



## **Integration of Creative Arts in English Class IV ‘B’ for Effective Learning**

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### **Author’s contribution**

*The sole author designed, analysed, interpreted and prepared the manuscript.*

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### **ABSTRACT**

This Action Research was conducted in a Primary School in Paro, particularly for class IV ‘B’ in the English lesson. The main aim of this Action Research was to help students learn better with the integration of creative arts in the English lesson. The method used in this research is a qualitative approach blended with Kemmis & Mc Taggart’s and Maxwell’s model of action research [1]. The observation tool such as (checklists, video recording, and field notes) are used for data collection. The checklist was used to assess the learning of students with and without the integration of creative arts in the English lesson. Video recording to review the lesson that has been taught so that we can interpret the data more effectively. On the other, field notes were used for comparing and analyzing the data that has been collected and as a reference while interpreting data collected. The three different strategies such as; using Readers Theater, Storyboard, and visual arts (flashcard) in teaching literature (short story, poem, and essay). The triangulation of three sources of data showed that the learning of students improve through the integration of creative arts. However, I saw some factors hindering the improvement such as structured curriculum, teaching pedagogy, time constraint, and learner’s social and family background.

**Keywords:** *Subject across the curriculum; creative arts as one of the strategies of teaching English in class 4; effective learning.*

## 1. INTRODUCTION

In this 21<sup>st</sup> century, teaching and learning have moved from teacher-centered to learner-centered in which learning is taking place in the form of hands-on practice and experimenting with new knowledge, skills, and creativity, especially in language subjects, it will add a charm of liveliness and engagement in the process of teaching and learning.

Therefore, I have decided to carry out action research on the topic '**Integration of creative arts in class IV English for effective learning**'.

Main objectives;

- Motivating the students to express themselves openly and develop language skills.
- Enhancing the enthusiasm of learners and engaging them in meaningful activities which draw their innovation for nurturing and individual ideas.

## 2. METHODOLOGY

**Action Research model used;**

I have used Kemmis & Mc Taggart's and Maxwell's model of action research.

[1] action research model consist of four steps:

1. **Act**; understanding a problem and identifying potential strategies.
2. **Intervention**: Executing the strategies
3. **Observation**: Noticing outcomes of the strategies.
4. **Reflection**: Evaluating the outcomes of strategies.

Although this simplified model is criticized for its seemingly fixed and predictable steps, [1] clarify that their model is not intended to be a step-by-step guide for action research in practice. Moreover, this model of action research comes very handy for teacher researchers and consumes a minimum duration of research, and invites instant intervention for further planning and improvement. This model seems most suitable particularly for teacher researchers who are concerned with the learning outcome of the learners and interested in the instant improvement of the teaching-learning process. I am looking forward to engaging more teachers to take up this model of research to enhance teaching-learning processes, particularly in primary schools.

## 3. RECONNAISSANCE

According to Grundy (1995) cited in [2] states that "reconnaissance often consists in going backward and forwards for a while in between reflections and collecting evidence". Reconnaissance involves taking time to reflect on our own beliefs and gains a better understanding of the nature and context of our research problem. The word Reconnaissance was derived from the French word 'Reconnoiter' during the Second World War and it is used by the military to gain information about an enemy. Reconnaissance in action research is about information gathering which involves taking time to reflect on our own beliefs and to gain a better understanding of the nature and context of our research problem.

According to [1], there are three parts of reconnaissance. They are situational analysis, personal competence, and literature review. These three components of reconnaissance are discussed below.

