

**Study of the Socio-Affective Filter to Improve Students' Oral Communicative Skills and
Build Self-Confidence Through Arts in an EFL Environment**

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Trabajo de grado para optar al título de Licenciada en Español e Inglés

Universidad Pedagógica Nacional

Facultad de Humanidades

Departamento de Lenguas

Licenciatura en Español e Inglés

Bogotá, Colombia

2024

Dedicatoria

A mi mamá, mi guía y fortaleza. Gracias por tu amor inagotable, por estar siempre a mi lado, y por enseñarme que los sueños se logran con paciencia, dedicación y, sobre todo, con amor. A mi hermana, mi compañera de aventuras y cómplice de mil locuras. Tu apoyo y cariño me han dado el impulso para seguir adelante, incluso en los días más difíciles. A Yuno, mi compañera de cuatro patas, que con su ronroneo ha sido mi pequeña fuente de paz y consuelo en los días más largos de estudio. A esa persona que ocupa un lugar muy especial en mi corazón, mi amado, que con su presencia ha llenado mis días de apoyo, ternura y alegría. Gracias por estar a mi lado en cada desafío. Tu compañía ha sido un regalo invaluable en esta etapa. A mis amigos y a esas personas especiales que han llenado mi vida de alegría y comprensión, gracias por sus palabras, abrazos y por hacerme sentir que nunca estuve sola en este camino. Sus corazones están en cada página de este trabajo.

Abstract

This research investigates the impact of socio-affective and socio-demographic filters on oral communication skills with the implementation of learning through the arts in tenth-grade students of the CEDID Guillermo Cano Isaza IED, located in Ciudad Bolívar, Bogotá, Colombia. Based on Krashen's affective filter hypothesis, it investigates how factors such as anxiety, self-esteem, and socioeconomic environment influence English learning. A pedagogical proposal centered on Arts-based activities was designed and implemented as an intervention to reduce these barriers. The action-research methodology included observations, questionnaires, and analysis of students' creative work to analyze whether the integration of the arts helps in the reduction of the socio-affective filter and facilitates oral communication. The results suggest that such integration promotes a more conducive environment for oral expression, reducing anxiety and improving students' motivation and confidence, as well as fostering critical thinking and the recognition of social realities.

Key words: Affective Filter, Socio-Affective Filter, Sociodemographic Filter, Art-Based Instruction, Oral Communication, EFL Learning, Motivation, Anxiety, Self-Esteem, Action research.

Resumen

Esta investigación explora el impacto de los filtros socioafectivos y sociodemográficos en las habilidades de comunicación oral con la implementación del aprendizaje a través de las artes en estudiantes de décimo grado del CEDID Guillermo Cano Isaza IED, ubicado en Ciudad Bolívar, Bogotá, Colombia. Basándose en la hipótesis de filtro afectivo de Krashen, investiga cómo factores como la ansiedad, la autoestima y el entorno socioeconómico influyen en el aprendizaje del inglés. Se diseñó e implementó una propuesta pedagógica centrada en las actividades basadas en el arte como intervención para reducir estas barreras. La metodología de investigación-acción incluyó observaciones, cuestionarios y análisis del trabajo creativo de los estudiantes para analizar si la integración de las artes ayuda a reducir el filtro socioafectivo y facilita la comunicación oral. Los resultados sugieren que tal integración promueve un ambiente más propicio para la expresión oral, reduciendo la ansiedad y mejorando la motivación y confianza de los estudiantes, así como fomentando el pensamiento crítico y el reconocimiento de las realidades sociales.

Palabras clave: Filtro afectivo, filtro socioafectivo, filtro sociodemográfico, enseñanza basada en las artes, comunicación oral, aprendizaje de inglés como lengua extranjera, motivación, ansiedad, autoestima, investigación-acción.

Content

Problem Statement	1
Contextualization	1
<i>Setting</i>	1
<i>Participants</i>	2
Problem Statement	3
Justification	4
Research question	7
General Objective	7
Specific objectives	7
Literature Review	8
Research on EFL and the Affective Filter	8
Research on EFL and the Social filter	11
Research on EFL and arts integration	13
Contribution of the articles to the present study	16
Theoretical Framework	17
Affective Filter	18
Anxiety	18
Motivation	20
Intrinsic and Extrinsic motivation	20
Self-confidence	21
Sociodemographic filter	23
Oral Communicative Competence	24
Art-based learning	26
Methodological Framework	28
Research Design	28
Research Paradigm	28
Research Type: Action Research	29
Data Collection Instruments	30
<i>Field notes</i>	30
<i>Questionnaires</i>	31
<i>Artifacts</i>	32
Ethical considerations	32
Intervention Proposal	33
Data Analysis	36

Categorical Matrix	37
Data Analysis	39
<i>Affective filter</i>	39
<i>Socioeconomic Filter</i>	55
<i>Oral communication</i>	60
Conclusions	68
Limitations and Recommendations	71
References	72
Annexes	81
Annex 1	81
Annex 2	81
Annex 3	82
Annex 4	82
Annex 5	83
Annex 6	83
Annex 7	84
Annex 8	84
Annex 9	85
Annex 10	85
Annex 11	85
Annex 12	86

Problem Statement

Contextualization

Setting

The Institución Educativa Distrital (IED) "CEDID GUILLERMO CANO ISAZA" was created by the official recognitions 807 of February 28, 2001, and 2603 of August 28, 2002, by the District Education Secretariat (SED in Spanish). The school is located in Ciudad Bolívar, the 19th district of the city of Bogotá - Colombia. It is part of the SED, which in turn belongs to the District Administration, headed by the Mayor's Office. The institution has educational services for initial (preschool), basic (Primary and Secondary), and high school education with technical modalities in the morning, afternoon, and night sessions.

The mission of the school is to train children, young people, and adults in the development of labor competencies, with conceptual, artistic, scientific, technological, and axiological tools, preparing them to solve problems in their personal, social, professional, and work environments. As a vision, the school aspires to consolidate and maintain itself as an outstanding institution in Secondary Technical Education and in higher level in articulation with SENA. Their philosophy revolves around respect, care, responsibility, effort, dedication, participation, and autonomy.

As for structuring, the educational institution in block B, floor 1, has a bilingualism laboratory, three system rooms, storage, kitchen, dining room, and 5 common rooms. In block B, floor 2, there is the library, payment office, secretary's office, rectory's office, and seven classrooms. In block D, floor 1, there are the physics, chemistry, and biology laboratories, the mechanic's room, the electricity room, and the coordination office. In the primary sector, floor 1, there is the food plant, the primary auditorium, children's games, the teachers' room, and eight classrooms. Finally, on the 2nd floor of the primary sector, there is the plastic arts room, nine classrooms, and the Auditorium room Uriel Rave López.

According to the PEI of the institution, in 2016 (the last update of this document), the school had a total of 106 teachers combining the three schedules (morning, afternoon, night), 8 teaching directors, 5 counselors, 6 administrative employees, 12 cleaning auxiliaries, and 10 people in the security personnel.

The English area in the institution makes use of the designated space, which in this case is the bilingualism laboratory. The institution likewise uses the resources provided by the "national bilingualism program" in alliance with the British Council, called *Way to Go*, which is a series of contents for teaching/learning English that aims to create a real context for students in which they can develop their English skills, at a grammatical and communicative level.

Participants

The population involved in the investigation belongs to grade 10-02. The group has 35 students, 13 boys and 16 girls. Two students have cognitive problems, and another student is foreign. Their ages range between 14 and 17 years old and they belong to socioeconomic stratum 1. The students have 3 hours of English in the morning, 2 days per week. The group is characterized by being very active. Inside the classroom, different groups have formed that play a role in the classroom's interactions, such as the group of students who speak or shout during activities or the group that is quiet and sometimes shy. The students have a problem in relation to technology, since they make constant use of the cell phone, interrupting the successful completion of academic tasks or not paying attention to the activities that are proposed. The students also present behavioral problems, since there is a tendency among the students to bother or attack each other, creating internal conflicts and bullying.

As for the socio-affectivity, some students present traits that affect their learning, such as the living conditions of some, which makes all their energy focus on solving external problems. Therefore, in the classroom, they will not pay the required attention. Besides, some students present anxiety when it comes to speaking or participating in the classroom for fear of making a

mistake, thinking that their classmates are going to make fun of them. Considering the general aspects of the course, the population is relevant for the investigation, since it intends to use the arts to mitigate the socio-affective filter and, from the beginning, the students have shown low motivation and symptoms of anxiety in situations that involve interaction. Moreover, some of them find challenges in their learning in aspects such as the lack of resources inside and outside the institution, which refers to the sociodemographic and affective filter, key concepts of this research.

Problem Statement

To effectively learn a new language, it's important to understand the factors that can make communication difficult, especially when it comes to emotional and social barriers. For four months, I observed a 10th-grade class (10-02) at Colegio Técnico CEDID Guillermo Cano Isaza, composed of 35 students aged 14 to 17. During this time, I took notes on how students interacted, engaged, and faced challenges in the classroom. These observations showed a complicated mix of behavior issues, emotional factors, and outside pressures that affect the students' ability to participate in English language activities.

The class is characterized by a mix of social dynamics, where distinct groups emerge, including those who are vocal and disruptive and others who are quiet and hesitant to engage. This division often contributes to a fragmented learning environment, exacerbated by behavioral issues such as bullying and internal conflicts among students. Additionally, the excessive use of technology, particularly mobile phones, frequently interrupts academic tasks, diverting students' attention away from learning objectives. These challenges are compounded by external stressors linked to their harsh socioeconomic status, as many students belong to stratum 1.

What has been described so far reveals how the socio-affective filter plays a significant role in shaping the students' attitudes toward learning and communication. Some students demonstrate anxiety regarding speaking and participating in class due to fear of making

mistakes or being ridiculed by their peers. This fear manifests as low motivation, particularly in interactive situations, further hindering their language learning. Observations indicated that the socio-emotional climate within the classroom heavily influences participation, as students grapple with their self-esteem and confidence in a setting that often feels judgmental and competitive.

Given these findings, it is evident that the socio-affective filters affecting this group are critical barriers to effective communication and learning. To address these challenges, I propose to use arts-based activities as a means to mitigate these filters and facilitate improved communication in English. By integrating creative expressions such as painting, collage, and music into the curriculum, the intention is to create a more supportive and engaging environment that encourages students to express themselves freely, thus enhancing their oral communication skills.

Ultimately, this investigation seeks to demonstrate the potential of arts-mediated learning to transform the educational experience for these students, fostering both language learning and personal growth. By addressing the socio-affective factors that inhibit communication, this research aims to promote a more inclusive and motivating learning environment where students can improve academically and emotionally.

Justification

Over the years, educational institutions have not taken into account the different factors that can affect student learning, such as mood, feelings, and other emotional factors, as these influence the process both negatively and positively, specifically in the learning of a second language, which is called Affective Filter (Krashen, 1982). Education in Colombia promotes a system that seeks to increase positive results in both national and international tests, making teachers focus on the result and not on the student process, according to the OECD (2016).

According to this theory, the affective filter is comparable to an affective block that the student can present when, in the classroom, factors such as anxiety, demotivation, and low self-esteem or self-confidence are added. Based on my experience as an English learner, during these years I have noticed tension in the classroom rooting from students who did not have confidence in themselves. Those students, myself included, found it difficult to express ourselves in the classroom, and we presented anxiety when we tried to communicate in this language; however, teachers did not give importance to this type of problem. This can lead to social isolation, lowered self-esteem, increased anxiety, and limited learning outcomes.

On the other hand, those students who presented some problems at home, or whose living conditions were low, found learning difficult in the same way, since they could not focus and usually had other major responsibilities, such as contributing money to their homes, taking care of their younger brother and sisters, and so on. The problems that it can bring are lack of focus, emotional strain, and limited resources.

The socio-affective barriers to learning have been seen in several investigations, such as the case of Serquina and Batang (2018) who in their work demonstrated that there are sociodemographic factors that influence both positively and negatively the learning of the target language. The same regarding the affective aspect, where Mehmood (2018) identified with his research that there are learning barriers related to anxiety and the environment to which the student is exposed, since they consider that this has an influence on the way in which knowledge is received.

As mentioned by Vyas and Sharma (2022) socioeconomic factors also influence the learning of a second language, this can vary due to factors such as the income generated in the homes, the occupation of the student's parents, and social classes. Another aspect that is mentioned and related to the satisfactory learning of the students is the income and occupation of the parents since it is said that household income has a significant impact on the English

proficiency of the students. Due to their low-income background, students cannot fully concentrate on their studies as their basic needs are not met, which leads to anxiety, in relation to the affective filter.

A variety of affective variables are correlated to success in second language learning, but Krashen identified these three categories: motivation, self-confidence, and anxiety. He mentions that “these attitudinal factors relate directly to acquisition and not learning, since they tend to show stronger relationships to second language achievement when communicative-type tests are used” (Krashen, 1982). In addition, Stephen Krashen explains that a learner can have a high or low affective filter depending on the circumstances: the higher the filter, the more likely language learning will be impeded; the lower the filter, the more likely language learning can occur. In this case, when the filter is high students experience stress and students feel anxious and self-conscious. On the other hand, Mehmood (2018) states in his research that one of the major causes behind learners' failure may be affective filters, and one form to mitigate this problem is to make a change in the class environment that brings a change in motivation.

The purpose of this project is to study the affective filter of students and how it influences the learning of a second language, with the intention to mitigate its effects by using the arts as a means of expression to build confidence and increase communication skills in these students. The arts, in this case, can include a positive influence on the student that allows, through the expression of the mind, body, and emotions, to mitigate or end the lack of communication, anxiety, and lack of self-confidence, making learning meaningful for students. They can also learn the language by leaving behind the barriers related to their sociodemographic situations, demonstrating that anyone has the ability to learn a new language.

The arts provide us with various forms of expression, where we can express our ideas, thoughts, and emotions. Although it is not possible to directly transform the socio-demographic conditions of students, art offers us a tool to recognize and critically analyze these realities.

Through artistic activities, students not only develop their ability to interpret and express their environment but also to take a position in the world. This process allows them to foster a social and emotional awareness that may be able to boost their personal growth and sensitivity to social challenges (Aprotosoiaie, 2020).

Research question

To what extent can the socio-affective filter be mitigated through the implementation of a pedagogical proposal that develops language learning activities mediated through arts in order to improve oral communication in English with a 10th grade group of the Colegio Técnico CEDID Guillermo Cano Isaza?

General Objective

To examine how English learning activities mediated through arts could contribute to mitigating the effects of the socio-affective filter and thus improve oral communication skills in a group of high-school English language learners.

Specific objectives

1. To establish a theoretical framework that highlights the role of socio-affective and socio-demographic filters in language learning, providing a basis for the proposed intervention.
2. To select appropriate arts-based activities (such as painting, collage, and music) and design a tailored intervention proposal aimed at reducing emotional and social barriers in English language learning.
3. To create and implement effective data collection instruments (such as surveys, artifacts, and observation checklists) to assess the impact of the intervention on students' emotional engagement, motivation, and oral communication skills.
4. To investigate the impact of emotional factors on students' participation in English communication activities, focusing on how arts-based interventions can enhance self-esteem and reduce anxiety.

5. To analyze how socio-demographic factors, including socioeconomic status and access to resources, influence students' engagement in English language learning and their ability to participate in arts-based activities.
6. To assess the effectiveness of the intervention in improving students' oral communication skills, including their confidence, fluency, and ability to articulate thoughts in English.
7. To analyze the relationship between teaching through arts and the building of self-confidence and improvement of communicative skills in a group of 10th grade students of the Colegio Técnico CEDID Guillermo Cano Isaza.

