse en los entornos digitales, mediante sub-salas o nubes. Pero si nos basamos a los entornos físicos, diría que los rincones de arte tendrían mucho potencial en la adquisición de vocabulario. Teniendo en cuenta que no solo enfocarse en un tipo de arte, si no expandirlo a la preferencia del estudiante.
8. ¿Cree que vale la pena cambiar el estilo de sus clases para tener más participación de los estudiantes?	Sí, yo considero que es necesario y obligatorio cambiar el estilo de enseñanza para ganar la participación de los estudiantes, debido a que muchos de los estudiantes no son constantes en la participación de las clases.

Source: Created by the authors (2022)

Triangulation

Survey	Interview	Likert	General Conclusion
<p>¿Te gustaría que el profesor(a) incluyera más actividades didácticas en la clase?</p> <p>El 100% de los estudiantes están de acuerdo que les gustaría que sus profesores implementaras actividades didácticas en sus futuras clases.</p>	<p>4. ¿Cree que es importante que los estudiantes desarrollen su creatividad?</p> <p>Sí, porque de esa manera el aprendizaje se vuelve significativo y los estudiantes mejorar su forma de aprender.</p>	<p>1.4 Estoy seguro de que el implemento de las artes en mis clases ha conseguido que desarrolle mi habilidad creativa.</p> <p>Encontramos que el 56% de los futuros docentes están seguros de que el implemento de las artes en las clases ha conseguido que puedan desarrollar su habilidad creativa en su aprendizaje.</p>	<p>Comprobamos que el arte es una pieza importante en el desarrollo de un aprendizaje creativo, significativo, y motivacional que por ende debe de utilizarse en su máximo esplendor para lograr una</p>

Survey	Interview	Likert	General Conclusion
<p>¿Te gustaría que dentro del aula se creara un pequeño espacio, donde se te permitan fortalecer tu imaginación?</p> <p>El 100% de los estudiantes están de acuerdo que les gustaría que en su salón de clases dedicaron un espacio específico para el aprendizaje del inglés.</p>	<p>5. ¿Ha implementado actividades referentes al arte en sus clases?</p> <p>Sí, porque por medio del club de lecturas que se implementan en la materia de educación cultural y artística bilingüe, la cual está ligada 100% al arte y además se toma en cuenta, la danza.</p>	<p>2.3 Yo estoy seguro de que aprendiendo más vocabulario puedo establecer largas conversaciones con personas extranjeras.</p> <p>Encontramos que el 80% de los futuros docentes respondieron que están muy de acuerdo que aprendiendo más vocabulario pueden establecer conversaciones con personas extranjeras.</p>	<p>conexión entre lo que se enseña, lo que uno quiere, y lo que aprende.</p>
Conclusión	Conclusión	Conclusión	
<p>Concluimos que los estudiantes comprenden la importancia de opinar sobre cómo les gustaría aprender y en qué ambiente les gustaría desenvolverse, en la adquisición de una lengua extranjera.</p>	<p>En base a las respuestas del entrevistado, comentamos que la enseñanza a través de las artes es un paso importante en la adquisición de una lengua extranjera y que los estilos de enseñanzas deben variar para obtener buenos resultados en la participación de los estudiantes.</p>	<p>En base a las respuestas de los futuros docentes es importante las artes en todos sus sentidos en su adquisición de una lengua extranjera y que el aprendizaje de nuevo vocabulario son partes fundamentales en el desenvolvimiento de su proceso de aprendizaje.</p>	

Source: Created by the authors (2022)

Recommendation

It is necessary to highlight that the art is a creative way of learning that helps students to become much more involved in learning a second language, for that reason it is highly recommended to include crafting and acting in the teaching and learning process.

4. Conclusions

Art corner involves art in general, that means music, singing, acting among others. All of them can get good results by achieving meaningful learning in each student, since not only were simple English classes of vocabulary

but also the teachers allowed the students to feel free to express their ideas and explore their creativity, in which art was the greatest influencer.

Crafting embeds together with Total Physical Response help students to increase their self-confidence, that so acquiring vocabulary and knowledge will be easier.

Participants were able to express their ideas and become autonomous in a social and cognitive way through several techniques using art.

The art fosters students' soft skills which support the teaching and learning process. Crafting made their cognitive learning spread and acting made them remember the right words and the sound of them, it was meaningful funny learning.

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