### a) Situational analysis

Creative arts are activities that expose the learners to four arts: dance, drama, music, and visual arts. These forms of arts play a vital role in teaching and learning because each individual learns through different ways which we call a learning style. There are subjects where we can integrate those art forms to teach the concept. For instance, I have been teaching English to class IV students, I noticed that children do not actively participate in English class, although I tried my best to make the class lively. One day I went to class and taught the poem 'no more water. As usual, we read the poem once for the students, reread it, and explained the whole poem, which made the class very monotonous as we called to make it out from the expression of my students. During math and science class students seem enthusiastic about their learning because in math we teach topics such as shapes through songs, using real objects to feel the third-dimensional feel of the shape, walking the distance to conceptualize the time and distance idea. Likewise, in science class, I teach topics such as food chain through drama and creating a short story of No fish in the water pound. During such varied lesson transaction processes, I can see the differences in students' attitudes towards learning, in which teaching and learning are more effective in math and science class compared to English class.

Most of the western countries seem to have integrated creative arts into their mainstream curriculum and appeared to have done very well particularly in the delivery of the curriculum. Whereas our language curriculum seems less or no integration of creative arts. The main focus is more on enhancing the standard skills such as reading, writing, listening, and speaking. This is the reason, why and how the integration of creative arts would enhance learning and specifically the process of learning in the English language for grade four turned out to be.

#### **b) Competence**

Competence refers to the knowledge and skills of the respondent in the development and conduct of action research [3]. This being second Action Research, first being done in Lingzhi Primary School on improving spelling in grade three in 2002, I have a fairly good deal of practical experience and theoretical idea on Action Research especially the Kemmis & Mc Taggart's and Maxwell's model of AR. The basic idea on action Research was obtained during the Multigrade attachment program in Australia in 2002 and gained more insights after attending a Module on Action Research during my Diploma in Leadership and management, and Bachelor in Education, degree course at the College of Education in Paro in 2006-2008, and 209-2012 respectively. Having undergone other various short courses on a similar subject, conducting action research in the school doesn't appear to be a difficult task. I am competent enough to carry out action research in the school even on monthly basis.

During the beginning of my baseline data collection, it was a little bit of a challenge, among all the time management has been optimum. Not being able to twist the curriculum was another, but New Normal Curriculum proved to be a blessing on time. So many relevant adjustments could be made to suit the objectives and intend of my Action Research. However, being bestowed with many responsibilities as a principal it is really difficult to carry out programs of the research accordingly to the right context and time.

In the process of my Action Research, I was able to overcome the challenges in a small way such as managing the time according to the learning period of a participant. I also helped in preparing the learning materials in collaboration with the language teacher of grade four. Despite all these

minor glitches and problems, required data were generated for the Action Research. Therefore, I feel confident and competent to carry out Action Research regularly and with rigor.

## **4. LITERATURE REVIEW**

### **4.1 Why Integrate Creativity in English Class?**

Through the strand of art, students develop their visual literacy by looking at, responding to, and critically analyzing the idea [4]. Incorporating creativity in the process of teaching and learning, every learner in a classroom will have a different method of extracting information resulting in the aimed outcome. (In other words, every learner possesses different styles of learning, wherefore, teachers at this age should identify the learning style of his/her children in the classroom and address the learning difficulties at the earliest possible.) When creativity is instilled at an early age of the child, the benefits remain throughout the child's life [5].

Drama practices in English enable students to be active, experimental, and reflective, and through that students develop knowledge, understanding, skills in each of the practices [4].

In the symbolic world of make-believe, children often express thoughts and concerns that might otherwise go undiscovered or remain repressed [6] Instilling creativity from a young age can have a lasting effect on a child's later life.

### **4.2 Action Research Question**

#### **4.2.1 How Can the Integration of Creative arts in English Subjects Enhance the Learning for Grade IV 'B' Students?**

##### **4.2.1.1 Data plan (methodology) and Action plan (Timeline)**

The method I used for data collection was the qualitative method. Under the qualitative method of data collection, I have used observation as a tool which consists of the checklist, field notes, and video recording. Using these tools, I managed to collect the data on how the integration of creative arts has enhanced the learning of class IV 'B' Students in their English language lesson. I have chosen observation as a data collection tool because it provides insight into the problem. it is also the best way to

analyze the data on the field instantly. It is used to gain an understanding of underlying reasons, opinions, and motivation [7]. So the above-mentioned reasons align properly with the Action Research I carried out.