Literature Review

For the present investigation, some articles have been reviewed to devise the possibilities and needs of a project with the characteristics presented so far. Consequently, 6 studies that explain the influence of the affective and social filter in the learning of a second language will be analyzed at the beginning. On the other hand, 3 studies related to the use of art in a classroom and how the implementation of art-based learning can be enriching at school and EFL contexts will be considered.

Research on EFL and the Affective Filter

In his research *Bridging the Gap: Change in Class Environment to Help Learners Lower Affective Filters*, Mehmood (2018) identified, in adult learners of English as a foreign language (EFL) in Saudi Arabia, that one of the main reasons for deficient performance in EFL is that students come to class with certain affective barriers to learning and that the classroom environment during the classes can be somewhat intimidating for some students. He also recognized in his work that EFL students can raise their affective filters for assorted reasons, such as low motivation, boredom, disinterest, tiredness, low self-esteem, poor physical and emotional health, among others.

The study was carried out among English major female students, aged 18 to 22. For data collection, questionnaires and pre-and post-tests were used. To address the high affective filters students presented at the beginning, "treatment groups" and "control groups" were used. The control group was taught English as usual, while the treatment group received English instruction for two weeks with changes mainly in the learning atmosphere, as classrooms in Saudi Arabia tend to be very formal and may intimidate students and discourage participation.

The study observed that higher performance scores in the treatment group were linked to the change in classroom atmosphere introduced by the researcher. Mehmood concluded that there is a direct relationship between classroom atmosphere and students' negative self-evaluation, which raises their affective filters. Thus, a positive shift in the classroom environment leads to a positive change in students' attitudes toward English, ultimately lowering their affective filters..

Likewise, Naicker (2007), in his case study *Classroom Talk: Lowered Affective Filters and ESL Proficiency in Arts and Culture Classrooms*, conducted in a multilingual secondary school in Durban, South Africa, emphasizes that when students lack mastery of a language, they struggle to interact verbally with others, raising their affective filters and leading to stress and discouragement. The study, which involved eighth and ninth-grade ESL students at Lockwood Secondary School, was based on the CT program, which used communicative strategies like teamwork, pair work, improvisations, debates, and show-and-tell presentations to encourage verbal interaction. Two groups were established: a control group (Grades 8A and 8D) and a contrast group (Grades 8B and 8C).

Data was collected through pre-project questionnaires, observations, field diaries, interviews, and rating scales to evaluate English communicative performance, focusing on fluency, pronunciation, and confidence. Results showed that students improved in project collaboration and interaction, supported by peers and educators, which helped reduce affective

filters and foster trust among ESL students. Teachers found that CT program strategies enhanced students' confidence and communicative abilities, with students showing less stress when presenting or narrating with group support.

Additionally, Uquillas and Córdoba (2021), in their study *Influence of the Affective Filter on the Development of English Language Learning Oral Production*, examined factors that impact students' confidence and safety in expressing themselves in English, identifying key weaknesses affecting their ability to organize and express thoughts without anxiety. The study observed that many students do not perceive the classroom as a safe environment. Researchers aimed to show how affective factors like motivation, emotions, attitudes, and beliefs influence oral production in the English learning process.

To address these factors, the researchers recommended strategies such as using games, movies, music, and other engaging activities to help students build empathy with the language. They concluded that emotions play a crucial role in language learning and can cause high anxiety if not managed within a supportive environment. Thus, implementing alternative teaching methods, potentially involving ICT, can help lower students' affective filters, reduce anxiety, and enhance motivation, enabling them to communicate confidently and authentically in English.

In summary, these investigations show that there are limitations when learning a language. Students face anxiety situations, have low motivation, and do not trust themselves, due to factors related to the classroom environment, the activities that are carried out, intimidation either by other students or by the teacher, lack of interest in the language, fear of expressing themselves in the language, among others.

Consequently, during the observation and implementation phases of this work this is something that is not often considered in the school where this research takes place. It is evident how students' social relationships affect language learning. If the student does not feel

comfortable with their classmates, because they are sometimes bothered by them, or do not have a good relationship with them, it can hinder learning, since the student would be attentive to the behavior of their classmates towards them, trying to avoid being hurt both physically and emotionally. This aspect can be considered in the study of this research.

Research on EFL and the Social filter

In the learning of English as a foreign language, context plays a fundamental role in both teaching and learning. Vyas and Sharma (2022), in their research *Socio-Demographic and Psychological Predictors of Second Language Achievement: A Systematic Review*, determined that there are influential socioeconomic factors in second language acquisition (SLA), such as the student's family environment, household income, parental occupation, and social class, which can affect learning. They further determined through a systematic literature review on second language acquisition, where they focused especially on undergraduate and graduate students, that household income has a significant impact on students' English proficiency. Due to their low-income background, students are unable to fully concentrate on their studies as their basic needs are not met or are arranged in other fields creating anxiety.

With this documentary review, the researchers concluded that upper-class students are motivated and demonstrate a better command of the English language than lower-class students. Language learning strategies are also affected by the socioeconomic status of students. This difference was observed in the choice of cognitive strategies, as less well-off families are less likely to have the financial or time availability to provide academic support to their children compared to well-off families.

On the other hand, Babikkoi and Abdul (2014), in their research *Implications of Parents' Socio-Economic Status in the Choice of English Language Learning Strategies among Nigeria's Secondary School Students*, affirm that parental socioeconomic status significantly affects English language proficiency among secondary school students. They highlight that students

from high-income households are motivated and placed in environments conducive to meaningful learning. In contrast, those from low-income households often attend public schools in Adamawa, northeast Nigeria, where teachers are overworked and classrooms are overcrowded, leading to neglect of students' needs.

To support their findings, the researchers used the modified Strategy Inventory for Language Learning (SILL) by Oxford (1990) as a data collection instrument. The study involved 552 senior secondary students, where 27 respondents reported their parents belonged to the upper economic class, 102 to the middle class, and 430 to the lower class. The students identified various language learning strategies, including social, meta-cognitive, affective, situational, cognitive, memory, religious, and compensation strategies. Results indicated that the use of these strategies varied according to socioeconomic status, as higher-income students had better access to learning materials and extracurricular support, while lower-income students faced limitations, primarily engaging with the language within the classroom and through teacher-provided materials.

Additionally, Serquina and Batang (2018) in their research *Demographic, Psychological Factors and English Proficiency of ESL Students*, add that if the socioeconomic level of the families is higher, the more successful the students will be in preparing for school. As a result, they have equity in a wide variety of ways to encourage and support children's growth, providing superior childcare and motivational materials. On the contrary, families of low socioeconomic levels are characterized by the absence of economic, social, and educational support, and insufficient access to resources that promote and support the development and school preparation of students.

For this research, two surveys were conducted, the first was used to determine the demographic and psychological factors of the respondents such as age, sex, study plan, average years of schooling in the home, parental occupation, and household income. and the

second questionnaire was an English test to determine the level of English proficiency of the respondents. The study participants were 95 students from the Faculty of Arts and Criminology. This population was a total enumeration of two sections of Bachelor of Arts majoring in English who were enrolled in Philippine Literature. The ages of these students ranged between 15 and 36 years, there were 84 women and 11 men. It was determined that the household's economic income influences the learning of the English language, as well as the average years of schooling in the home since it is considered that family members who have a higher level of schooling can influence the students since they receive help and intellectual support.

In summary, the studies carried out to determine the influence of the sociodemographic filter on the learning of a second language showed that, indeed, factors such as household income, the educational level of the student's parents, the resources available to the student for their learning, have a positive or negative impact as the case may be. However, this field is not very studied taking into account the search for documents related to the topic to carry out this investigation, since during the process not much information was found, concluding that it is not given greater importance in the educational field, forgetting to create or implement strategies that make students improve considering these sociodemographic barriers.

It is important to know the environments in which the students are involved, to know if they receive support at home and have accompaniment from parents or caregivers to carry out schoolwork. When working in a vulnerable population, students are faced with these barriers that prevent good learning of the English language, although the problems they face cannot be solved directly, from the classroom they can raise awareness and work to change the perception of these realities, in addition to addressing social problems from an artistic approach.

Research on EFL and arts integration.

The study carried out by Martin et al. (2013) *The role of arts participation in students' academic and nonacademic outcomes: A longitudinal study of school, home, and community*

factors, is based on 643 elementary and high school students from 15 schools conducted over the course of 2 academic years. It was shown that the integration of the arts in the school has positive effects on student learning since it promotes participation in class, students are able to find a critical perspective of what is done, promotes motivation, they enjoy school, and it contributes to self-esteem.

Although no pedagogical proposal was made by the researchers, the project collected data through a survey of students about the impact of using the arts inside and outside the classroom, artistic expressions such as theater, dance, drama, film/media, and music, where students responded that the use of these art forms contributed positively to the improvement of their social and communication skills. The participation of the arts in the classroom was evaluated through cognitive, affective, and behavioral dimensions, concluding that the implementation of the arts can generate class participation, the completion of tasks, promote motivation, enjoyment academic dynamism, self-esteem, and satisfaction with life.

Gullatt (2008) in his research *Enhancing Student Learning through Arts Integration: Implications for the Profession*, demonstrated in this case that learning through arts allows students to construct meaning from content-related material through the use of visual, performing, and musical arts, whereas learning in the arts exposes students to specific skills acquired through instruction in these art forms. They are also urged to create meaning for themselves. Similarly, the arts give students the tools they need to build knowledge. Students are encouraged to use their arts-related intelligence to perceive and organize new knowledge into concepts that are used to construct meaning through the arts.

To reach this conclusion, through literary review, it was determined that through different approaches to art, good learning is possible, such is the case of the affective approach, where the student is immersed in the arts, while the arts are a complement to the curriculum, where background music, the reaction to music and works of art, and the arts as a means of

expression are some examples. As well as the social integration approach, where plays and performances were used as a vehicle to increase participation and interaction between students. The arts are also seen as a fundamental instrument to improve students' communication and at the same time increase their ability to interact and reflect.

On the other hand, Chi (2017), in his work *Integrating the Arts into English Learning: A Case Study of EFL Learners in a Canadian University*, which was a case study, wanted to see what the experiences of English as a foreign language students were when integrating art into English classes and also how this integration influences the students' learning. The research site for this study is affiliated with the English Language Development Center at a university in southwestern Ontario. The participants who were involved were 7 students of English as a foreign language in the "English through the Arts Program." It was qualitative research where semi-structured interviews, observation, and document analysis were used as a means of data collection, in addition to using field diaries, artifact elicitation was also used. In the integration of the arts, music, visual arts, photography, and drama were used. The themes that were taken into account during the observation were the relationship between students and the instructor's participation in the sessions. Also, the observation collected data on the students' reactions to the artistic activities.

As a result of this research, it was determined that the students had a greater impact learning English through the arts since they had previously learned English through memorization. The students were also motivated to learn the language, it was concluded that the arts function as facilitators and guide learning, they can also be a stimulus to promote critical thinking, and the stimulation of new ideas. Students expressed that the arts could boost their interests and motivate them to self-learn and that learning through the arts makes the environment more relaxed, allowing them to express ideas with confidence.

In conclusion, these projects show that the implementation of the arts in education allows, on the one hand, innovation in teaching, and on the other hand, it allows students to recognize other ways of learning, making them have a critical look at them, and it promotes creative thinking, fluency, imagination, and the expression of their emotions, and provides them with tools so that they can build and share knowledge with others. What the current project seeks is for students to be able to express themselves freely, both within the educational space and outside of it.

Contribution of the articles to the present study

Each of these articles is related to this project, since it seeks to create an impact on students to mitigate the socio-affective filter that is presented in the teaching of English as a foreign language, through the use of the arts. It has been demonstrated during the articles that the arts serve as mediators and guide learning, in addition to motivating students and making the learning environment enjoyable, this consequently leads students to feel confident in the environment, leaving aside emotional limitations, such as lack of confidence, anxiety, and of course, lack of motivation when learning English.

Also, through the arts, different social problems can be presented that students can see in their daily lives, issues of injustice, social inequality, racism, and other social problems can be addressed through music, visual arts, drama, and other forms of artistic expression. In addition to seeing these problems, it can delve into the expression of the students' feelings and emotions, arts can address issues related to the relationship of parents with students or the relationship of students with other students through plays, also taking advantage of learning English.

The aim is to promote students' critical thinking and to recognize that the integration of the arts can allow them to better manage their emotions while learning the target language.

Anxiety in students can be mitigated and motivation can be increased by being involved with elements different from the conventional.

Theoretical Framework

For a better understanding of this research, it is ideal to define some terms. In this section, the definition of the affective filter will be provided first. Krashen (1982) presents a relevant review of the subject. Likewise, Weiss and Copranzano (1996) support the theory, affirming its relevance, where each study reveals aspects that students present in the classroom when they learn a language other than their mother tongue. It presents aspects such as anxiety, motivation and self-esteem, defined and deepened respectively by, first from a psychological perspective by Moss (2002) and Adwas et al (2019) and an educational perspective by Gardner and Macintyre (1993), what they call language anxiety. Motivation, by Lai (2011), complemented by the discussion in the educational field by Espinar and Ortega (2015). Lastly, self-confidence is defined by Bandura (1977), Lenney (1981), and Abdullah et al (2019).

Secondly, the definition of the sociodemographic filter will be detailed, which is discussed by authors such as Abdullahi (2019), who attributes aspects of education, occupation, family structure, sex, and age to it. Supported by Serquina and Batang (2018) who talk about this filter from an educational field, like Bruckauf (2016). To talk about the sociodemographic filter and the affective filter, from now on it will be mentioned as the socio-affective filter to refer to the fact that these two filters are presented as part of the study carried out in this research.

The last element to consider is art-based learning, defined by Brenner (2010) as the different ways that human beings have to express their emotions and feelings. It is also supported by Chemi and Du (2017), who introduced the term as an approach that benefits both students and teachers. Likewise, definitions are taken from Nissley (2010) and Eisner (2002), who discuss them in the educational environment.

Affective Filter

The affective filter has to do with certain factors that are related to the process of acquiring a second language. These factors can determine the success or failure of this acquisition. According to Krashen (1982), anxiety, motivation, and self-confidence are factors that directly influence the acquisition of a second language. This is known as the “Affective Filter hypothesis” (1982, p. 30) Those students who present attitudes of demotivation, low concentration in class, fear when speaking, distraction, distance, restlessness, and other related negative feelings, while learning a second language, will have a high affective filter, that is, the information that is presented will not reach the part of the brain (left hemisphere) responsible for linguistic processes. In Krashen’s words, “the affective variables act to impede or facilitate the delivery of input to the language acquisition device” (Krashen, 1982, p.32). The term Language Acquisition Device proposed by Chomsky (1989) refers to the ability of all human children to learn a language they’re exposed to in just a few years from birth.

Likewise, Weiss and Copranzano (1996) determine that there are two personality traits in people, Positive Affectivity and Negative Affectivity, which predict people's general emotional tendencies. In this case, when Positive Affectivity (PA) is at a high level, people tend to be more sociable, cheerful, in a good mood, and willing to cooperate, while people with high Negative Affectivity (NA) tend to be more stressed towards their work, present low performance and feel more unhappy. Taking the above into account, three main categories that make up the affective filter can be determined: anxiety, motivation, and self-confidence.

