Journal of Research and Development
A Multidisciplinary International Level Referred and Double Blind Peer Reviewed, Open Access
ISSN : 2230-9578 | Website: https://jrdrvb.org Volume-18, Issue-8| August-2026

Original Article

Comparison of Art-Integrated Learning Strategy and Traditional Method: A Pilot Study

Hemangi Tushar Chaudhari[1], Dr. Pratibha Tukaram Patil[2]
[1]Research student, Department of Education, Kavayitri Bahinabai Chaudhari North, Maharashtra University, Jalgaon
[2]Research Supervisor, Assistant Professor, Sadguru Education Society's College of Education, Jalgaon

Manuscript ID:
JRD -2026-180810
ISSN: 2230-9578
Volume 18
Issue 8
Pp. 56-60
August- 2026
Submitted: 15 July. 2026
Revised: 25 July 2026
Accepted: 10 August 2026
Published: 31 August. 2026

Abstract

To acquire fluency in English is now one of the major goals of individuals across the world. English language is one of the most commonly used languages at the global level. The majority of individuals are trying to acquire four language skills: listening, speaking, reading, and writing. While doing this, learning English grammar became very necessary to master language skills. Many researchers have carried out regarding developing the language skills of students. But research regarding effective teaching methods for teaching grammar is yet dissatisfied. This paper sheds light on a new pedagogy to teach English grammar. An art-integrated learning strategy is a unique method of teaching. Different subjects can be taught using the arts while explaining the topics. According to this pedagogy, different art forms are mixed in the teaching-learning process. The teaching-learning process becomes very interesting.

Keywords: *Art-integrated learning strategy, traditional method, achievement, English grammar.*

Introduction

The present research study focuses on a comparison of the art-integrated learning strategy and the traditional method of teaching English grammar at 7th grade level students. The objectives of the study were to compare the effectiveness of the art-integrated learning strategy with the traditional method in teaching English grammar at 7th grade level. Researcher selected a pre-test and post-test control group design for the study. A total 60 students of English medium and Marathi medium were selected as a sample for the study by purposive sampling. Then randomly assigned to the experimental group and control group. Self-achievement test and lesson plans were used. Mean, standard deviation, and t-tests were employed as statistical tools to analyze the data and draw conclusions. The art-integrated learning strategy was found to be more effective than the traditional method in teaching English grammar at 7th grade level. The art-integrated learning strategy is a centre of attention for teachers due to its newness and being recommended by NEP 2020. Art integrated learning is a new approach to teaching and learning where learners are involved in different art activities. Art integrated learning is a curricular pedagogy that believes learning of the concept is done by getting involved in art activities. This method is very interesting and enhances creativity among students and nurtures skills among them. The art-integrated learning strategy promotes active participation of students in the teaching-learning process with good feelings and full of enthusiasm. Art Integrated Learning is an innovative learning approach in which different art forms are mingled with various school subjects to help students to understand concepts and remember them for a long time. Art integration in the school's curriculum introduces students to a variety of art forms, which fosters artistic sense and creativity.

Need and Importance of the Study

In the era of modern science and technology, the English Language has immense importance. English is one of the well-known and mostly used languages in the world. Every field uses the English Language. Therefore, the teaching of the English language was included in the school curriculum by the Government of India.

Creative Commons (CC BY-NC-SA 4.0)
This is an open access journal, and articles are distributed under the terms of the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International Public License, which allows others to remix, tweak, and build upon the work noncommercially, as long as appropriate credit is given and the new creations ae licensed under the idential terms.

Address for correspondence:
Hemangi Tushar Chaudhari, Research student, Department of Education, Kavayitri Bahinabai Chaudhari North, Maharashtra University, Jalgaon

How to cite this article:
Chaudhari H. T & Pratibha Tukaram Patil. (2026). Comparison of Art-Integrated Learning Strategy and Traditional Method: A Pilot Study. Journal of Research and Development, 18(8), 56–60. https://doi.org/10.5281/zenodo.23186480

Quick Response Code:
Website: https://jrdrvb.org/
DOI 10.5281/zenodo.23186480
OPEN ACCESS

Journal of Research and Development
A Multidisciplinary International Level Referred and Double Blind Peer Reviewed, Open Access
ISSN : 2230-9578 | Website: https://jrdrvb.org Volume-18, Issue-8| August-2026