#### 4.2.1.2 Baseline data collection

Firstly, on 8<sup>th</sup> May, I went into the class for baseline data with the collection tool. There isn't much I did on the particular day I just observed the lesson of Mrs. Tashi Choden, as she teaching language on the topic 'Friends to the rescue', a short story. I used the checklist to collect data through observation, at other times I also took the field notes simultaneously, a student asked to take the video recording of the lesson transaction. After having collected the data, I reviewed the video record and the checklist. I also referred to the field notes and came to know that with less integration of creative arts in the lesson, children tend to take less participation and seem less interested in learning. This is because there was no integration of any creative arts components in the lesson. Due to that children could not share their understanding of the lesson and also the confidence level of the students seems to be low since they were facing problems to comprehend the concept taught to them by the teacher in the form of lecture method particularly during the lesson development phase of the lesson.

Video recording serves as evidence for appropriate and immediate intervention that helps in enhancing students learning. Video lessons also support as an important tool while interpreting and comparing the data for intervention so that we can incorporate different strategies to meet the aim and objectives of the Action Research. Through the video recording, few critical observations were able to make, such as most of the time, during the transaction of lesson students were engaged in other things rather than discussing the answer to the question given by the teacher. When the teacher provides the instruction, students seem to pay less attention.

The baseline data collection was done on 24<sup>th</sup> May. This time the lesson the subject teacher taught was on the short story titled 'The Monkey and the Crocodile'. After having collected the baseline data, it was thoroughly critically analyzed. From the data collected, using the checklist, video recording, and field notes, it was further confirmed from the finding that without the

integrating variety of components of the creative arts in the lesson, the teaching-learning environment in the classroom was rather closer to the fact of the teacher-centered lesson rather than an interactive lesson. It appeared, children were just passive listeners. And when the teacher narrates the story verbally, students were enjoying it in the least way. It was found out that they can hardly recognize the characters in the story. In general, students were having lower-level comprehension of the story taught in the classroom and their retention level was far below expectation. The majority of the students were facing problems while responding to the questions during the activities and at the closure of the lesson. These, critically analyzed interpretations of the data once again demanded the integration of various strategies into the process of teaching and learning in the twenty-first-century classroom.

Secondly, thousands of pieces of literature on teaching-learning practices indicate that integration of various strategies and pedagogies only helps our learners learn more through more interaction, place-based activities, and inquiry methods, in comparison to monotonous teacher-centered lessons. As such a good literature review and critical analysis of the situation should suffice the conventional teaching method and prove to be trustworthy of the Action Research carried out in any situation.

### 4.3 Plan for Intervention

Before I began with the plan for the intervention, within ourselves we discussed that there have to be some changes to be made in the Action Research we are carrying out. The issue that we came across was that earlier have chosen to focus only on the short story and poem using only two components of the creative arts i.e. visual art and drama, but after the baseline data collection, we found it inconvenient to align with the English syllabus laid out in the school curriculum. Some of the factors affecting the Action Research I have planned earlier are, time constraint, curriculum, and flow of teaching, thus could not complete cycles of research as desired. With those challenges in mind, I went to the class teacher to discuss the requirement of necessary support. I share my idea of not only about two components of creative arts but the integration of four components of creative arts [4] (MADD-music, art, dance, and drama) in the teaching of a short story, essay, and poems in class four English literature.

After obtaining the baseline data, I got insightfulness into what is to be planned for the intervention. By analyzing the shortcomings, I planned the intervention in close consultation with senior language teachers and referring to the details of the baseline data collected thereof. Of all the references, more emphasis was given on recommendations provided by the literature review but strictly going by the situation and the background of the learning community. It says through the strand of art, students develop their visual literacy by looking at, responding to, and critically analyzing the idea. [4]. Specifically, the intervention I planned was teaching a short story titled 'The Monkey and the crocodile' using a storyboard/picture board and observe, record whether integrating such a method would help the learners learn meaningfully.