Anxiety

According to Moss (2002), from a psychological perspective, anxiety is the total response of a human being to a threat or danger. Each of the experiences of anxiety that a person goes through mostly implies a constant perception of danger and a process of activation and physiological alarm (p. 1). The behaviors that accompany these experiences are a constant

emergency effort of "fight or flight", in addition, the experiences of danger and/or threat vary depending on the subject, likewise, the lightness of the matter varies, and it is unique for each individual in specific layers, such as growth stages, where alterity of physical growth, cognitive development, affective and social development, language development, and sensory and motor development are seen.

On the other hand, Adwas et al (2019) mention that anxiety is the main condition that is manifested by alterations in the state of mind, emotional tone, thought, behavior, and physiological activity of those who suffer from it. In turn, some of the symptoms are restlessness, chronic fatigue, difficulty concentrating, and irritability, among others.

Moreover, Gardner and Macintyre (1993) write about language anxiety, a common problem that students often experience. Language Anxiety refers to the apprehension experienced by the individual in a language class or any situation in which language is used. It can also be understood as feelings of worry and negative emotions that are related to fear, which in turn, are associated with learning a language that is not the mother tongue of an individual.

Anxiety in students, according to the research carried out by Zheng and Cheng (2018) shows through questionnaires and interviews if the students present a level of anxiety that causes them problems when communicating with others in the classroom, in addition, their development during classes is affected by anxiety, when taking tests, answering questions, doing group work, and other curricular activities. According to research, the main causes that students show anxiety in the classroom are when they have to make a presentation in a foreign language, also when they have to answer questions orally, or when the teacher's attitude, whether he is friendly or on the contrary, he/she appears rigid in front of the students. The possible strategies that can be used to mitigate anxiety in class are to create a good relationship with the student, also create an environment where the student can feel comfortable, carry out

the activities by dividing the students into small groups, provide a calm space, allow students to use toys that can relieve their symptoms of anxiety,

Motivation

Motivation, according to Lai (2011), is behavior that is characterized by will. This motivation is linked to personal enjoyment, interest, or pleasure, but it also implies a network of beliefs, perceptions, values, interests, and actions that are closely linked to each other. Motivation in turn, Lai (2011) mentions, can be manipulated through certain instructional practices, and this can have both positive and negative repercussions. In the educational field, Espinar and Ortega (2015) clarify, motivation is what encourages students to freely dedicate their time to specific activities. Motivation not only encourages students to carry out a certain activity but also to continue working on it throughout their lives.

To reinforce the definition of motivation, Filgona et al (2020) mention in their research that motivation in the classroom is essential because it drives students to achieve learning objectives, and the motivational variable has an enhancing effect. On student learning, if students are not sufficiently motivated in the classroom, their academic performance is likely to be low as compared to motivated students.

Intrinsic and Extrinsic motivation

Intrinsic motivation, according to Ryan & Deci (2000), is defined as carrying out an activity for its inherent satisfaction and not for any separable consequence. When a person is intrinsically motivated, they feel motivated to act for fun or challenge, rather than by external stimuli, pressure, or rewards. This innate motivational tendency plays a crucial role in cognitive, social, and physical growth, as the development of knowledge and skills occurs by acting on our inherent interests. Intrinsic motivation exists within individuals; In another sense, intrinsic motivation exists in the relationship between individuals and activities. People are intrinsically

motivated for some activities and not others, and not everyone is intrinsically motivated for a particular task.

On the other hand, extrinsic motivation is a construct that is applied whenever an activity is performed to achieve some separable result. Then, knowing that something is obtained in exchange for performing a task, the person is motivated when performing said task. The example that researchers Ryan & Deci (2000) give us is that a student who does his homework only because he fears sanctions from his parents for not doing it is extrinsically motivated because he is doing the work to achieve the separable result of avoiding sanctions. Similarly, a student who does the work because he believes it is valuable to the career he has chosen, is also extrinsically motivated because he also does it for its instrumental value and not because he finds it interesting. While intrinsic motivation comes from interest, enjoyment, and inherent satisfaction; Extrinsic motivation acts from external regulation, a reward or punishment in compliance or refusal to perform a task.

Self-confidence

Self-confidence, according to Bandura (1977), is defined as security, personal judgment, ability, and power that one has over oneself. Self-confidence increases or decreases from experiences, whether they are successful or not. The behavior of the person also varies, according to the performance and how they perceive themselves, judging their future performance, based on the actions they have carried out in the present, causing their confidence to be affected positively or negatively.

Likewise, Lenney (1981) emphasizes that self-confidence is individual performance together with the expectations that such performance is held and the ability to self-evaluate and complete tasks. Self-confidence is the ability to recognize our capacities and be able to evaluate our achievements and failures. In education, self-confidence plays an important role, because according to Abdullah et al (2019), it is an essential aspect for someone to develop their

potential. If students have sufficient self-confidence, then they will be more effective in developing their potential and will also improve their performance in class. But on the contrary, if the students have low self-confidence, then these students tend to close themselves off, get easily frustrated by difficulties, and find it difficult to accept reality.

Research carried out regarding the relationship between self-confidence and class performance, carried out by Akbari & Sahibzada (2020) at Kandahar University, showed that students with greater self-confidence could improve their participation in academics spaces, also, it was easier for them to achieve the proposed objectives and they studied independently, contrary to the students with less confidence in themselves, since it was difficult for them to carry out some tasks related to participation and communication in different spaces, according to the research.

The possible strategies that can be used in the classroom to improve students' self-esteem can vary, you can constantly provide feedback without directly attacking the student, create a supportive learning environment, where students are treated equally, without Having preferences, and accepting everyone, also establishing realistic personal and academic achievements so as not to fall into unattainable expectations is a way to build confidence. In addition to celebrating student achievements, recognizing progress, and reflecting on learning, these strategies can be used in educational environments, also counting on the active participation of parents in the students' learning process.

These investigations show that it is not an isolated issue in the educational field and that like any other problem, it must be addressed correctly, considering the causes and particularities of each case, to implement different strategies that contribute to improvement in learning. of the students, so that it is enriching. That is why this work seeks to mitigate these problems with a strategy directed by the arts, where through the exploration of artistic activities, students can improve in learning English and also help students not feel anxiety in class, find motivation in

classes, and improve their self-esteem, allowing them to explore their feelings from an artistic aspect and in the same way get involved in the reality of society, becoming aware of the reality that surrounds them and the reality of others.

The definition of various concepts related to the affective filter was discussed, such as motivation, anxiety, and self-confidence that have an impact on student learning. Connected to this filter, is the sociodemographic filter, which takes some variables that are also influential for student learning, impacting positively or negatively as the case may be.

Sociodemographic filter

The sociodemographic filter, as mentioned by Abdullahi (2019), refers to social attributes and elements such as education, occupation, and family structure, as well as biological characteristics such as sex and age, that leave us at an advantage or disadvantage with respect to other individuals. In addition, sociodemographic status refers to the different sociological and demographic attributes acquired by an individual or group of individuals in a determined population that fulfill a role within the community. The author also mentions that these attributes are ordered and classified by acquisition and advantage in relation to others. Within the attributes acquired, age is found first, and within this component there are childhood, adolescence and adulthood. The second factor is education, that is, the educational level of the subject. A third aspect is the parent's occupation as an attribute that is acquired, and within this attribute is the social class to which the individual belongs, which impacts life quality. Finally, there is the family, and within this component, marital status is included.

On the other hand, Serquina and Batang (2018) mention that in the educational field, students are affected by social factors in learning, factors such as the socioeconomic status of the parents, as well as demographic and psychological factors. The socioeconomic status of the family is based on income, education, occupation, and social status in relation to the community. The higher the individual's socioeconomic level, the more likely they are to be successful in their

education and the more opportunities they will have, as compared to the individual with a lower socioeconomic level.

Additionally, Bruckauf (2016) adds that the sociodemographic profile influences the results obtained by students. Aspects such as the level of education of the parents, the accessibility that both parents, students, and institutions have to the different resources designated for teaching, and the wealth of the parents, influence learning. Also, factors such as family structure, immigration status, and biological gender/sex may have an impact, thus demonstrating that students who do not count with these aspects, they are more likely to obtain unfavorable results.

After having reviewed the concepts of the affective filter and the sociodemographic filter, it can be concluded that they are relevant to this research, since they directly affect student learning, causing it not to be achieved adequately, leading students to lose motivation to learn the target language, in addition to creating barriers in terms of creativity and the development of skills such as speaking, listening, writing, and reading, especially communication skills that are essential in any field. From this, Arts-based learning is presented, which opens a perspective different from traditional forms of teaching, and which promotes critical and creative thinking in students.

Oral Communicative Competence

Communicative competence according to Saleh (2018) is defined in the two words that make it up. In the first instance, this competence can be understood as the knowledge, skill, or capacity of a person. Then it can be said that communicative competence can be defined as "competence to communicate", that is, having the ability that allows the person to communicate in real-life situations to fulfill the communicative purpose. On the other hand, Hymes (1972) mentions that the acquisition of this competence is fed by experience, needs, and social motives and that the participation of language in social life has a positive and productive aspect (p. 60).

Galajda (2012) describes four essential components of communicative competence, grammatical competence, sociolinguistic competence, discursive competence, and strategic competence. Grammatical competence involves a deep understanding of the structure of the language, covering vocabulary, sentence construction, pronunciation, spelling, and linguistic semantics. This competence allows speakers to express themselves appropriately and understand others effectively. Sociolinguistic competence involves adhering to sociocultural linguistic norms, allowing speakers to generate and understand expressions within diverse contexts, each governed by its unique rules and objectives. Discursive competence refers to the ability to use language appropriately in specific situations, which requires the speaker to seamlessly integrate grammatical elements and meanings to create a coherent spoken or written text in a particular genre. Strategic competence becomes crucial in cases of communication breakdowns or when a speaker lacks sufficient communication skills. These strategic skills also come into play when a speaker aims to improve communication effectiveness or when facing challenges such as sociolinguistic or discourse issues.

Some of the difficulties that can be found regarding communicative competence in students of English as a foreign language can be classified into two types according to Escudero et al. (2020), internal difficulties and external difficulties. The first ones are cognitive difficulties mainly related to linguistic obstacles such as grammar, lexis, and phonological aspects such as pronunciation, also difficulties in sociolinguistic, strategic and affective competence such as motivation, language anxiety, and Lack of self-confidence. On the other hand, external difficulties comprise social shortcomings that involve the lack of a target language environment, classroom interaction, and pedagogical difficulties such as inappropriate teaching methods or curriculum issues.

In connection with the socio-affective filter, communication skills in another language can be a challenge for students who are still learning or who encounter difficulties. Speaking with other people in a language other than their mother tongue can bring with it high levels of stress

that may lead students to present anxiety during conversations or when presenting in public, and their motivation may also decrease if they feel that they are not making progress in this aspect. Furthermore, if the environment is not suitable for teaching English, or if difficulties are encountered concerning the student, oral communication will not develop effectively. This is why the aspects surrounding the student, which are also related to the socio-affective filter, must be considered.

To improve oral communicative competence, it is necessary to know strategies that work for students, this is how Ekwelibe & Chinwe (2014) suggest: oral conversation, involves interaction with classmates since friendly atmospheres are presented and help the student to think in objective language and speaking naturally; storytelling, which helps the student to have extensive use of language, by using appropriate words and phrases; drama, the student has the possibility of improvising and thus resorting to the imagination and demonstrating linguistic competence; composition writing, combines the reading skill to extract information and the ability to use that information to create and organize a coherent text; role-playing games, students are encouraged to use their knowledge and imagination in the process of constructing dialogues; repetition and other strategies such as dialogue, use of videos on language acquisition, language games and constant reading, and asking questions to clarify and cooperate.

Art-based learning

The method that teachers use to facilitate language learning processes is of great importance in the classroom and in the curriculum, this combined with the consideration of student differences, specifically in the socio-affective field, can bring positive repercussions in the acquisition of a second language. The method combined with the general strategy, in this case, the arts, can contribute positively to the learning of English language students, feeding their curiosity and interest, while they deepen and are aware of their own process.

Arts-based learning, according to Brenner (2010), is the use of different forms of art, such as literature (including poetry, drama, and history), visual arts (painting, drawing, sculpture), performing arts (dance, theater), and others, to take advantage of the emotional, affective and expressive side of ourselves. These expressions of art promote creativity and innovation within individuals, teams, and institutions. Art is seen as an expression of emotions that allows opening a view to more possibilities, in addition to allowing a new vision of the natural world that facilitates the construction of community and provides a critical and political vision regarding society.

On the other hand, Chemi and Du (2017) mention that arts-based learning is an approach to students' self-development and self-expression. This learning model seeks to promote the development of the student's social, emotional, and cognitive skills, allowing them to strengthen concentration skills and participation in the perception of personal and social identity, which will increase confidence and ability to participate in social contexts. Within the artistic and cultural experiences, it is propitious to mention that this approach stimulates curiosity, builds identity, and is intellectually challenging, it will promote positive attitudes toward learning and the development of the apprentice, according to the research.

According to Nissley (2010), the integration of the arts in an educative space integrates different skills and processes that are not included in the curricula, skills such as communication, presentation, team building, and problem-solving, allowing learners to improve these skills, and therefore improve their academic levels. Additionally, Eisner (2002) argues that both teaching and learning based on the arts involve essential aspects for educators and learners, such as skills for the creation of being, expansion of consciousness, establishing relationships with others, and sharing cultures. In this sense, art-based learning offers the student an opportunity to develop the different abilities that are required for the acquisition of a language, through the expression of their feelings and emotions in the different art forms that can become effective. The student will have the opportunity to explore and better understand the world that surrounds

them and that of others, creating a critical perspective toward what the individual and their peers build.

It has been shown with these investigations that there are barriers to learning a second language, students do not acquire knowledge effectively due to factors related to the sociodemographic filter and the affective filter, since it is shown that aspects related to these filters influence both positively and negatively to the student. In addition, as a proposal, this socio-affective filter can be mitigated through the implementation of arts-based teaching, a strategy that allows students to express what they feel while learning, in addition to generating awareness and improving communication skills that are affected by the socio-affective filter.

Methodological Framework

Research Design

To have a better understanding of the research, this section presents important methodological aspects related to the paradigm and type of research, the characteristics of the study such as its methodology, the instruments to collect data, and ethical considerations found during the process.

Research Paradigm

This study will use qualitative research. For Denzin and Lincoln (2007), qualitative research uses a naturalistic interpretive approach, which focuses on multiple methodologies. As a result, qualitative researchers focus on studying phenomena in their natural settings while trying to interpret or make sense of them considering the meanings various individuals assign to them. Qualitative research studies a variety of empirical materials, including case studies, firsthand experiences, insights, life stories, interviews, and observational, historical, interactive, and visual texts that describe common and problematic moments and meanings in the lives of people (p.29).

This is a qualitative research project whose purpose is to describe how and when a learning situation can make students aware and interested in the importance of expressing themselves in English regarding their learning process. It also aims at analyzing how participants react to specific situations of English learning when arts-based instruction is used, trying to reduce the impacts of the socio-affective filter and likewise improve their oral expression skills.

Research Type: Action Research

The methodology used for this pedagogical proposal is within the framework of action research. Accordingly, it is important to highlight the relevance of this type of study. Action research, according to Maheshwari (2012), is the investigation of a group of people to identify a problem, do something to solve it, see how successful their efforts were, and if they are not satisfied, try again. Furthermore, it is comparative research on the conditions and effects of various forms of social action and research leading to social action. It aims to contribute both to the practical concerns of people in an immediate problem situation and to further the goals of the social sciences simultaneously (Lewis, 1946, p. 35).