Indian schools are always encouraged to teach the English language. While learning a language, grammar plays a vital role. Because grammar helps the learner to acquire skills like listening, speaking, reading and writing. Therefore, we cannot ignore the importance of teaching English grammar. Learning grammar brings fluency and accuracy in speech and writing. That is why learning grammar has become an inevitable task. But many studies revealed that a lack of proper knowledge of methods and techniques of teaching grammar makes learning uninteresting. Students don't understand grammar very well. Learning grammar has become monotonous work for the students as present methods prepare the students for examination purposes rather than acquiring skills. Rules and definitions of the grammatical concepts are more stressed. Hence, there is a strong need to find a method which can fulfil the needs of students. Art-integrated learning strategy is an innovative pedagogy which brings variety in teaching as it is based on arts. According to this pedagogy, one can fuse art activities with the teaching of different subjects. The researcher thought whether the art-integrated learning strategy is really useful to teach English grammar or not. The researcher also wanted to find which of the two methods, i.e., the art-integrated learning strategy or the traditional method, is better for teaching grammar. That is why this study is taken up.

Objectives

1. To develop an art-integrated learning strategy for teaching English grammar at the 7th grade level.
2. To study the effectiveness of an art-integrated learning strategy for teaching English grammar at the 7th grade level.
3. To compare the art-integrated learning strategy and the traditional method of teaching English grammar at the 7th grade level.

Hypothesis

1. There is no significant difference between pre-test and post-test achievement scores of the experimental group taught through the art-integrated learning strategy.
2. There is no significant difference between pre-test and post-test achievement scores of the control group taught through the traditional method.
3. There is no significant difference between pre-test and post-test achievement scores of students of the experimental group of Marathi medium.
4. There is no significant difference between pre-test and post-test achievement scores of students of the control group of Marathi medium.
5. There is no significant difference between pre-test and post-test achievement scores of students of the experimental group of English medium.
6. There is no significant difference between pre-test and post-test achievement scores of students of the control group of English medium.

Variables

Independent variables

Art-integrated learning strategy and traditional method.

Dependent variables

Achievement scores of students.

Sampling

For the present research study, a total 60 students were selected. 30 students were selected from Municipal High School, Faizpur (Marathi Medium School). 30 Students were selected from S.A.M. Secondary and Higher Secondary English Medium School (English Medium) Vadhode, Pra. Savda. The researcher used the simple random sampling method to select a sample for the study. Experimental and control groups were formed randomly.

Table 1

Sample included for the study

Groups	English medium	Marathi Medium	Total
Experimental group (Art integrated learning strategy)	15	15	30
Control group (Traditional Method)	15	15	30
			60

30 Marathi medium students of municipal high school were equally divided into the experimental group and the control group. 30 English medium students of S.A.M. Secondary and Higher Secondary English Medium School (English Medium) Vadhode, Pra. Savda were divided into the experimental group and the control group.

Research Design

A pre-test and post-test control group design was used for this study.

Research Methods

The experimental method was used for the study.

Research Tools

The researcher has prepared an achievement test on selected grammar topics to collect data. To experiment on the selected group, the researcher prepared lesson plans.

Journal of Research and Development
A Multidisciplinary International Level Referred and Double Blind Peer Reviewed, Open Access
ISSN : 2230-9578 | Website: https://jrdrvb.org Volume-18, Issue-8| August-2026

Procedure of Experiment

Phase I

Administration of pre-test

An achievement test of English grammar was administered to the experimental group and control group to assess their previous knowledge of English grammar.

Phase II

The researcher conducted an experiment on 60 students from both English and Marathi medium schools. The researcher aimed to study the effectiveness of the art-integrated learning strategy and the traditional method in teaching English grammar at the 7th grade level.

The experimental group from English medium and Marathi medium schools was treated with the art-integrated learning strategy. The control group from English and Marathi medium schools was taught with the traditional method.

Phase III

After conducting experiments in the selected group, the researcher administered post-test in the experimental group and control group of English and Marathi medium schools.

Statistical Tools

Mean. S.D and t-test were used to analyze the collected data.

Statistical Analysis of the Data

Hypothesis 1

There is no significant difference between pre-test and post-test achievement scores of the experimental group taught through the art-integrated learning strategy.

Table 2

Description of pre-test and post-test achievement scores of the experimental group taught through the art-integrated learning strategy.