#### 4.4 Intervention

##### 1. Storyboard

With the intervention readied, on 28<sup>th</sup> May I started with the planned intervention. It was in the afternoon class, recollecting the story learned earlier on the topic 'The crocodile and the Monkey part I and II,' Madam Tashi Choden pasted the picture story on the board which contains the pictorial story in a sequence. She used the picture board to let the students tell the story. The students looked at the picture story with so much anticipation. All the students actively participated in the class. They were able to tell the story just by looking at the storyboard and it was easy for the students to comprehend the story by just looking at the sequence of the short story.

##### The gist of the story 'The Monkey and the Crocodile'

*The crocodile and the monkey is a poetic version of a children's tale by the same name. A crocodile living in a river befriends a monkey living on a tree on the river bank. The monkey shares the fruits of the tree with the crocodile who takes a share for his mother. The greedy mother who loves the sweetness of the fruit craved for the monkey's heart that she thought would be sweeter. She convinces her son to get the monkey for him so that she can relish on his heart.*

*The crocodile takes the monkey home on its way on the pretext of inviting him for dinner. Halfway through the journey; his conscience does not*

*permit him to betray his friend. The crocodile then tells his friend the truth. The clever monkey understands the trickery and says that they should go back to the tree as he has left behind his heart there. The foolish crocodile believes him and they go back. When they reach the shore, the monkey climbs onto the tree and saves itself. This also ended the friendship between the crocodile and the monkey. As a result, the crocodile also never got to test the food again.*

And then the teacher (Madam Tashi) takes the students through the grand conversation, where the students were able to share their opinion about the theme of the story.

Following are the themes shared by the students in the class:

Student A: 'don't be stupid'

Student B: 'Do not go with a stranger'

Student C: 'Always stay brave'

Student D: 'Use your wits/be clever'

All of the themes students stated were very relevant to the story. The teacher supplemented the themes shared by the students and congratulated them on the beautiful theme.

After that, the teacher asked the students to create part III of the story. The students voluntarily shared what they would like to be included in part III of the story. Some shared that if they were to create part III of the story, they want to make the Crocodile a little bit clever than the monkey and let the crocodile take the monkey to his mother down inside the river. While some of the students shared that they will make peace between the crocodile and the monkey and end the story with a happy ending.

##### 2. Readers theatre

Reader's theater is a strategy that combines reading practice and performing. Its goal is to enhance students reading skills and confidence by having them practice reading with a purpose. Readers Theater gives students a real reason to read aloud.

On 8<sup>th</sup> April 2021, I have used reader's theatre for the short story "Friends to the Rescue". For Readers Theater, we made character flashcards such as RAT, RAVEN, HUNTER, TORTOISE, DEER, and NARRATER. I divided the class into small groups and asked them to perform the

story through reader's theaters. Students read their dialogue from the text according to the characters in the flashcard. Students were confident enough to read as they were already familiar with the event of the story as they got the chance to discuss the concept and what events would occur in the story. Students were able to respond to the questions as they were confident enough to share what they have learned, making the classroom lively and fun for learning.

### Post-intervention

On 17<sup>th</sup> June I went to observe for the post-intervention. It was in the 3<sup>rd</sup> period in the same grade. The teacher was ready to teach the poem from the text this time. Before starting the lesson, Mrs. Tashi makes students familiar with some of the difficult words from the poem. She showed a fish-shaped flashcard containing difficult words from the poem. The teacher gave the example to explain the word meaning. Words are *frantic*, *needles* and *pace*. For each word, the teacher gave hints by inserting the words in a sentence, meanwhile, students guess the word meanings through the context. After that, the teacher shows the illustration of a caged bird. The teacher asks students to imagine their life to be caged. And then let students share, how they would feel?