Action research is a process in which a specific social problem is studied that requires some type of solution and affects a certain group of people, be it a community, association, school, or company. This type of research is ideal since it is carried out on a small scale and what it seeks is to initiate a change in said population. This approach is closely related to qualitative research as it focuses on understanding complex phenomena through detailed descriptive analyses. In the field of education, action research allows teachers to systematically investigate their teaching practices, identify challenges, and also implement strategies to improve. By integrating action and reflection, teachers/researchers can make decisions that are evidence-based to improve student learning outcomes.

There are some steps that should be taken into consideration when doing action research. Creswell (2012) outlines eight steps in conducting action research: determining if

action research is the best design to use, identifying a problem to study, locating resources to help address the problem, identifying the information that is needed, implementing data collection, analyzing the data, developing an action plan, and implementing the plan and reflect on it.

This research is considered action research, since in the first place an educational institution was taken to carry out the entire process, where priority will be given to studying the phenomenon of the socio-affective filter of students of a certain grade in their natural environment to later implement a type of action to mitigate the identified problem, for this point, it is planned to use art-based learning.

Data Collection Instruments

In this section, the different instruments for collecting data within the investigation will be presented and explained. As a first element, field notes, and as a second element, questionnaires, and finally artifacts. These instruments are relevant to the collection of student data.

Field notes

Field notes, according to Phillippi and Lauderdale (2018), are the researcher's thoughts, ideas, and unknowns, in terms of what is observed and the interviews that can be carried out. They also mention that field notes fulfill many functions within the investigation, but mainly help build ideas that favor the study, as well as the context in which it is conducted, since valuable data is documented. The key aspects that a field diary must have for it to be effective are, first of all, the date and time of each observation, as well as the participants who are present during the observation, and then entering each relevant detail that occurs in the place, at this point, it would focus on descriptions of the events that arise, behaviors, dialogues, in addition to the researcher's reflections to recognize possible biases and personal perspectives, record the problems or challenges encountered during the observation, questions that arise before, during

and after the observation, and as an important aspect if what is being observed is related to the objectives of the research project, so as not to lose sight of this type of information.

In this case, the use of field notes will allow the researcher to analyze aspects that are presented in the classroom, such as aspects of behavior or how students perceive learning. This instrument makes it possible to collect information that is not visible to the naked eye, it captures every detail of what is happening in a given environment. For these field notes, a format was designed to follow (Annex 1) to take into account certain aspects during the observation and to not lose its objective.

Questionnaires

Questionnaires, according to Roopa and Satya (2012), are a list of questions, either presented digitally or in print, with the purpose of obtaining an opinion. The questionnaire, in turn, should define a purpose that is consistent with the objectives of the research. Considering that, it is necessary to take into account the type of questions that are going to be asked, the number of questions, the population to which the questionnaire is directed, and respect for the privacy of the participants.

The questionnaire that was designed (Annex 2) considered questions related to the sociodemographic part of the students and questions related to the affective filter since for the study it is important to know these aspects of the students.

Firstly, the questions are related to the students' socio-demographic context, such as the composition of their family group, the educational level attained by the members of their household, the place where they live, whether their home has different resources such as access to public services, the Internet, electronic devices, and the layout of their home. Regarding the student's affectivity, the questions are focused on whether the school and living environment are considered positive or negative for them, the areas that awaken the greatest

interest, whether the student has ever experienced feelings of anxiety or frustration when learning English, and what situations generate anxiety for the student when learning English.

Artifacts

Artifacts are used as data collection instruments, providing a tangible link to the cultural, social, and historical context in which they were created. These objects, which may include written documents, photographs, artistic products, or any physical object, offer a deeper and more detailed understanding of the practices and values of the groups or phenomena studied. According to Geertz (1973), artifacts allow us to capture the "thick descriptions" of cultures, revealing the symbolic meanings and underlying structures of the cultures. Furthermore, the analysis of artifacts contributes to data triangulation, a process that strengthens the validity and reliability of the study by allowing cross-checking of information obtained by other methods (Silverman, 2013). Thus, the inclusion of artifacts as a data source not only enriches the understanding of the phenomenon studied, but also brings a more complete historical, cultural, and social perspective to the research.

Ethical considerations

Ethical considerations in this research will promote trust between the participants and the researcher, as well as collaboration, and mutual respect. It is vital to safeguard the rights of the participants and that these are not violated in any way. That is why the protection of identity is an important factor. Voluntary participation will be taken into consideration, where the person can decide whether or not they want to participate in the research; informed consent implies obtaining consent honestly and without influencing or persuading the participant. The identity of the participant will be kept secret, no details of personal information and identification such as name or address will be taken into account, and they will be kept private.

Intervention Proposal

This proposal for intervention in the classroom arises from personal concern when observing that students do not have good development in the area of communication in English as a foreign language, as in other skills, in addition to the lack of motivation, and the presence of a socio-affective filter in the classroom. During the research, different strategies were sought that could serve as a source of motivation for the students. In the end, it was decided to opt for the use of the arts to develop the students' communicative competence and at the same time mitigate the socio-affective filter.

Aspects	Linguistic contents	Sociocultural and communicative contents	Skills	Examples of activities
Time: September				
Stage/cycle: Sensibilization around arts				
	Simple present	Present the different forms of art that exist and how they are used to express different types of feelings and emotions	Listening Speaking	Give a brief introduction about the arts and ask students what art forms they know and which ones they are familiar with. Then expose them to the different artistic forms that exist and how they are used for different purposes.
Stage/cycle: Literature				
	Simple present	Students' interests, what they like, and what they don't like. Identify from the text what I like and what I don't like. --	Reading	Read a short story, draw the characters presented, create a different story using some characters, and present the story in front of the group.
Stage/cycle: Visual arts (painting)				
	Vocabulary related to feelings and emotions. (Fear, hopelessness, love, repentance) Present simple	Identifying feelings and emotions in a foreign language	Speaking Listening Image reading.	Discussion about the role that the arts play in the expression of feelings and emotions. Present a list of emotions and feelings with which students can identify. Present a series of works of art that contain different emotions. Identify what emotion is represented. Present the discoveries in front of the class.

Time: October				
Stage/cycle: Painting				
	Simple present Feelings and emotions (Happiness, friendship, sadness, beauty)	Expression of feelings and emotions in a foreign language	Listening to my classmates Speaking Comprehension and application of discussions. Visual representation	Create an artistic piece where the student expresses one or several emotions that they have felt at some point in their lives. Present their work of art and explain it to their classmates.
Stage/cycle: Audiovisual media (Short film)				
	Simple present Vocabulary related to the topic, (soundtrack, musical instruments, setting) Feelings and emotions (love, hope, loneliness)	how the use of silent short films is capable of representing emotions and feelings, using only a soundtrack.	Written production Analysis of non-verbal communication	Watch the selected video, analyze what happens in the story, write a short text answering some questions related to the video, have a discussion with classmates about what they saw, how they felt, appreciations and opinions about the story.
Time: November				
Stage/cycle: Creative writing				
	Vocabulary (emotions and feelings related with the learning process, be conscious about what I felt during each class) What do I think? What do I feel?	Consider the vocabulary seen previously to express what they felt, and to be able to associate each of the activities with aspects of their daily life, in terms of feelings and emotions.	Writing	Write approximately 1 page in length, appreciations about the activities seen, reflect on what you learned and the importance of communicating emotions to others, recommendations for future classes and how the students felt during all the sessions.
Stage/cycle: Collage				
-color	Vocabulary related to	Analyze and discuss social	Speaking	Briefly introduce the topic, what collage is, what it can be used for.

<p>-Shapes -materials -Decoupage - Photomontage -Digital collage -Written collage and exquisite corpse</p>	<p>social issues like unemployment, addiction, discrimination or poverty. Language and tone when discussing sensitive topics.</p>	<p>issues through the creation and interpretation of collages, focusing on themes such as poverty, unemployment, discrimination, addiction, and class inequality, while also developing linguistic skills.</p>	<p>Listening Critical thinking Creative Expression</p>	<p>Hold a discussion about the social problem to work on. Provide vocabulary related to the topic. Relate what was explained and create a collage in groups and then discuss them in front of the class. reflect on the problems that we see daily in the news or close to our homes.</p>
<p>Stage/cycle: Photography</p>				
<p>Exposure Composition Planes Lighting Photography, expression and denounce http://magazine.scienceforthepeople.org/vol25-2-bleeding-earth/sebastiao-salgado-portraits-of-pain-and-dignity/</p>	<p>Technic language about photography</p>	<p>Address a social problem that is present in society and reflect on this, using photography as a means to demonstrate realities.</p>	<p>Listening Speaking Writing</p>	<p>Display a series of photographs depicting various social issues. Ask students to silently observe the photos and note down their initial thoughts, feelings, and interpretations. Discuss the power of photography as a tool for storytelling and raising awareness. Provide information about elements such as composition, lighting, and subject matter. In groups, students brainstorm ideas for a photograph they could take to represent a chosen social issue. Allow students to go outside or around the classroom to take their photos. Each group presents their photograph to the class, explaining the social issue it represents, and the choices made in its composition. Reflect on the social issues that could be found in the neighborhood.</p>
<p>Stage/cycle: Music</p>				
<p>Parts of songs in some genres Literary figures for lyric writing Rhythm and rhyme</p>	<p>Vocabulary found in the songs</p>	<p>Analyze song lyrics as a form of social commentary, discuss the role of music in addressing social issues, and develop critical thinking and language skills through music analysis and discussion.</p>	<p>Listening Speaking Reading Writing</p>	<p>Play a song that addresses a social issue and asks students to listen carefully to the lyrics. Discuss their initial thoughts and feelings about the song. Ask how music can reflect and influence society. Divide students into small groups and assign each group a song with lyrics related to a social problem. Ask students to analyze the lyrics, focusing on the message, imagery, and emotions conveyed, then write a paragraph answering the questions. Encourage students to</p>

				share their opinions and experiences related to the topic.
Stage/cycle: Graffiti				
History of graffiti Techniques Graffiti and Mural Symbols and Themes	Vocabulary related	Graffiti as a form of social commentary, and social protest, creating cultural awareness about our society and reflecting on social issues.	Critical thinking Creativity Communication Speaking	Discuss the meaning of graffiti and its history and introduce the concept as a form of social commentary. Show examples of graffiti that can be found around the world and their message. Discuss the graffiti found in the area and in the institution. Photograph a graffiti or mural that they found in the institution or outside. Collaborative mural representing social problems from the community.
Stage/cycle: Film				
Cinematography Soundtrack Storytelling	Vocabulary	How films portray and address social problems such as poverty, unemployment, discrimination, addiction, or class inequality, and how we respond to those problems. Are we empathetic when faced with these problems or do we simply ignore what is happening around us?	Listening Comprehension Writing	Choose films that are linguistically rich (with local vocabulary or slang, everyday vocabulary, phrases commonly used by the different social classes that can be perceived, etc.), and diverse and offer different perspectives on the issues and how those films or film clips depict social problems. Lead a discussion on the film, or ask students to write a report, focusing on: How the film portrays social issues. The language used by characters to discuss the problem. How the film's setting and context contribute to the portrayal of the issue. The impact of the issue on the characters and society as a whole. Ask students to reflect on what they have learned and how it relates to their own lives and communities.

Data Analysis

This section addresses the analysis of the data collected using a qualitative analysis technique based on content analysis. This methodology was chosen because it allows for a deeper understanding of students' perceptions, experiences, and narratives (Patton, 1980). Content analysis is particularly useful in this study because it facilitates the systematization of qualitative information, the identification of categories and subcategories that emerge from the

data along with theoretical foundations, and the creation of a clear structure for interpreting the results.

To analyze the results, a categorical matrix was used, which allowed us to organize and classify the data in a structured manner. First, the main themes and categories were determined based on the theory presented in this project. These topics were organized into a matrix to facilitate the comparison and relationship of the components at levels 1 and 2 respectively, extracted from the participants' responses and theory. This method helped us understand the nuances and richness of the experiences and opinions expressed and allowed us to observe patterns and connections that might otherwise have gone unnoticed.

Categorical Matrix

Category	Components Level 1	Components Level 2	Data collection instrument
Affective Filter	Motivation	Intrinsic and extrinsic factors	Field diaries Questionnaire 1, 2
		Variation throughout the school year	Field diaries Questionnaire 1,2
	Anxiety and stress	Situations that cause anxiety	Field diaries Letters
		Verbalized and manifested stress	Field diaries, Questionnaire 1,2
	Expression and creativity	Aesthetic expression	Oral presentations, Field diary, painting, photography
		Emotional expression	
	Attitudes towards learning	Predominant attitudes towards learning a second language	Questionnaire 2
		Self-efficacy and Confidence	Field Diaries, Questionnaire 2
	Self-esteem	Relationship between self-esteem and academic performance	Field diary, artifacts, oral presentations
		Self-narratives in students	Field diary, artifacts, oral presentations
		Visions of self in the works created	Field diary, artifacts, oral presentations
	Classroom atmosphere	Acceptance and support of error and difficulties	Field diary, artifacts, oral presentations

		Impact on participation and learning	Field diary, artifacts, Oral presentations
		Students' perception of the classroom atmosphere	Field diary
Sociodemographic Filter	Socioeconomic factors	Influence of access to educational resources	Field diary, questionnaires
		Recognition of socioeconomic realities	Collage, Photography
		Critical stances regarding social realities.	Collage, Oral presentations
	Cultural context	Impact on learning a second language	Field diary
		Addressing diversity in the classroom	Collage, Photography
Oral communication	Verbal fluency	Coherence and cohesion	Oral presentations, Field diary
		Confidence and naturalness	Oral presentations, Field diary
		Lexical and grammatical precision	Oral presentations, Field diary
	Pronunciation	Articulation (assimilation and use of English phonology)	Oral presentations, Field diary, Music
		Intelligibility	Oral presentations, Field diary, Music
		Stress	Oral presentations, Field diary
	Vocabulary	Use of class vocabulary	Oral presentations, Field diary, Tales, Collage
		Contextual understanding	Collage, Photography Personal experiences
		Vocabulary range	Oral presentations, Tales, Paintings
	Use of communication strategies	Verbal and non-verbal strategies	Oral presentations, Field diary, Paintings
		Roles of students in group interaction	Oral presentations, Field diary
	Listening comprehension	Recognition of words, sentences, paragraphs.	Music, Oral presentations
		Literal and inferential comprehension	Oral presentations, Photography

As can be seen, the major categories are made up of the affective filter, the sociodemographic filter, and oral communication. Each category is divided into second and third-order categories, wherein the main research interests are reflected, addressing how the

student's affectivity influences their educational process, whether the sociodemographic contexts contribute positively or negatively to their process and spark reflection, and how the students perform in terms of communication according to the aforementioned factors amidst the implementation of the arts as a mediator in the teaching-learning process.

Data Analysis

Affective filter

Motivation

Motivation is the set of internal and external factors that drive a person to act in a certain way and achieve goals. In the educational context, motivation is a key factor that influences academic performance, classroom participation, and attitudes toward learning (Krashen, 1986). Intrinsic motivation arises from personal interest or enjoyment in the task, without the need for external rewards, while extrinsic motivation refers to the influence of external factors, such as obtaining good grades or receiving recognition from parents or teachers. As the months go by, an increase or decrease in motivation can be observed. With these categories, we aim to understand the factors that influence students' attitudes toward learning, as well as the changes that occurred in their motivation throughout the school year. Specifically, we will focus on intrinsic motivation, extrinsic motivation, and the variation in motivation over time. The objective is to observe how students' motivation evolves, from potentially low levels at the beginning of the year to higher levels as the year progresses.