Group	N	Mean	SD	Calculated t value	Table t Value level 0.05	df
Experimental Group (Pre-test)	30	20.93	2.91	7.02	2.04	29
Experimental Group (Post-test)		24.87	2.46			

Interpretation

Table 2 indicates that the mean score of the pre-test is 20.93 and S.D. is 2.91. The mean score of the post-test is 24.87 and S.D. is 2.46. The obtained t value 7.02 is more than the table t value 2.04 at 0.05 significance level. Hence, the hypothesis is rejected.

Hypothesis 2

There is no significant difference between pre-test and post-test achievement scores of the control group taught through the traditional method.

Table 3: Description of pre-test and post-test achievement scores of the control group taught through the traditional method

Group	N	Mean	SD	Calculated t value	Table t Value level 0.05	df
Control Group (Pre-test)	30	22.27	2.16	0.76	2.04	29
Control Group (Post-test)		22.67	2.09			

Interpretation

Table 3 indicates that the mean score of the pre-test is 22.27 and S.D. is 2.16. The mean score of the post-test is 22.67 and S.D. is 2.09. The obtained t value 0.76, is less than the table t value 2.04 at 0.05 significance level. Hence, the hypothesis is accepted.

Hypothesis 3

There is no significant difference between pre-test and post-test achievement scores of students of the experimental group of Marathi medium.

Journal of Research and Development
A Multidisciplinary International Level Referred and Double Blind Peer Reviewed, Open Access
ISSN : 2230-9578 | Website: https://jrdrvb.org Volume-18, Issue-8| August-2026

Table 4: Description of pre-test and post-test achievement scores of students of the experimental group of Marathi medium

Group	N	Mean	SD	Calculated t value	Table t Value level 0.05	df
Experimental Group of Marathi Medium (Pre-test)	15	19.07	2.76	4.59	2.14	14
Experimental Group of Marathi Medium (Post-test)		23.40	2.47			

Interpretation

Table 4 indicates that the mean score of the pre-test is 19.07 and S.D. is 2.76. The mean score of the post-test is 23.40 and S.D. is 2.47. The obtained t value 4.59 is more than the table t value 2.14 at 0.05 significance level. Hence, the hypothesis is rejected.

Hypothesis 4

There is no significant difference between pre-test and post-test achievement scores of students of the control group of Marathi medium.

Table 5: Description of pre-test and post-test achievement scores of students of the control group of Marathi medium

Group	N	Mean	SD	Calculated t value	Table t Value level 0.05	df
Control Group of Marathi Medium (Pre-test)	15	21.53	2.26	0.67	2.14	14
Control Group of Marathi Medium (Post-test)		22.13	2.50			

Interpretation

Table 5 indicates that the mean score of the pre-test is 21.53 and S.D. is 2.26. The mean score of the post-test is 22.13 and S.D. is 2.50. The obtained t value 0.67, is less than the table t value 2.14 at 0.05 significance level. Hence, the hypothesis is accepted.

Hypothesis 5

There is no significant difference between pre-test and post-test achievement scores of students of the experimental group of English medium.

Table 6: Description of pre-test and post-test achievement scores of students of the experimental group of English medium

Group	N	Mean	SD	Calculated t value	Table t Value level 0.05	df
Experimental Group of English Medium (Pre-test)	15	22.80	1.57	6.61	2.14	14
Experimental Group of English Medium (Post-test)		26.33	1.35			

Interpretation

Table 6 indicates that the mean score of the pre-test is 22.80 and S.D. is 1.57. The mean score of the post-test is 26.33 and S.D. is 1.35. The obtained t value 6.61, is more than the table t value 2.14 at 0.05 significance level. Hence, the hypothesis is rejected.

Hypothesis 6

There is no significant difference between pre-test and post-test achievement scores of students of the control group of English medium.