Student A: if I were a bird in a cage, I will feel sad because I cannot see the sky.

Student B: if I were a caged bird, I will feel frustrated because I am trapped inside a cage.

Student C: I would feel very happy and peaceful because I am safe and I will get my meals on time.

With that Mrs. Tashi gave a practical example by citing an example of being at home under lockdown without food and any leisure things to do. From there, students were able to compare the life of an animal in a cage for Zoo. The context was particularly created how one would feel if our freedom would be lost.

So, the students were inspired by the concept to be learned from the lesson. The teacher then introduced the topic 'At the zoo'. To prompt the students, the teacher asked the following question;

Question; who lives in the zoo?

Students: Deer, Tiger, monkey, birds, elephants, etc. lives in the zoo.

With that, the teacher- asked students to read the first stanza of the poem, instructed them to

find any rhyming words in the groups. Example; how and bow.

Later, the teacher read the poem and explained the background and thematic meaning of the poem to the students, and let the students work in a group to answer the question 'Do you think it is wise to keep the animal in a zoo? Why? Or why not?

Answers were provided by four groups as follows;

Group 1: No, it is not wise to keep animals in a zoo because they will not get to enjoy their life.

Group 2: No, because animals will be deprived of freedom.

Group 3: No, because animals will miss their family and friends.

Group 4: Yes, because animals will be dangerous for people.

With that, the lesson came to an end, data collected from the pre-intervention and post-intervention is to be compared to form a basis for further intervention in the next cycle if required.

### a) Act

It has been a major challenge for most of the teachers to transact effective lessons in teaching languages, and I further realized that it's the strategy that should be tested to check where to start for a change. Accordingly, I collected all the required data and analyzed it. Further, I used the checklist, rating skills, video, and survey questionnaires as my data collection tools. I am so confident that our plan would work accordingly as planned.

So in the second week of May 2021, I consulted with the concerned class teachers went around to collect baseline data on the topic 'Friends to the Rescue'- a short story for which I used a checklist and video recording as a tool to observe the learning of the student with and without integration of the creative arts. I planned to use all the data collection tools but later I decided not to use the rating skills and survey questionnaire because having too many data collection tools can hamper analyzing and deteriorate effectiveness in the outcomes.

In the first place, I planned to carry out a mild assessment on drama and visual arts that's to see the effectiveness of integrating drama in

short stories and visual arts in poems/essays. But later, I decided to focus on the integration of creative arts in general, in any lesson in literature (short story, poem, and essay). The following reasons are attributed to the inclusion of creative arts.

- The school has a particular set of schedules in a week, to teach literature and grammar, other days are dedicated to essays and reading.
- Since this year, the school is more focused on the flow of the teaching where they should encounter fewer disturbances, this was done to compensate for the duration lost due to yearlong break because of COVID-19. Therefore, I have to adjust in such a way that the collection of data does not hamper the usual flow of lessons at any cost.

### b) Intervention

Intervention is the process of taking action on the strategies and activities that have been planned during the planning stage of the first cycle. Intervention is also called the implementation of the activities as agreed upon by the various groups involved in the action research. [8]. Some of the intervention strategies I have implemented are:

- ❖ Readers theaters  
Reader's theater is a strategy that combines reading practices and performing. Its goal is to enhance students reading skills and confidence by having them practice reading week with a purpose. Readers theater gives students a real reason to read aloud.

On 8<sup>th</sup> May 2021, I proposed to the class teacher to use *Readers' Theater* for the short story *'Friends to the Rescue'*. For Readers Theater, I prepared character flashcards such as RED, RAVEN, HUNTER, TORTOISE, DEER, and NARRATOR. The class was in small groups and asked to perform the story through reader's theaters. Students read out their dialogue from the text according to the character in the flashcard.

#### ❖ Storyboard

A storyboard is a graphic organizer that consists of illustrations or images displayed in sequence for pre-visualizing a motion picture, animation, motion graphic, or interactive media sequence.