In relation to these categories, the results show that students exhibit a combination of intrinsic and extrinsic motivation. Several students initially mentioned in the exit questionnaire, aimed to know the experiences and the impact that the classes had on the student's learning. (Annex 3), that interest in learning through the arts was one of the main reasons why they enjoyed the process of learning English during the development of this project. For example, Student 1, when asked if having made presentations about their artistic creations made learning

easier or more stressful, stated: "It made learning easier for me because I was able to understand terms that were difficult for me and use them to explain." Similarly, Student 2 stated: "It made learning easier for me because it helped me express myself without words."

Students' reflections provide clear evidence of intrinsic motivation, as their participation in arts-based activities appears to foster a deeper connection with language learning. According to Deci and Ryan's (2000) self-determination theory, intrinsic motivation is driven by inherent enjoyment or interest in the task itself. Analyzing the students' responses, it can be stated that the use of terms such as "understand", "use", "helped me" and "without words" reveals that the arts activities promoted a deeper and more meaningful understanding of the language. Student 1 affirms that they were able to "understand difficult terms", which hints to an overcoming of linguistic barriers by applying what they learned in a practical way also in association with non-verbal strategies, since, as the student says, the activities "helped me express myself without words". These comments demonstrate that arts facilitated non-verbal communication, reinforcing their confidence in language use and that the students found the activities to be supportive of their learning, which increased their motivation and active participation.

However, extrinsic motives regarding learning English were also stated, as reflected in the answers of other students in the first questionnaire when they were asked if they felt motivated to learn the language. Student 3 said: "Me siento motivada porque se que me puede servir más adelante", and student 4 mentioned: "Me siento muy motivado ya que el inglés nos da muchas posibilidades." This demonstrates that their motivation to learn English was associated to external factors concerning their future, since they expressed that English gave them opportunities to travel or study abroad and to have a better job when they finished their studies. Therefore, their purpose for learning the language was initially to have better opportunities, as further evidenced by student 3 when handing in his questionnaire while saying: "el inglés abre muchas puertas".

Student variation evolved throughout the school year. During the first interventions, students showed little interest in the activities, since their English classes were limited to answering and doing workshops from a book, without having the possibility of exploring different topics and teaching methods. When asked what kind of support they think would be helpful to improve the English language learning experience, student 5 said, for example: " Algo que me gustaria es tener clases más dinámicas e interactivas que sean desarrolladas totalmente en este idioma." In this sense, as the classes and the activities proposed progressed, the students began to show more interest in what was offered to them, since the sessions gave them variety in ways and topics, allowing them to enhance their engagement, as well as reduce the stress of learning the language.

Considering the field diaries and the observations made during the activities, the students showed greater motivation when experimenting with painting, collage, and music. Greater participation was noted since they constantly asked questions and maintained their focus when carrying out the different activities. For example, during the painting activity, the students were involved with their creations, the environment was calm, and everybody was concentrated. At the end of the presentations, student 22, said "me gustó pintar, creo que nunca había tenido una clase así en mi vida", student 1 followed the conversation and said "esta actividad se sintió muy relajante, pude soltar un poco de mis sentimientos". As a result, the works presented by the students, as well as their defense, were satisfactory. This attitude of focus and enjoyment was witnessed with other arts. For instance, student 13, while listening to the song *This Is America* by Childish Gambino, said: "Escuché esta canción una vez y me quedó gustando, además es como hip-hop y a mi me gusta ese género", also, other students in the same listening activity began moving their bodies and their heads as the song was played. This behavior shows that students were enjoying the activity to the point that they repeated the song three more times.

In conclusion, the integration of arts-based activities not only improved students' understanding of English but also significantly influenced their levels of intrinsic and extrinsic

motivation throughout the school year. Initially, students displayed extrinsic motives, driven by external goals such as future job opportunities or studying abroad. However, as classes evolved to include creative activities such as painting, collage, and music, students began to develop intrinsic motivation, finding personal satisfaction and enjoyment in the learning process. This change was evident in the participation, engagement, and positive reflections shared in their comments. The increase in their participation, as seen in their eagerness to ask questions and their emotional connection to the activities, shows that the arts facilitated a more relaxed and enjoyable learning environment, which in turn fostered a deeper and more meaningful connection to the language. Consequently, the combination of intrinsic and extrinsic factors, as well as variation in motivation over time, highlights the importance of diverse and dynamic teaching approaches to maintain student interest and promote lasting motivation.

Anxiety

Anxiety in the educational context refers to the emotions of tension, worry, or nervousness that students may experience in academic situations. This emotion can negatively affect their performance, concentration, and general well-being and is associated with the challenges that may be faced in certain situations (Alindao et al, 2022) Within this category, we aim to explore two aspects: first, the situations that cause anxiety, since we seek to identify the moments or scenarios in which students experienced it in higher levels (which may include public presentations, assignments with deadlines, or even interaction with teachers or classmates), and second, the identification of verbalized and manifested stress, aimed to analyze how students expressed or verbalized their feelings of unease and overwhelm.

One of the main factors or situations that caused anxiety in students was public speaking, as they were afraid of making mistakes when expressing themselves and feared feeling judged by others when communicating. Another situation presented was being able to

understand the teacher when she spoke English. Let us observe the case of a particular student who gained confidence as the year progressed.

Answering a question in the first questionnaire about what situations or aspects generate anxiety or frustration when learning English, student 6 said: "I would not like to feel judged sometimes". This student often avoided speaking in public or with his classmates and avoided eye contact or was indifferent when it came to expressing ideas. This feeling of the student tamed class after class, as he gained confidence and allowed himself to contribute to the conversation during the classes with ideas and multiple questions when he did not understand some words or sentences. This attitude demonstrates that the student felt stressed and anxious while participating at the beginning of the classes, but, with the different activities that involved several skills, he demonstrated he wanted to achieve a good level of oral communication in English.

At the end of the intervention, the students showed a low level of stress and anxiety, since with each of the activities presented, the aim was to increase their confidence in making short presentations and to use English constantly to reinforce oral communication. At first, the students were afraid of speaking in public, avoiding expressing their ideas, and constantly using their mother tongue to express themselves. For example, in the vocabulary activity on emotions and feelings, students were asked when they had felt those emotions, to which student 4 responded: "me sentí triste cuando mi perrito murió," while the other students nodded and agreed with the situation presented by their partner. As the students became familiar with the vocabulary related to emotions, they began to use it in sentences. This was evidenced by the same Student 4 using the same sentence but in English, saying: "I am sad because my dog die." Although there were grammatical errors in his sentence, the message and intention of this, to express an emotion, were understood. As time went by, the students began to use the vocabulary that was presented to them, increasing the use of the English language. They

presented clear and complete ideas; they could answer questions in English in a coherent manner and they no longer showed hesitation when speaking.

One clear example took place when they were presented with images of works of art. They had to identify what emotion they could feel when seeing the image. When seeing the painting *Hoofd van Medusa* by Peter Paul Rubens, student 7 said: "I feel sadness, confusion, and fear, because it is impactante". She used English and Spanish in her speech, as she did not know the translation of a word, but she never let aside coherence. Another clear example of this evolution was shown in the response of student 8. When asked how she felt in class, she wrote: "We feel excitement, contentment, and enthusiasm. The classes were very good because we learned a lot of vocabulary, different emotions, verbs, real situations, etc. Not only did student 8 respond entirely in English, but she was also explicit in highlighting how she learned a variety of interesting and diverse vocabulary, which allowed her to express herself more effectively. This connection between language acquisition and the positive emotions she experienced—such as excitement and contentment—demonstrates how expanding her vocabulary contributed to her emotional engagement in the learning process, reinforcing her intrinsic motivation to continue improving.

During some presentations made by the students at the beginning of the cycle, they were asked how they felt before, during, and after having presented in front of their classmates, to which they responded: "Normalmente me siento nerviosa y con pena, pero trato de disimularlo"(student 9), "Me siento nerviosa, con miedo a no saber que decir, avergonzada" (student 10), "tengo ansiedad, luego nervios y despues calma" (student 2), and "antes de la exposición me siento extremadamente nerviosa, durante van bajando los nervios y despues ya me siento tranquila" (student 11). These comments showed that the students did not feel totally confident when speaking in public. These responses were collected in writing, at the end of the collage presentations, as a way of knowing the students' perception when presenting in public. At the end of the cycle, however, the students verbally expressed that they felt much more

confident when speaking with other classmates, and when speaking in public. For instance, student 5 said: "with the teacher, we had to present interesting topics, and we had interesting readings". Student 6 said: "the teacher gave us opportunities to present in English and thus improve". Additionally, some commentaries of students at the end of the course were about the relief that they felt when the presentation ended. Student 16 said: "Ahora me siento un poco más confiada de hablar en inglés", and student 14 said: "creo que ahora si voy a poder hablar más en ingles, ya no me siento tan nerviosa de exponer", affirming that effectively the students had a progress regarding confidence.

In conclusion, the analysis of these categories allows us to identify that when high levels of anxiety are present in students, it affects academic performance and active participation, especially when oral or interactive activities are carried out. The fear of making mistakes led them to avoid participating in some of the classes that involved these activities. Like Zheng and Cheng (2018) showed through interviews and questionnaires, anxiety causes students difficulty in expressing themselves, additionally, their performance will be affected when completing tasks, answering questions, and doing teamwork, among other activities. In the case of this project, those students who had shown less confidence in their language skills showed higher levels of anxiety, however, with the implementation of these learning strategies through the arts, a supportive environment was created in the classroom, and activities were proposed in which students felt more secure in practicing the language without feeling judged, reducing anxiety.

Expression and Creativity

Expression and creativity refer to students' ability to communicate ideas, emotions, and perceptions in different artistic forms. In the educational context, these skills are essential for students to explore their identity, understand the world, and address complex issues, such as emotions and social issues (Martin et al. 2013). Additionally, by integrating the arts into the learning process, students can develop greater social and emotional awareness, while

cultivating their creativity (Chi, 2017). Within this larger category, two specific subcategories are analyzed: aesthetic expression and emotional expression. The former analyzes how students use different artistic media, such as painting, photography, or collage, to capture their ideas and perceptions. It looks at the use of visual and aesthetic elements as a way to represent both internal emotions and social problems they identify in their environment. On the other hand, emotional expression analyzes how students channel their emotions through art, exploring issues such as sadness, frustration, hope, or anger. Through their artistic creations, students find ways to express their feelings, often linked to social injustices they observe or experience, and communicate their emotional responses to these issues.

The students expressed their creativity and expression through various artistic projects. To introduce each art form, they were presented with vocabulary, visual presentations and activities to make a first recognition of the artistic expression approached. The different forms of art were used to explore emotions and feelings and to address social problems. To analyze this manifestation of creativity and expression, a process was followed in which both their artistic creations and the verbal or written reflections that accompanied their work were observed and evaluated. The students produced visual works such as collages (Annex 4), paintings (Annex 5), photographs (Annex 6), written works such as short stories (Annex 7), and song analysis (Annex 8); which represented their emotions and stands on social problems that could be found within their community, (such as poverty, discrimination or violence) using elements like shapes, symbols, and colors.

To illustrate this point, we can refer to the project associated with painting. The instruction given was to create a piece of art in groups, where students would express through painting emotions that they were feeling at that precise moment. They were free to use the colors that they believed were pertinent to make this representation. To analyze their work, it was important how each student used aesthetic elements to transmit their message. Thus, when analyzing the color choice in the painting work of student 12 (Annex 9), it can be seen that,

considering color theory, dark tones were used to express sadness and hopelessness. In fact, while presenting the piece, the student mentioned that the use of colors was intentional, as she wanted to represent how she felt at that moment, and according to her perspective, the use of dark colors represented negative emotions, and the use of light and radiant colors referred to positive ones.

Similarly, in the collage work of student 6 (Annex 10), symbolic images were used to represent social injustice. In her presentation, the student expressed discontent about the situation or social problem she wanted to share. In her collage, she wanted to represent climate change, using images that depicted the destruction of the planet, emphasizing that the human species is the cause of such destruction and that therefore we must change how we behave with the planet. She also expressed: "nosotros los humanos hemos sido los principales criminales de la destrucción del mundo." In this case, it is worthy to mention that to give her final reflection, she did it in Spanish to emphasize the problem and make it forceful, but the rest of it was conducted in English. She used grammatical rules to offer cohesion and coherence to her speech and used linguistic resources such as observing notes to gather information. In conclusion, the symbolic use of aesthetic elements allowed students to convey deeper emotions and messages about their emotional state and social concerns, as well as critical reflection in the art projects, including the use of Spanish to emphasize ideas, demonstrate how the arts allowed students to express complex emotions and opinions. Furthermore, the use of English, along with some linguistic resources, allowed them to organize their thoughts coherently, integrating both languages to reinforce the impact of their message.

The degree of creativity in the way they addressed these problems was also examined, looking for originality and depth in their works. The students accompanied their works with descriptions or oral reflections in which they explained what emotions they wanted to express through their art and also what social problems were evident in their environment and were recurrent in their community, making a reflection on this. The analysis focused on how they

verbalized their emotions and how they influenced their creative process. Some students mentioned that they had created the work of art taking into account the emotions they were feeling at that moment. Student 7 said while presenting their product: "This photograph represents the problem of drug addiction that exists here in the city, ya que the photo was taken en el Chorro de Quevedo, ya que allí se pueden ver a muchas personas consumiendo drogas o licor, y pues en la foto no se ven estas personas jovenes, pero este es un lugar que se usa para estas actividades." The student used Spanish and English, not knowing the vocabulary to describe places, however, a linguistic resource was used to express ideas. This oral response demonstrates the student not only expressed what they saw, but also made inferences about the place. To conclude, the work presented by students and their oral defenses, shows a grade of creativity, allowing the identification of social problems that surround our society and students' lives, also using symbolic images to represent something and creating pieces with great visual elements.

Attitudes towards learning

The category of attitudes toward learning examines students' perceptions, emotions, and behaviors in relation to their learning process, that is, students' attitudes directly influence their performance, commitment, and academic development (Mašić and Bećirović, 2021). The analysis of these attitudes allows us to better understand how students face the challenges of learning, especially when it comes to learning a second language, a process that can involve both difficulties and advantages. Marquina et al. (2022) mention that attitudes play a fundamental role because they strengthen people's motivation to learn. However, these attitudes can vary in the language-learning process since each person reacts differently to the challenges that arise when learning a foreign language. Students may be reluctant to learn either due to previous negative experiences or simply because they are not interested in learning another language (Mašić and Bećirović, 2021). Within this larger category, two subcategories are addressed: Predominant attitudes toward learning a second language and self-efficacy and

confidence. The first subcategory refers to instances where the emotions, thoughts, and predispositions that students have toward learning a foreign language can be identified. Positive attitudes are observed, such as enthusiasm and curiosity, as well as negative attitudes, such as frustration or disinterest, which can be influenced by factors such as the difficulty of the language, or the teaching methodology (Gardner & Lambert, 1972). With the second category, Self-efficacy, and confidence, we can identify how students perceive their ability to learn a second language and how much they trust their abilities to achieve it. The self-efficacy to a clever understanding refers to the belief the students hold about their ability to accomplish certain tasks, this belief will influence their performance on those tasks. This belief helps students to succeed in language learning (Lestari et al, 2020).

