

Spring 5-24-2017

# Integrating the Arts into English Learning: A Case Study of EFL Learners in a Canadian University

Chenkai Chi

*University of Windsor*, [chi3@uwindsor.ca](mailto:chi3@uwindsor.ca)

Follow this and additional works at: <https://scholar.uwindsor.ca/research-result-summaries>  
Consistent with the TCPS 2 (4.7) this is a research summary provided to participants and should not be considered a formal publication of results.

---

## Recommended Citation

Chi, C. (2017). Integrating the Arts into English Learning: A Case Study of EFL Learners in a Canadian University. Retrieved from <https://scholar.uwindsor.ca/research-result-summaries/8>

This Completed Summary is brought to you for free and open access by Scholarship at UWindsor. It has been accepted for inclusion in Research Result Summaries by an authorized administrator of Scholarship at UWindsor. For more information, please contact [scholarship@uwindsor.ca](mailto:scholarship@uwindsor.ca).

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