On 28<sup>th</sup> April 2021, we have used a storyboard as another intervention strategy for the short story "The Monkey and the Crocodile". For this, we have already prepared a storyboard for the story. This storyboard was used at the end of the lesson to summarize the whole story. Students were able to summarize it as the storyboard contains the picture and events of the story in sequence forms.

#### ❖ Visual arts (drawing)

Drawing is a form of visual art in which an artist uses instruments to mark paper or other two-dimensional surfaces. On 17<sup>th</sup> May the lesson was taught by drawing the bird in the cage to introduce the topic "**At the Zoo**"- poem.

To teach the meaning of the new words, the teacher used flashcards that were in the shape of a fish.

### C) Observation.

Data collection	Baseline data Findings	Post-intervention
Observation of 22 students of class IV 'B' in English class	-A student does not participate in the class actively -No integration of creative arts while teaching a lesson -The student was not able to comprehend the concept well as they were not able to answer the question. -Students were not involved in the construction of new knowledge.	Most of the students were actively participating in the class they raising their hands to answer the questions. More numbers volunteer while responding to the question. -Students were able to construct new knowledge with the teacher by critically analyzing the concept and making a new ending for the story.
Video recording in English Lesson	-Students were engaged in other works leading to less active participation in the class. -Students were not able to respond to the given questions in the construction	-Students were actively engaged in group discussion and contributing their ideas to each other. -Students were responding differently to the materials brought to the class which

Data collection	Baseline data Findings	Post-intervention
	of new knowledge. -Students were not able to comprehend the concept well as they were pushing the work to each other while working in the group.	help them in constructing new knowledge. -Students comprehended their concepts in different ways which make them think critically. Volunteer in every step of learning as they were able to understand the concept just by looking at the materials presented in the class.

**d). Reflection**

By observing class IV B for the 8<sup>th</sup> time I would like to finally conclude that integrating creative arts in teaching improves the learning of the students. When we first observe the lesson, students were engaged in different works leading to less active participation in the class. They were also not able to respond to the given questions as they were not equally involved in the construction of new knowledge leading them not to be able to comprehend the concept well.

During the intervention, teaching the lesson through the integration of creative arts (Readers theaters, storyboard, and visual arts (drawing)) students were actively participating in the lesson as they were throwing lots of questions toward the teacher. Students were actively working in the group as they were arguing and justifying their opinion. Students comprehended the concept in different ways which make them think critically and negotiate their opinion openly with colleagues and the teacher.

There is volunteerism in every step of learning as they were able to understand the concept just by looking at the materials presented in the class. So by analyzing the data collected before intervening and after intervening shows lots of differences in children’s behavior towards learning as they comprehend the concept well, while teachers used different strategies for teaching which build a new level of interest in the child for learning.

After carrying out Action Research, I am confident enough to carry out further Action Research as this AR opened a whole spectrum of joy and challenges as lots of unexpected twists and turns arise in the course collecting data and carrying out interventions.

**5. RESEARCH FINDING**

**5.1 Data Analysis and Interpretation**

On 20<sup>th</sup> June, I compared the findings of baseline data with the post data and found out that there

was a difference in the learning outcome of the students and the manner they participated in the class. When I first observed the English lesson in class IV B, students were not participating in the class actively which hampered students to comprehend the concept, and was hesitant to respond to the questions.

After observing the lesson with the integration of creative arts, where the teacher included [Reader’s Storyboard and visual arts (Drawing)] to teach the concept in the English lesson. We observed that the students were actively participating in the lesson as they were putting up lots of questions to the teacher. Students were cooperating and showing interest to work in the group as they were sharing their thoughts and opinion with the class. Students volunteered in the class and were also able to answer the questions presented to them by the teacher, which indicates that the students understood the lesson well.