Students expressed their attitudes in surveys and reflective papers. Some showed a positive attitude towards learning English, describing it as a useful tool for their professional future. The analysis of these statements focused on identifying thought patterns that influenced their willingness to learn, observing whether motivating or demotivating attitudes predominated. First, one of the first activities carried out was the introduction of a short children's story. Students had to read the story and then create their own short story with the characters and/or elements that were introduced during it. Students showed signs of boredom, playing with their phones, or not paying attention to the class. This behavior could be interpreted as lack of interest at the beginning, for not knowing what the classes were about, and the lack of confidence in their knowledge of English. Some of the students carried out the activity using the translator. These attitudes showed that the students were not motivated to participate. The compartmental attitudes were decreasing; the students progressively found that the classes involve different types of art, showing they had interest in participating in those. In contrast, there is the music activity, carried out in the final stage of the project. Students showed greater motivation and participation towards the proposed topic and the art form involved, being active, asking questions, and enjoying the class. In the survey conducted at the end of the project,

students were asked which of all the activities carried out with arts was their favorite and why, to which Student 1, for example, responded: "I liked the song activity because I feel that music can express more than any other type of art". Similarly, Student 15 said: "I really liked the song activity, because when I listen to music, I feel calm.". This refers to the fact that music is an art form that attempts to express feelings, emotions and social problems with greater depth, since several elements are involved such as rhythm, lyrics and, as a complement, the music video.

Students were also analyzed regarding their self-efficacy, evaluating how they perceived their ability to learn the language. Those with high self-efficacy were confident and more likely to actively participate in class, complete assignments, and seek opportunities to practice the language. In contrast, some students expressed low confidence, resulting in avoidance of speaking activities and anxiety about different assignments. In this case, students who had a high level of self-efficacy were more likely to participate in class, asking and answering questions, contributing ideas, and helping their classmates. Those who felt confident with their level of English expressed everything clearly and spoke the language constantly. On the contrary, those students who felt that they did not have a good level of English avoided participating in class, did not do the activities, or simply did not attend classes.

For the first case, we take the experience of student 15, who showed interest in the activities proposed in class, actively participating in each one of them and giving her appreciation of them, verbally stating in the class about the songs that portraits mental issues, that: "las clases fueron muy cheveres, ojalá pudieramos tener mas clases así." In contrast to the experience of student 10, who avoided speaking and participating in classes and constantly missed classes, showing an attitude of disinterest due to not being able to understand the language. This could be identified since, in the exit questionnaire, students were asked what their strengths and weaknesses were in terms of their ability to express themselves in English, to which the student responded: "Mi debilidad es no entender bien el ingles porque no me enfoqué mucho," without mentioning what her strength was. The analysis of this category allowed us to

understand the students' attitudes towards their learning, and how these attitudes positively and negatively influence their willingness to participate in the learning process, making it satisfactory or tedious for each student, since all experiences are subjective for everyone.

Self-Esteem

Self-esteem refers to a person's self-assessment, their sense of confidence in their abilities (Bandura, 1977). In the educational context, self-esteem plays a fundamental role in students' academic performance and in the way they face challenges. High self-esteem is associated with greater resilience, motivation, and willingness to learn, while low self-esteem can negatively influence participation and the achievement of learning goals (Akbari & Sahibzada, 2020). The aim is to analyze three subcategories: The relationship between self-esteem and academic performance, students' self-narratives, and their visions of selves in the works created, that is, how the artwork shows how they perceive themselves.

The first subcategory analyzes how students' perception of themselves influences their academic performance. It seeks to understand whether students with higher self-esteem tend to obtain better results in the works presented, and how students with low self-esteem may have difficulties in meeting academic expectations. In the second subcategory, the stories that students tell about themselves are analyzed, either in formal oral presentations or while communicating in the classroom. These narratives allow us to observe how students structure their life experiences, which can reveal valuable information about their self-esteem. In the third subcategory, which is closely related to the previous subcategories, the visual or artistic representations that students produced are analyzed, focusing on how they projected their self-image and self-esteem through art. The works created, such as collages, paintings, or photographs, can reflect the internal perceptions they have about their value and how these connect with their emotions, thoughts, and social context.

Students expressed how their self-esteem affected their academic performance through their reflections and observations in surveys and in the work they did themselves. Some students with high self-esteem indicated that they felt capable of overcoming difficulties and obtaining good results. Student 6, in a self-assessment exercise where the student needed to respond some questions about the process of presenting in class, was asked if language was a barrier to being able to express herself better, to which she responded: "I usually express myself and defend myself well in English but I still don't manage to feel totally confident like in Spanish". While here she referred to the fact that she does not feel confident with her ability, in her oral defense of the photograph of a social problem, demonstrated confidence and authority regarding the subject, thus overcoming this fear of expressing herself. An opposite case was that of Student 22, who in all the sessions was shy and never participative, avoiding talking with his classmates and also avoiding contact with the teacher. The student showed signs of low self-esteem because during the observations carried out, he was always alone and did not talk to anyone, in addition to placing himself in a corner so as not to bother his classmates, this affected his performance in class since he was inhibited from presenting the activities, since orally he expressed in the activity of painting feelings and emotions, when asked about his distant behavior : "no soy muy bueno para el ingles y no lo entiendo, además mis compañeros son mejores que yo." In addition, in his response to the same question asked in the self-assessment, he answered: "el idioma si es una barrera porque solo me puedo expresar en mi idioma natal y se me complica la comunicación verbal en otro idioma." However, by the end of the project, this student showed a willingness to participate in the activities, joining other classmates with the same difficulties and although he remained shy when speaking in front of the public, he managed to communicate with the teacher and make the presentation of the photography project, using some of the words from the vocabulary provided, doing his best to make his ideas known. Student 22's gradual change in attitude may have been due to a combination of factors. On the one hand, artistic activities such as painting, and photography

offered him an alternative to express his emotions and thoughts without being completely dependent on English proficiency. These activities provided him with a safer and less intimidating space to get involved, which facilitated his gradual participation. On the other hand, the support of both the teacher and his peers played a key role. The fact that at the end of the project he joined up with peers with similar difficulties suggests that he found a supportive environment among his peers. This collaborative environment helped him reduce his anxiety and increase his confidence. These answers allowed us to identify that self-esteem also plays a fundamental role, because if there is confidence in the abilities, the probability of significant learning is greater, and if there is no confidence, then the performance will be low. According to Bandura (1997), to reinforce this idea, he mentions that self-efficacy is the belief in one's abilities to organize and execute the actions necessary to achieve certain goals. This belief is key since if a student trusts in his or her ability to learn, he or she will face challenges with more motivation and resilience, which increases the probability of obtaining positive results. On the contrary, low self-efficacy, or lack of confidence in one's abilities, can lead to poor performance due to task avoidance, anxiety, or a lower willingness to actively participate in learning.

Through their artistic creations, students had the opportunity to delve deeper into their feelings. In the exercise of graphically representing their emotions, each of the students reflected in their work how they really felt, emphasizing this when it came to orally supporting their work. In these works, it was observed how they perceived themselves, where they played with the contrast of positive and negative feelings, such as, for example, the work of students 17, 18, and 23, who through their painting, reflected sadness, loneliness, and happiness (Annex 11). On the other hand, they shared some of their experiences when socializing in the face of issues of social injustice or those related to emotions. This analysis allowed us to observe how students built their identities based on their past experiences and how these narratives reflect their self-esteem. It also allowed us to delve deeper into how students project their perception of themselves and the world in art.

Classroom atmosphere

Classroom atmosphere is a crucial factor influencing student behavior, participation, and learning. A positive and welcoming environment can motivate students to become more actively involved, while a tense or unwelcoming environment can lead to disinterest or anxiety (Jaramillo, 2007). This atmosphere is built on the interactions between students and the teacher, the rules of coexistence in the classroom, and the acceptance or rejection of errors and difficulties that students face. Within this larger category, three key aspects are addressed: Acceptance and support of errors and difficulties, impact on participation and learning, and students' perception of the classroom environment.

The first subcategory focuses on how errors and difficulties are received within the classroom. In an environment where errors are accepted as part of the learning process, students often feel more comfortable participating (Quintero et al. 2021). The analysis looks at whether the teacher and classmates provide emotional and academic support when a student makes a mistake or faces a difficulty, rather than reacting with criticism or judgment. The second subcategory analyzes how the overall classroom atmosphere influenced students' willingness to actively participate and their academic performance. It analyzes whether an inclusive and supportive environment encourages greater participation and facilitates learning, or whether a negative environment generates inhibition, anxiety, and poor academic performance in the student. The last subcategory analyzes the students' own opinions and feelings about the classroom environment. It investigates whether students perceived the classroom as a safe and motivating space or, on the contrary, as an environment where they felt insecure or undervalued.

Accepting mistakes and difficulties in the classroom allowed students to interact in a safe environment where mistakes were not seen as punishment or a sign of mockery, but rather as learning. By supporting each other and not judging others, students were able to work in a

pleasant environment without feeling afraid of being judged. At the beginning of the project, students expressed that they did not participate in class because they did not want to feel judged. The classroom environment encouraged students to make mistakes without feeling repercussions or that they would have low grades. On the contrary, they were encouraged to participate actively, and it was mentioned to them that it was okay to make mistakes. In one of the reflection spaces, a student verbally mentioned "me gustan las clases con la profesora porque le puedo pedir ayuda cuando me equivoco y no me regaña." Another student added: "en mis otras clases no me gusta hablar porque el profesor es muy bravo, en cambio en esta clase la profesora nos deja expresarnos libremente." This observation showed that an environment where mistakes or difficulties are handled appropriately will be a space where students can participate and be heard without feeling judged.

Additionally, it was analyzed how the classroom environment influenced their participation. If trust and respect were fostered in the classroom, students were more likely to actively participate in discussions and activities, respecting turns and listening to their classmates. If, on the other hand, students disrespected others, this allowed the environment to be tense and stressful. In the survey carried out at the end of the project, students were asked on a Likert scale how they would rate their overall experience in the course, where the options were Excellent, Good, Average, and Bad, to which, taking into account the 24 responses obtained from the students who answered the survey, 9 answered Excellent, 14 answered Good and 1 student answered Average. In this case, the result was that 58.33% of the students surveyed considered that their experience was good, 37.5% considered that their experience was excellent, and 4.17% considered that their experience was average.

Socioeconomic Filter

Socioeconomic factors

Socioeconomic factors refer to the economic and social conditions that influence students' lives and directly affect their access to education, their performance, and their participation in the classroom. The analysis of these factors allows us to understand how differences in families' economic level, access to resources, and experiences of social inequality impact students' learning and attitudes toward education. Taking this category into account, three subcategories are considered: the influence of access to educational resources, the recognition of socioeconomic realities, and critical positions regarding social realities. This category is important because it allows us to understand how socioeconomic factors significantly influence second language learning, as confirmed by several studies. Vyas and Sharma (2022), in their systematic review, mention that factors such as socioeconomic status, access to resources, and social conditions directly affect academic performance in second language acquisition, while Babikkoi and Abdul (2014), in their research, state that students from families with greater economic resources have access to better learning strategies and resources, which facilitates their progress in acquiring English. Finally, Serquina and Batang (2018), in their study, point out that socioeconomic conditions and psychological factors interact to influence English proficiency, highlighting how students with economic limitations often face additional barriers in their learning process.

The first subcategory seeks to analyze how the availability of resources such as books, technology, and family support impacted the learning process. The differences between students with adequate access to these resources and those who face limitations are analyzed, and how these inequalities affected their performance and motivation. The second category analyzes how students became aware of the socioeconomic differences between themselves, their peers, and the environment, and how these realities affect their perspective on the world and their interactions in the classroom. The question is whether students recognized and understood the social and economic inequalities that exist both within and outside the school environment. In the third category, the question is whether students adopted critical stances

towards the social inequalities that surround them. The aim is to determine whether they were able to question and reflect on power structures and economic realities, and whether they expressed desires for change or social justice in response to the problems they face.

Students expressed in a variety of ways how access, or lack thereof, to educational resources influenced their performance. Some students from more privileged backgrounds indicated that having access to computers, high-speed internet, and constant family support made it easier for them to complete their assignments and improve their learning, while students from more disadvantaged backgrounds mentioned significant difficulties, such as lack of access to technology or limited support at home, which negatively affected their academic performance. This was also evident in the classroom. During the sessions, the use of technological elements was essential for better teaching, whether with videos, digital presentations, or photographs. In some cases, not having these technological resources such as a computer or a television to project the content on made it difficult for students to learn, leaving gaps in the topics explained. When working with arts, it was essential to address concepts that were very difficult to explain without some type of visual support.

On the other hand, through the work carried out identifying social problems through collage, photography, and music, it was possible to work with the students on socioeconomic differences since these problems cannot be changed by the institution, but awareness can be raised about them. During the different activities, the students shared that in their neighborhoods a lot of inequality could be seen, as well as in the institution, in addition to inequality, they identified the extreme poverty of some inhabitants of the area, drug addiction, discrimination, and lack of opportunities, among others. In a discussion held when addressing these problems, a student, when touching on lack of opportunities said: "Mi mamá quiere que estudie y sea profesional para tener las oportunidades que ella no tuvo." In this sense, it was decided to work on these issues with the students; to develop critical positions regarding these inequalities, some expressed their frustration and desire for change in the face of the injustices they

observed in their communities. In the collage presentations, students represented common themes in society, such as drug addiction, pollution, poverty, and discrimination towards the LGBTIQ+ community, demonstrating that students were surrounded by these issues.

Going deeper into this aspect, in the final survey, students were asked how English classes, where the arts were used, have helped them better understand their sociodemographic context and how these classes have contributed to their lives, to which they responded: Student 21 said: "they have given me a new way of seeing the world and my life." Student 20 responded, "They have helped me because, in the classes where we analyzed songs or photographs, I realized some social problems." The topic of music also helped students to have a broad perspective on these problems that are not only present in the country but throughout the world. In the performance of the song This Is America by Childish Gambino, the students identified the social problem addressed, emphasizing the school shootings that occur in the United States, such as the use of police force, giving as an example, the death of George Floyd and the Black Lives Matter movement. This demonstrated that students could identify the different problems that exist in society and have critical thinking about them.

Cultural context

The cultural context in which learning takes place is a determining factor in the way students perceive and acquire new knowledge, especially when it comes to learning a second language. The values, beliefs, customs, and traditions that students bring from their cultural environments influence their attitudes toward learning, their study strategies, and their interaction with others (Kramsch, 1998). Furthermore, cultural diversity in the classroom presents both opportunities and challenges, and it is essential that it is addressed inclusively and respectfully. The subcategories addressed are the impact of learning a second language and addressing diversity in the classroom.

The first category explores how students' cultural experiences and values influenced their process of learning a second language (English). The cultural context can affect the way students relate to the new language, how they address its difficulties, and what expectations they have about their success or failure in this process (Norton, 2000). It also examines whether the content of the classes reflected and valued the students' cultural diversity, which may have increased their motivation and interest in learning the language. The second subcategory examines how cultural diversity in the classroom was treated by the teacher and the students. It looks into whether this diversity was seen as a strength and whether different cultural identities were respected and valued. In addition, it examines whether the teacher used strategies to integrate diverse cultural perspectives in the activities and whether an environment of respect and recognition of these was promoted.