Table 7: Description of pre-test and post-test achievement scores of students of the control group of English medium

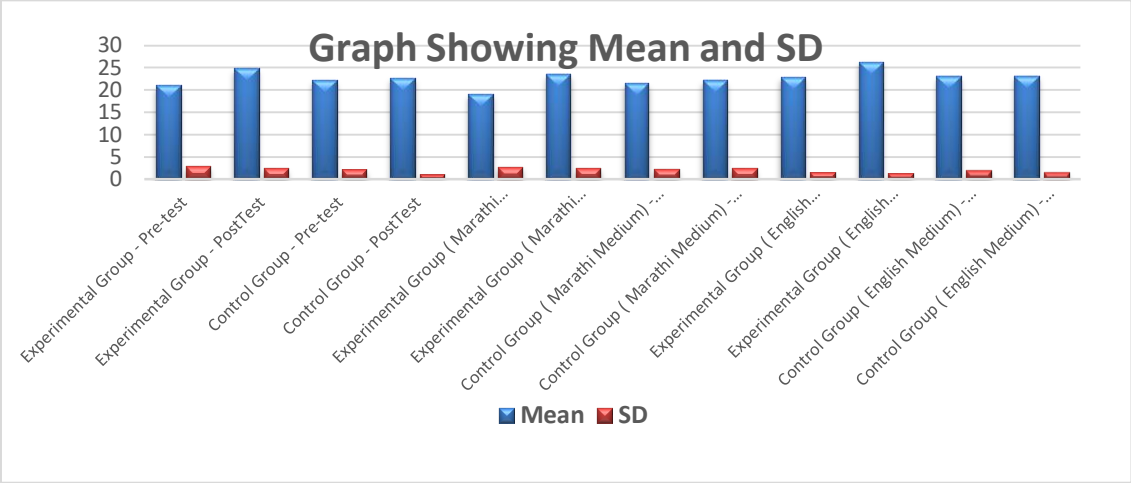
Group	N	Mean	SD	Calculated t value	Table t Value level 0.05	df
Control Group of English Medium (Pre-test)	15	23.00	1.85	0.45	2.14	14
Control Group of English Medium (Post-test)		23.20	1.47			

Journal of Research and Development
A Multidisciplinary International Level Referred and Double Blind Peer Reviewed, Open Access
ISSN : 2230-9578 | Website: https://jrdrvb.org Volume-18, Issue-8| August-2026

Interpretation

Table 7 indicates that the mean score of the pre-test is 23.00 and S.D. is 1.85. The mean score of the post-test is 23.20 and S.D. is 1.47. The obtained t value 0.45, is less than the table t value 2.14 at 0.05 significance level. Hence, the hypothesis is accepted

Graph 1



Findings of the study

1. Post-test score of the experimental group is increased as compared to the pretest. There is a remarkable difference between the pre-test and post-test scores of the experimental group taught through an art-integrated learning strategy.
2. The mean score of the pre-test and post-test of the control group does not differ much. The achievement of students was not improved significantly after teaching with the traditional method.
3. The mean score of the post-test of students of the experimental group of Marathi medium is increased as compared to the pre-test. The post-test achievement score of students of the experimental group is improved after teaching with the art-integrated learning strategy.
4. The mean score of the pre-test and post-test of the control group of Marathi medium does not differ much. The achievement of students of the control group of Marathi medium do not improve after teaching with the traditional method.
5. The mean score of the post-test of the experimental group of English medium is increased as compared to the pre-test. The achievement score of the experimental group of English medium improved after the implementation of the art-integrated learning strategy.
6. The mean score of the pre-test and post-test of the control group of English medium do not differ much. The achievement scores of students in the control group do not improve significantly after instruction using the traditional method.

Conclusion

The art-integrated learning strategy is useful in teaching English grammar. Art-integrated learning successfully breaks barriers in conventional classrooms and provides new-age learning to the students. It enhances deeper learning and complete engagement of students in learning new concepts.

References

1. Bhandarkar, K. M. (2005). *Advanced educational statistics*. Nityanutan Publication.
2. Bhanot, S. (2013). *Basics of educational research methodology*. Kanishka Publication.
3. Creswell, J. W. (1994). *Research design.* Sage Publications.
4. Gardner, H. (1990). *Art education and human development*. Getty Education Institute for the Arts.
5. Goldberg, M. (2016). *Arts integration: Teaching subject matter through the arts in multicultural settings* (5th ed.). Routledge.
6. Maharashtra State Bureau of Textbook Production and Curriculum Research. (2017a). *English Balbharati*. Maharashtra State Bureau of Textbook Production and Curriculum Research.
7. Prabhu, N. S. (1999). *Second language pedagogy*. ELBS with Oxford University Press.
8. Rao, K. V. (2011). *Techniques of teaching English.* Neelkamal Publications.
9. Richards, J. C. (1985). *The context of language teaching*. Cambridge University Press.