So by analyzing the data collected before intervention and after the intervention, it indicates that integrating creative arts in the delivery of language and literature even in primary grades shows a vast difference in children’s attitude towards learning. They seemed to comprehend the concept well. It is of course, altogether a time-consuming, sweet drenching task for the teacher; however, the hardships of teachers bear a bountiful fruit as children build a new level of interest in learning and acquiring the skill of learning.

**5.2 Action Research Ethics**

When it comes to ethics in action research, there are varieties of ethical issues that must be taken into consideration. Many of these involve negotiating the relationship between people involved in the given action research. As a part of ethics in action research, some of the issues are collaboration, young learners, confidentiality, authorship and ownership, representation and voice, benefits, and sustainability [9]. Although



there isn't much issue regarding the ethical standards in carrying out this set of action research, I am bound by the professional ethics which come parallel to research ethics. Therefore, I am bound to integrate it as I sail along this short journey of Action Research.

- ✓ Seek permission.  
Due permission was sought from the concerned class teachers and the students thereupon. Even the concerned Chief Education Officer of Paro Dzongkhag has been informed of the administration of Action Research in the particular grade. Where ever required and necessary a few videos were shot with permission from the class teachers and assured her of confidentiality and individual rights.
- ✓ Avoiding plagiarism or the use of others' works.  
There isn't any manipulation in the process of data collection in the research. Whatever facts and information depicted herewith are genuine and firsthand information.
- ✓ Respect for privacy and confidentiality.  
Whoever has been involved in the course of this action research, their identity and privacy are being protected and restricted to use for any furthers data or research without their permission.

### 5.3 Critical Friend

A critical friend is a trusted person who has the combined aspects of mentor, the one who advocates, and a coach. Applying their expertise and experience from an independent perspective, they can offer support, advice, and critique [10].

In the course of carrying out this action research, Mrs. Tashi Choden, smart and an active class teacher of grade IV B has been very supportive and managed most of the activities in the classroom. She was the main person behind the success of this research. She rendered support in every means and way throughout the research and made herself available for suggestions for all the interventions and in collecting authentic data. There would be non-other than Mrs. Tashi to be called and considered to be a critical friend. Her critical comments have added loads of value to the outcome of my action research. As [11] states, critical evaluation is a key component in maintaining the quality of the action research. So, the finding from the study has to be

presented to her for critical evaluation and a further improvement in the next round of action research may be with the most relevant ideologies and strategy.

## 6. CONCLUSION

Any professional teacher will prefer to make his/her lessons interactive, lively, and learning-oriented without compromising the outcome or the objective of the lesson. But it's been a far cry to obtain such goals. One possibility of achieving these goals is only through action research. As such, there's no other handy tool for a teacher other than Action Research. Every committed teacher should try out action research on various strategies, methods that should evolve with the passage of time.

After analyzing and interpreting pre-intervention data and post-intervention data, it was found that without integration of creative arts in the lesson. Children lacked interest and disengaged themselves from learning due to boredom. However, with the integration of creative arts in the English lesson, most of the students showed interest in learning got keenly engaged in their respective activities. The comprehension level and conceptualization of the lesson drastically improved.

Passing through this journey of Action Research, there evidences that factors such as curriculum, teaching pedagogy, time constraints are all secondary. As long as the teacher is committed to improve the learning outcome of pupils, coupled with carrying out dedicated and relevant rounds of action researches, nothing can stop the improvement of the teaching and learning process in the school.

The bottom line here is the attitude of a teacher. Whether carrying out action research, exploring newer strategies, leaping into 21<sup>st</sup>-century teaching methods, or embarking on the latest teaching technology, it all boils down to the mindset of the teacher. Nothing would happen, even with the variety of fast world facilities and amenities without the full dedication and commitment of a teacher.

## ETHICAL APPROVAL

As per international standard or university standard written ethical approval has been collected and preserved by the authors.

## CONSENT

As per international standard or university standard, Participants' written consent has been collected and preserved by the authors.

## COMPETING INTERESTS

Author has declared that no competing interests exist.

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