In this category, students expressed through observations and activities how their cultural context influences their learning of the foreign language. They mentioned that cultural differences sometimes create barriers. In the different speeches that were made, some students mentioned that at home they only listened to music in Spanish and that nobody spoke or understood English, verbally expressing: "en mi familia no hablamos inglés, y mis padres no me pueden ayudar con mis tareas, entonces a veces me siento solo en mi aprendizaje", demonstrating that the context in which this student finds himself limits his possibilities of having better support at home, with the institution being in charge of providing these tools to the student.

On the other hand, some conditions of the students made them lose motivation or were not focused on learning. As was the case with student 10, who said that at home she had many economic difficulties and that is why she did not attend classes regularly. Regarding diversity, the students expressed how they perceived the management of cultural diversity in the classroom. In the final reflections made by the students at the end of the project, student 16 said: "I really liked that in class we were able to talk about our emotions and also about the

different problems that exist in society," student 13 added: "with the songs, I liked that we were able to analyze different genres and that in each one there were different themes that can be considered taboo, with the song that dealt with mental problems."

Oral communication

Verbal fluency

Verbal fluency is a fundamental aspect of oral communication that refers to the ability to express oneself in a continuous, clear, and efficient manner, without unnecessary interruptions or long pauses that make it difficult to understand the message. In terms of learning a second language, verbal fluency does not only imply speaking quickly but also speaking in a coherent and comprehensible manner, with confidence and precision (Douglas, 2015). Within this larger category, there are three other subcategories: Coherence and cohesion, confidence and naturalness, and lexical and grammatical precision. The first category seeks to analyze the student's ability to organize their ideas logically and connect them correctly throughout their speech. Coherence implies that the ideas follow a comprehensible sequence, while cohesion implies the appropriate use of connectors and other grammatical elements that give unity to the speech (Halliday & Hassan, 2013). In the second subcategory, the degree of confidence with which the students express themselves is analyzed, which includes the use of a relaxed tone and the ability to speak fluently without constantly stopping to look up words. Naturalness also implies spontaneity in communication, rather than a reliance on memorized structures. The third subcategory assesses the accuracy with which the speaker uses the vocabulary and grammatical rules seen during each of the sessions. Not only lexical richness is considered, but also the ability to correctly apply grammatical structures in oral communication situations.

As a result of the analysis of this category, students demonstrated their ability to organize ideas in a logical and fluid manner through oral presentations. Those with greater verbal fluency were able to construct their arguments in a coherent manner, using connectors and clear

transitions in their presentations. For example, student 14, presenting her collage about mental health stigma, said: "My collage is about mental health stigma, I chose this topic because I think that mental health is very important and we should not make it a stigma, and people should be more empathetic with this topic and not judge" using modal verbs and a simple but totally coherent structure. The analysis focused on identifying the use of connectors, verb tenses, vocabulary related to social issues and emotions, and how students organized their thoughts, paying attention to the clarity of the message and the logical sequence of ideas. Additionally, students 3 and 21, who presented about racism, said: "We select racism because it is a problematic that is common in society. Racism, principally, is a form of attacking a person by their physical characteristics, their beliefs, or religion. We chose this topic por el impacto psicologico que se genera hacia las victimas, que son sentimiento de inferioridad, depresion, ansiedad, y estres postraumatico." In this case, the students showed coherence in their speech, however, when using terms with a certain degree of difficulty, they resorted to the use of Spanish to complete their idea. In their explanation, they used connectors and other grammatical elements that provided unity to their speech. In both cases presented, hesitations due to nervousness were noted when presenting, however, it did not affect the understanding of the speech, demonstrating a certain level of confidence when speaking in English.

Pronunciation

Pronunciation refers to how speech sounds are produced and perceived in a language. It is an essential component of oral communication in a second language, as it directly affects speech intelligibility and quality (Crystal, 2008). While learning a language such as English, students must develop the ability to articulate sounds in a good manner, use the phonological patterns of the language, and at the same time, work on intelligibility and stress accuracy. Within the broader category of "pronunciation," three key subcategories are examined: articulation, intelligibility, and stress. The first subcategory seeks to analyze students' ability to produce sounds specific to English, considering the assimilation of sounds and the use of phonological

patterns characteristic of the language. This includes the articulation of phonemes that do not exist in their native language (Spanish). The second subcategory looks at how clearly the student's speech can be understood by others, i.e. whether the message is comprehensible. The last subcategory looks at the influence of the student's native language on his or her English pronunciation by examining whether accents can affect the clarity of speech, as well as whether students try to adopt intonation and pronunciation patterns closer to native English, or whether they maintain a distinctive accent.

During the speaking activities, students showed varying degrees of mastery in the articulation of English sounds. To improve this aspect, a class was held where students were presented with tongue twisters to improve the articulation of specific phonemes. In this exercise, patterns of phonological transfer were identified, where students used previous knowledge of words from their native language to use them with words from the English language, which influenced their pronunciation. For example, the group of students 5, 7, 16, and 17, when presenting the collage on the topic of poverty, showed deficiencies in their speech, as they maintained characteristics of their native language in their pronunciation, in words such as "consist, compared, requires, identify, specific", causing their speech to not have adequate intelligibility and their ideas to not be perceived clearly.

Vocabulary

Vocabulary is essential in learning a second language, allowing students to understand and produce messages effectively. The richness of vocabulary that students acquire and use in the classroom directly influences their ability to communicate in different contexts. Developing a wide range of vocabulary is important to improve fluency, accuracy, and comprehension in the use of the language. Vocabulary mastery is essential for communicative competence, since "vocabulary is one of the best predictors of success in learning a second language" (Nation, 2001). Within this category, three subcategories are taken: the use of class vocabulary,

contextual understanding, and the range of vocabulary. In the first subcategory, the ability of students to apply the vocabulary learned in class during oral or written activities is analyzed. The second observes the ability of students to understand the meaning of words within different contexts. The last one examines if the students were able to use wide and varied vocabulary, and if they avoided excessive repetition of simple words.

Students demonstrated the use of vocabulary learned during oral and written activities in class. It was observed that some students applied the new terms easily, while others resorted to a more limited vocabulary. In the application of the activities related to music, each group of students was assigned songs that spoke of social problems, such as *Zombie* by The Cranberries, *Respect* by Aretha Franklin, *Earth Song* by Michael Jackson, *Imagine* by John Lennon, and *Another Brick in the Wall, Part 2* by Pink Floyd, where they had to analyze the song, they had to look at the social context, its relevance and the message they found. One of the groups, in their analysis, presented: "The song questions every evil that human beings have caused to the earth, from (throwing) so much garbage in the oceans to the cutting down of trees, to deforestation, which to a greater extent are a consequence of world wars", referring to Michael Jackson's song (Annex 12). With this fragment, it was possible to identify that the students incorporated the vocabulary presented in class. On the other hand, students who had difficulty using the vocabulary did not submit the analysis, arguing that "no logramos entender muy bien el contexto de la canción y no sabemos como escribir nuestras ideas sin utilizar el traductor", realizing that they were unable to develop the activity due to their vocabulary limitations, they felt frustrated.

During the activities involving reading and listening, the student's ability to deduce the meaning of new words based on the context was analyzed. In the exercise where they had to listen to a song related to mental health (*1-800-273-8255* by Logic), some students were able to infer the meaning of terms such as "I'm out of my mind", "heroic", "precious", "reflection", from the contextual clues offered in the song. Student 18, during the exercise, commented: "Aunque

no conocia el significado de la palabra en ingles, supe que tenia que ver con la reflexión, aunque en este contexto se refiere al reflejo de algo", realizing that the student inferred the meaning and used the context as a key tool for understanding unknown vocabulary. In these cases, students used a variety of words when speaking or writing, especially those seen in class, however, the repeated use of words was noticeable without having synonyms or other terms present, thus falling into the repetition of the same, demonstrating that there was not much lexical diversity but this did not prevent them from expressing their ideas clearly.

Use of communication strategies

The use of communicative strategies refers to the techniques that students employ to solve communication problems and improve their effectiveness when interacting in a second language, English in this case. These allow students to compensate for their linguistic limitations, facilitating fluency and effectiveness in interaction (Oxford, 2001). These strategies can be verbal or non-verbal, and play a fundamental role in overcoming obstacles, such as lack of vocabulary or difficulty expressing complex ideas. This category comprises the following two subcategories: verbal and non-verbal strategies, and the role of the student in group interactions. In the first subcategory, the different techniques that students use to facilitate communication are analyzed. The second category seeks to examine how students participate in group communicative situations, paying attention to their role in the interactions. It is observed whether the student assumes an active role, taking the initiative to lead or mediate in the conversations, or if he or she assumes a more passive role. This category is important, since according to Oxford (1990), he states that communicative strategies are essential to help students compensate for their linguistic limitations and improve their communicative competence. These strategies, both verbal and non-verbal, allow students to manage barriers in the communication process, such as lack of vocabulary or difficulties in expressing complex ideas, facilitating fluency and effectiveness in interaction. In addition, these strategies not only improve the student's communicative ability but also encourage autonomy in learning a

language. In addition, active participation in group situations is key to developing communication and cooperation skills, where students assume different roles, such as leaders or mediators, which contributes to the development of their social and linguistic competence.

During the activities proposed to the students, they demonstrated the use of verbal strategies during conversation activities or oral presentations, such as when they used synonyms or reformulated sentences to express an idea when they did not know a specific word. For example, in the collage presentation, student 20, speaking about drug addiction, said: "it's like... the thing that people smoke," to refer to cigarettes, demonstrating his ability to describe an object instead of being blocked by the lack of a word. Another of the resources most seen in the classroom was the use of English and Spanish in a single sentence; when they did not know its translation, they immediately used the word in Spanish to be able to continue with their idea, which facilitated the understanding of the discourse, as in the case of student 11, also when presenting her collage about deforestation and climate change, she said: "We need to take care of the.. hmm... ambiente, because it is our home that it is in danger," demonstrating the manifestation of this verbal resource. This ability of the student to come back to the target language could be known as translanguaging, according to Krystal, H (2020), the student is encouraged to use their mother tongue while learning the target language, this occurs as a natural and spontaneous practice, allowing present complete ideas switching in both languages. Regarding nonverbal strategies, the use of gestures and facial expressions to support communication was observed. For example, some students used hand movements to describe objects when they could not remember specific vocabulary. Some of the strategies seen were paraphrasing, using synonyms or approximations when the exact word was not known; asking other classmates or the teacher for help; describing what was meant by long sentences, which is generally known as circumlocution; gestures where the student accompanied his words with body movements; and facial expressions.

Regarding the student's role in group interactions, it was observed that some of them assumed active roles, taking the initiative to lead the conversation or distribute tasks. In the making of the paintings, student 12 commented: "primero busquemos qué emoción queremos transmitir y ya luego hacemos un boceto de lo que queremos pintar, ya despues nos organizamos para presentar," which demonstrated her willingness to organize the interaction and keep it fluid with her partner. Other students adopted more passive roles, waiting for other group members to take the initiative. However, even in these cases, the more reserved students often used verbal or non-verbal strategies to help resolve misunderstandings or to contribute their ideas in a subtle way. In conclusion, the use of communicative strategies was evaluated through the student's ability to use both verbal and non-verbal strategies, showing that even if students do not know some words, they have the ability to find strategies that allow them to adequately express their ideas. Regarding their role within group interactions, it was evident that students can maintain an active or passive position during the activities, but they always try to participate using the tools they know.

Listening comprehension

Listening comprehension refers to the ability to recognize words, sentences, and complete paragraphs, as well as to identify specific sounds and phonemes. It also includes understanding the literal meaning of a message and the ability to make inferences (Anderson & Lynch, 1988). Listening comprehension is a complex process in which listeners not only decode sounds but also use context and prior knowledge to build meaning (Buck, 2001). To develop strong listening skills, students must be able to recognize words and sounds and make inferences to grasp both the surface and implied meanings of messages. Two subcategories will be analyzed: recognition of words, sentences, and paragraphs; and both literal and inferential comprehension. The first subcategory examines the students' ability to identify words, grammatical structures, and the flow of sentences and paragraphs in spoken discourse. The second subcategory analyzes whether students can identify the explicit meaning of what is

being said, as well as demonstrate inferential comprehension, understanding meanings that are not directly expressed in the speech.

They demonstrated this ability in listening activities where they had to identify keywords or answer questions about the content of a speech. For example, with the music activity, students were asked to listen to a song (1-800-273-825 by Logic) and pay attention to the lyrics; The student 10 was able to correctly identify phrases such as “I see my tears melt in the snow” and grasp the general meaning of the message. Additionally, the students followed the structure of the song’s speech, for example, student 11 said that: “el principio de la canción muestra que la persona ya no tiene esperanzas de vivir, ya en la mitad, se ve que quiere mejorar y en la ultima parte, la canción muestra que la persona esta mejor.” They were also curious about the name of the song and were told that the name is the National Suicide Prevention Lifeline in the United States. In this case, the students were able to follow the structure of the speech and recognize not only individual words but entire sentences and paragraphs as a whole. During listening comprehension exercises, students demonstrated their ability to understand literally by identifying explicit information in activities, especially those related to music and photography, such as names, dates, or places mentioned directly.

In addition, in more advanced tasks, for example, where they had to interpret the photographs and paintings presented, some students were able to make inferences, deducing implicit information, or understand the tone and intention behind the message. The analysis in this aspect focused on the student's ability to identify the direct meaning of what they heard and read and extract additional information through inferences based on context. In this case, it was possible to explore aspects related to the interpretation of photographs and paintings, and the student's ability to make inferences and deductions.

In this sense, the students could read between the lines, identifying the context and recognizing the emotions or intentions of the author of the image. For example, student 1, upon

seeing the photograph "A Young Man with Curles at Home on West 20th Street" by Diane Arbus (1966), interpreted that "la persona de la fotografia se veia cansada, como si no hubiera dormido por mucho tiempo." Student 15 added "estoy de acuerdo, porque se ve como el maquillaje de los ojos está manchado." Making known their opinion regarding what they could see when seeing the photograph. On the other hand, student 21 along with his group, when observing the photograph "Amazonia" by Sebastiao Salgado (2021), interpreted that the men "they are doing a ritual" or "they are fishing in the river", he also mentioned: "yo creo que le estan apuntando con un arma y por eso tiene las manos levantadas". The students were able to extract implicit information and understand the intention behind the visual messages. By identifying emotions and contexts in the images in both the photographs and the paintings, students not only engaged with the visual content but also developed greater empathy and sensitivity towards the experiences and realities depicted. The different resources used in the activities not only served as tools for visual analysis but also acted as catalysts for critical thinking and reflection in the students.

Conclusions

This study aimed to investigate how the socio-affective filter can be mitigated to improve oral communication in English through a pedagogical proposal integrating arts-based activities with a 10th-grade group at Colegio Técnico CEDID Guillermo Cano Isaza. The findings indicate that incorporating creative activities such as painting, collage and music significantly enhanced the students' understanding of English and elevated their intrinsic and extrinsic motivation throughout the school year.

Initially motivated by external factors like job prospects and study opportunities abroad, the students began to cultivate intrinsic motivation as they engaged in arts-mediated learning, deriving personal satisfaction and enjoyment from the process. This shift was evident in their

increased participation, willingness to ask questions, and emotional connection to the activities, illustrating how the arts fostered a more relaxed and engaging learning environment.

Self-esteem emerged as a critical factor influencing academic performance and participation. Students with high self-esteem confidently approached challenges, while those with lower self-esteem exhibited hesitation. Artistic projects provided alternatives for self-expression, gradually boosting confidence among the participants. For instance, some students who initially struggled demonstrated significant progress in self-confidence through peer support and artistic engagement. This highlights the importance of a supportive and inclusive learning environment that fosters self-esteem and self-efficacy, as students who believe in their abilities are more likely to engage actively and achieve positive results.

The classroom atmosphere also played an important role in influencing behavior and participation. A positive, supportive environment where mistakes were embraced encouraged active engagement and reduced fear of judgment. Many students appreciated the freedom to ask questions without fear of reprimand, contrasting their experiences in other classes. Survey results corroborated that a respectful and trusting classroom atmosphere facilitated collaboration and participation, contributing to a more effective learning environment.

Furthermore, socioeconomic factors significantly shaped the students' learning experiences and engagement in English. Access to educational resources, family support, and reflections on social inequalities influenced academic performance. Disparities in resources highlighted challenges faced by students from disadvantaged backgrounds. Discussions and artistic projects addressing social issues fostered critical awareness among students, enriching their learning experiences and encouraging a broader understanding of social justice.

Cultural context also significantly influenced students' attitudes toward learning and language acquisition. Values and beliefs embedded in their cultural backgrounds affected how the students approached English learning. While some faced barriers due to limited exposure to

English outside of school, others valued the opportunity to discuss emotions and societal issues. Their reflections emphasized the importance of incorporating diverse cultural perspectives in classroom discussions, fostering an inclusive environment.

Moreover, the analysis reaffirms the significant impact of anxiety on students' academic performance, particularly in oral activities. Fear of making mistakes often leads to avoidance. Consistent with Zheng and Cheng (2018), the study found that students with lower confidence exhibited increased anxiety, obstructing self-expression and collaboration. However, through arts-based strategies and a supportive classroom atmosphere, the students experienced reduced anxiety and increased confidence, resulting in better engagement in language use without fear of judgment.

The use of arts in language learning was essential to encouraging students to communicate their ideas, emotions, and perceptions. Projects involving painting and photography allowed them to explore identities, address social issues, and express complex emotions using aesthetic elements. Additionally, incorporating English and Spanish into their reflections deepened their critical thinking skills.

As a general conclusion, it can be stated that integrating arts-based activities into English language learning can significantly reduce socio-affective barriers and enhance students' oral communication skills. The study suggests that creative activities improved students' understanding of the language, and positively influenced their intrinsic motivation, self-esteem, and participation levels. The students could participate in a safe environment, exploring their ideas without feeling judged. This project also highlighted the importance of addressing socioeconomic and emotional factors that affect students' engagement and performance, showing that artistic projects that explore social issues can encourage critical thinking and empathy. By encouraging creativity, self-expression, and critical engagement with social issues, these approaches can lead to more meaningful language learning experiences. These findings

support a change in pedagogy that uses the arts as a powerful tool in education, promoting not only language proficiency but also social awareness.

Limitations and Recommendations

Despite these positive outcomes, the study encountered limitations, including varying levels of prior knowledge and differing responses to artistic activities among the students. Future pedagogical proposals should design activities to meet diverse learner needs and incorporate frequent assessments to effectively track progress.

During the implementation of each of the activities, some challenges were encountered in the classroom. The lack of access to resources such as computers or televisions limited the possibilities of implementing certain types of technology-mediated activities, such as the use of videos, or interactive presentations that could have been useful to improve communication skills and reinforce confidence in the students. In addition, there was a time limitation as it affected the number of activities that could be carried out, reducing the depth of focus and the time needed for students to improve their oral skills, having constant changes in the schedule, and only providing one hour per week to carry out the implementation. Additionally, the transition from one grade to another, together with the fact that some students did not continue, may have created a break in the continuity of the activities. This affected the consistent implementation of the project and made it difficult to evaluate long-term results, as not all students could be followed up. Regarding the attitudinal part, there was also evidence of behaviors that showed low willingness on the part of some students in some activities, as they used cell phones to play video games or watch videos, which probably caused poor performance.

In future research that seeks to improve oral communication skills and self-confidence through art in an EFL environment, it is essential to effectively address the limitations identified in this study. One of the main recommendations is to ensure the continuity of the participants throughout the project. In this case, it is essential to plan activities that can be adapted to

dynamic groups and consider options that allow the monitoring of students. In addition, it is important to ensure the availability of technological resources, such as computers or televisions, that allow the proposed artistic activities to be effectively implemented. A more flexible planning in terms of time is recommended, to ensure that the activities are distributed in a balanced way and to provide more time for their development, to avoid thematic gaps, and thus contribute to the improvement of communication skills. These measures, taken together, will contribute to improving the implementation and results of projects that seek to reduce the socio-affective filter, improve oral communication, and foster confidence through art in learning English.

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Annexes

Annex 1

Identification Data			
Date			
Hour			
Grade			
Purpose of observation:			
STUDENTS' PERFORMANCE			
			Observations
Criteria	Students behaviour		
	Sociodemographic backgrounds		
	Manifestation of the affective filter		
	Attitudes towards arts		
	Communicative performance		
	Presence of social-issues		
TEACHER PERFORMANCE			
			Observations
Criteria	Interest in issues presented in classroom		
	Use of language		
	Management of activities		
CLASS DEVELOPMENT			
			Observations
Criteria	Resources and materials used		
	Approach to artistic content		
	Interaction between students		
	Place of the foreign culture and the own		
OTHER ASPECTS TO CONSIDER			
			Observations

1 Observation Format

Cuestionario

Estimado estudiante, el presente cuestionario es realizado con el fin de conocer aspectos relacionados a su convivencia dentro y fuera de la institución. Los datos recolectados serán utilizados para el proyecto de investigación "Study of the socio-affective filter to improve students' communicative skills and build self-confidence through arts in an EFL environment".

Responda a cada una de las preguntas con total honestidad, su nombre en la investigación será de carácter confidencial.

Tiempo estimado: 15 minutos.

Caracterización Sociodemográfica.

Nombre: _____

Edad: _____ Género: _____ Grado: _____

1. Número de personas que componen el grupo familiar: _____

Conformación del grupo familiar:

- Padre
- Madre
- Hermanos/as. Cuantos: _____
- Tíos
- Sobrinos
- Abuelos
- Primos

2. Estado civil de los padres o personas a cargo:

- Casados
- Separados
- Viudo
- Unión libre
- Soltero

3. Marque el nivel educativo más alto alcanzado por cada miembro del grupo familiar

	Primaria	Bachillerato	Técnica/Tecnológica	Profesional
Padre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Madre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adulto cuidador	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hermano/a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Localidad en el que habita: _____

5. Barrio en el que habita: _____

6. Para llegar al colegio:

- Toma servicio de transporte público
- Camina
- Utiliza bicicleta

Entry questionnaire : Sociodemographic profile

Annex 3

Estimado estudiante,

Gracias por participar en esta encuesta. Tu opinión es muy importante. Queremos conocer tu experiencia y el impacto que ha tenido el curso en tu aprendizaje. Todas tus respuestas serán confidenciales y se utilizarán únicamente con fines académicos.

1. **Evaluación del curso.**
 1.1 ¿Cómo calificarías tu experiencia general en el curso?

Excelente	Buena	Regular	Malas

- 1.2 ¿Qué tan satisfecho estás con el contenido del curso?

Muy satisfecho	Satisfecho	Neutral	Insatisfecho	Muy insatisfecho

- 1.3 ¿Cómo calificarías la calidad de la enseñanza recibida?

Excelente	Buena	Regular	Malas

2. **Desempeño y progreso.**

- 2.1 ¿En qué áreas sientes que has mejorado más? (Marque con una X las respuestas que resuenan a su proceso)

Comprensión lectora	<input type="checkbox"/>
Expresión escrita	<input type="checkbox"/>
Comprensión auditiva	<input type="checkbox"/>
Expresión oral	<input type="checkbox"/>
Gramática	<input type="checkbox"/>
Vocabulario	<input type="checkbox"/>

- 2.2 ¿Sientes que tuviste suficientes oportunidades para practicar tu oralidad en inglés?

Si
 No

¿Por qué?

- 2.3 Ya que has terminado el curso, ¿cuáles dirías que son tus fortalezas y debilidades en términos de tu capacidad de expresarte oralmente en inglés?

- 2.4 ¿Qué calificación le darías a tu progreso en el curso?

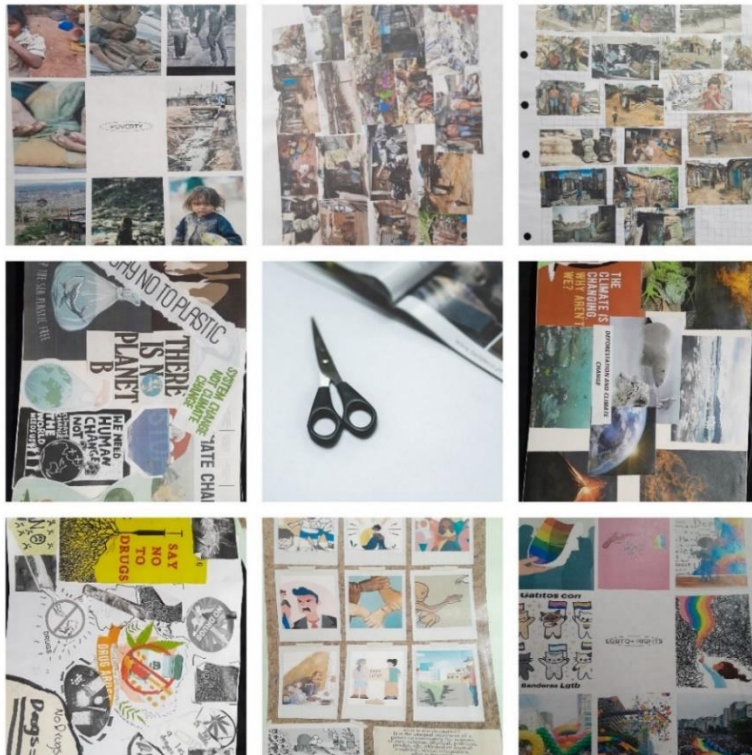
Excelente	Buena	Regular	Malas

- 2.5 ¿Consideras que los recursos y materiales proporcionados han sido adecuados para tu aprendizaje?

Si
 No

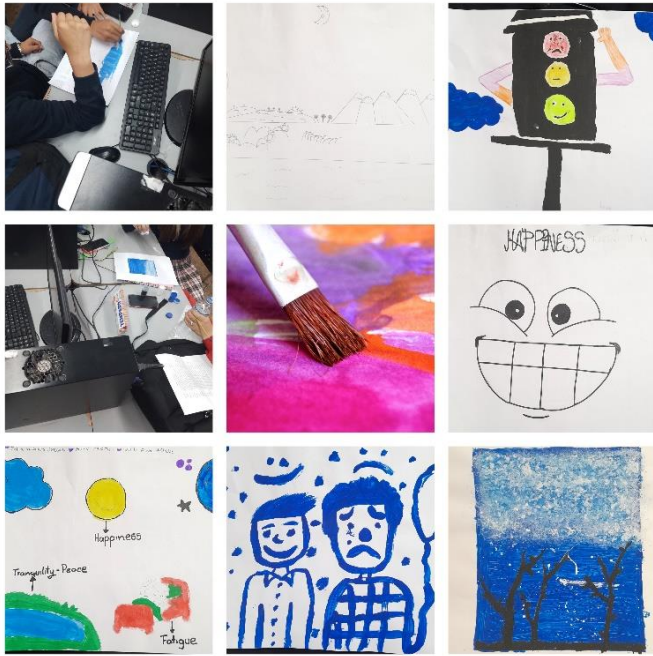
Exit questionnaire

Annex 4



Collage made by students

Annex 5



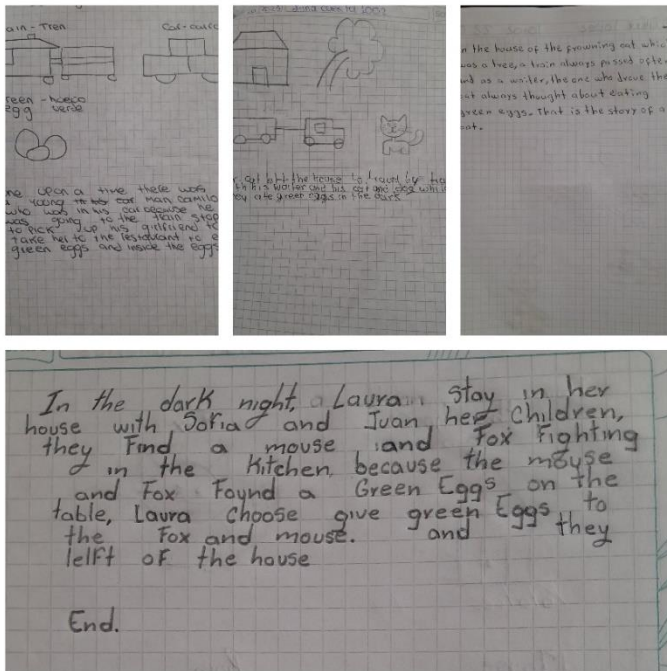
Paintings made by students

Annex 6



Photographs taken by students

Annex 7



Short stories written by students

Annex 8

Song Analysis

"This Is America" by Childish Gambino, also known as Donald Glover, is a multi-layered and impactful song that blends elements of rap and gospel music to deliver a powerful message about the state of America, particularly regarding issues of gun violence, racism, and the portrayal of African Americans in the media. The song's lyrics, paired with its music video, create a compelling narrative that has sparked widespread discussion and analysis.

The lyrics of "This Is America" are both mysterious and direct, using repetition and symbolism to convey its messages. The chorus, "This is America, don't catch you slippin' now," suggests a warning about the dangers and realities of life in America, where one must be constantly vigilant. The verses touch on themes such as gun violence ("Look how I'm livin' now, police be trippin' now"), the exploitation of black culture ("This a celly, that's a tool"), and the distractions of consumerism and entertainment ("Grandma told me, 'Get your money, Black man'").

The song evokes a range of emotions, from shock and anger to sadness and resignation. The abrupt shifts in tone and rhythm mirror the chaotic nature of the issues being addressed, creating a sense of unease and discomfort in the listener. The juxtaposition of upbeat music with dark lyrics adds to the overall impact, forcing listeners to confront the harsh realities being portrayed.

"This Is America" had a significant impact on society upon its release in 2018. The song's themes and messages resonated with many listeners, sparking conversations about race, violence, and inequality in America. The accompanying music video, which features powerful imagery and choreography, further amplified the song's impact, making it a cultural phenomenon.

"This Is America" has been hailed as a groundbreaking piece of art that has inspired others to address social and political issues in their work. The song's success has also opened doors for discussions about race and representation in the music industry, leading to more diverse voices being heard.

In conclusion, "This Is America" is a profound and thought-provoking song that has left a lasting impact on society. Its lyrics, messages, and emotional depth have sparked important conversations and inspired others to use their art as a tool for social change.

Example and structure of song analysis

Annex 12

It questions every evil that human beings have caused to the earth, from so much garbage in the oceans to the cutting down of trees, to deforestation, which to a greater extent are a consequence of world wars.

The main problem of the song is how human beings have been infringing on nature, only out of greed, out of the need to have more power and feel superior to others.

It generates emotions such as melancholy, nostalgia, sadness, and disappointment, and with them, Michael calls out to heaven to obtain an explanation for the actions of humans. In the music video, you can see that we not only lose our world, but also indigenous cultures and the well-being of animals.

In this song, Michael calls on society to be aware of our actions and the consequences they generate, and that not only specifically affect the planet, animals, or indigenous tribes, it harms ALL of us.

Analysis of a song written by a student