

Painting as a Pathway to Language Learning: Enhancing English Vocabulary Acquisition in Arab Classrooms in Israel

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Abstract—This study explores the integration of painting into English language instruction as a creative approach to vocabulary acquisition among students in the Arab sectors of northern Israel. Conventional teaching methods, often reliant on rote memorization, fail to fully engage learners or foster long-term retention. This research examines the effectiveness of painting in bridging this pedagogical gap by combining visual and linguistic elements to create a multisensory learning experience. Using qualitative methods—including teacher and student questionnaires, classroom observations, and case studies—the study evaluates the role of artistic expression in improving vocabulary retention, fostering creativity, and enhancing student engagement. Findings indicate that painting allows students to form stronger associations between words and meanings, increases motivation, and reduces language anxiety by offering an alternative mode of expression. Additionally, the study highlights the broader cognitive and social benefits of painting, including the development of critical thinking, collaborative learning, and cultural expression. However, challenges such as limited art resources, difficulties in aligning painting with standardized curricula, and the need for ongoing teacher guidance were identified. To address these barriers, the study recommends increased teacher collaboration, strategic curriculum adaptation, and enhanced resource allocation to ensure sustainable implementation. These findings contribute to the growing body of research advocating art-based approaches in language education and offer practical strategies for educators seeking to create more dynamic and inclusive classrooms. By emphasizing the intersection of art and language learning, this study underscores the transformative potential of painting in English vocabulary acquisition, particularly in multilingual and culturally diverse settings.

Index Terms—English vocabulary acquisition, painting in education, multisensory learning, creative pedagogy

I. INTRODUCTION

Vocabulary development is fundamental to effective communication and comprehension across diverse cultural and linguistic contexts. However, for English learners in the Arab sectors of northern Israel, traditional vocabulary instruction—often reliant on rote memorization—frequently lacks engagement and fails to accommodate the cultural and linguistic diversity of the classroom.

This study explores painting as an innovative tool for vocabulary acquisition, integrating visual and verbal elements to create a multisensory learning experience that enhances memory retention and student engagement. Beyond language development, painting fosters critical thinking, cultural awareness, and self-expression, making it particularly valuable in multicultural settings. Despite the growing interest in art-based education, limited research has examined the role of painting in vocabulary learning among Arab students. By analyzing educators' strategies and students' experiences, this study demonstrates painting's potential to bridge linguistic and cultural divides while promoting an inclusive learning environment.

Focusing on Arab students in northern Israel, this research investigates how painting-based methods support vocabulary retention and address sociolinguistic barriers. It seeks to answer: *How does integrating painting into English language instruction influence vocabulary acquisition and skill development for Arab students?* Additionally, the study examines broader educational outcomes, such as increased cultural awareness and self-expression, while also identifying the challenges educators face in implementing art-based teaching methods.

Ultimately, this research provides practical recommendations for incorporating painting into English language curricula, underscoring its potential to create a more engaging, dynamic, and inclusive approach to vocabulary learning in multilingual and multicultural educational settings.

II. LITERATURE REVIEW

Language acquisition, particularly vocabulary development, is fundamental to effective communication and comprehension. However, for Arab students in Israel, mastering English vocabulary presents persistent challenges due to

structural differences between Arabic and English, sociolinguistic barriers, and the dominance of traditional teaching methods. English instruction in Arab schools often relies on rote memorization, translation-based drills, and textbook-centered learning. While these methods provide a foundation for language acquisition, they frequently fail to engage students actively, limiting long-term retention and practical application. Many Arab students struggle to recall and use English vocabulary in meaningful contexts, which significantly impacts their linguistic development and academic performance (Al-Khatib, 2000; Abu-Rabia, 2001).

Challenges in Traditional Language Instruction in Arab Schools

The structural differences between Arabic and English pose unique difficulties for Arab students. English is a Germanic language with a Latin-based script, whereas Arabic is a Semitic language with a root-based morphology and a right-to-left script. The disparities in phonology, syntax, and word formation create barriers to vocabulary acquisition (Abu-Rabia, 2001; Spolsky & Shohamy, 1999). Additionally, the teaching methods prevalent in Arab schools often emphasize direct translation, memorization, and isolated vocabulary lists rather than contextual learning, further hindering language retention (El-Sayed, 2003).

In many Arab schools, students are introduced to English vocabulary through decontextualized word lists and repetitive exercises that do not encourage deep cognitive engagement. Research in language pedagogy has shown that learners retain vocabulary more effectively when words are associated with meaningful contexts and personal experiences (Shaaban & Ghaith, 2000; Kassem, 2017). The absence of creative, experiential, or interactive methods in traditional English teaching further contributes to student disengagement and poor vocabulary retention.

Another key challenge is the multilingual environment in which Arab students operate. Arabic is their native language, Hebrew is the dominant language of their surroundings, and English is introduced as a foreign language. This multilingual context often leads to cross-linguistic interference, where vocabulary acquisition in one language is influenced—positively or negatively—by the structures and lexicon of another (Spolsky & Shohamy, 1999; Habib, 2011). Given these challenges, there is a pressing need to explore alternative teaching methods that enhance vocabulary retention while making learning more engaging and accessible to students.

Integrating Art into Language Learning

Recognizing the limitations of traditional instruction, educators and researchers have explored alternative teaching approaches to improve vocabulary acquisition. Some efforts have focused on integrating visual aids, music, and storytelling into English instruction, demonstrating that multimodal learning enhances vocabulary retention and comprehension (Kress, 2010; Wright, 2013). Additionally, culturally responsive teaching methods have been proposed to align language instruction with students' lived experiences, fostering deeper connections to the material (Shaaban & Ghaith, 2000).

One of the most promising approaches involves integrating visual arts into language learning. Research in cognitive psychology and education suggests that engaging students through creative, hands-on activities leads to better memory retention and increased motivation (Dewey, 1938; Eisner, 2002). Painting, in particular, has been identified as a powerful tool for enhancing vocabulary acquisition, as it combines visual, kinesthetic, and linguistic elements, reinforcing memory through multiple sensory modalities (Lowenfeld & Brittain, 1987; Martinez & Lopez, 2020).

Gardner's (1983) theory of multiple intelligences supports the hypothesis that painting benefits learners with strong visual-spatial intelligence, allowing them to associate vocabulary with images. Furthermore, Vygotsky's (1978) sociocultural perspective highlights the role of collaborative learning in cognitive development. Painting-based activities encourage peer interaction, fostering communication and deeper engagement with language. When students collaborate on painting projects, they naturally engage in discussions about their work, reinforcing their vocabulary through contextual and interactive usage (Bakhtin, 1981; Taha, 2020).

The Role of Painting in Language Acquisition

Several studies have demonstrated the effectiveness of visual arts in second-language acquisition. Zheng and Wang (2022) found that students who engaged in painting activities while learning English vocabulary showed significantly higher retention rates compared to those who used traditional memorization techniques. The researchers attributed this to the dual coding effect, wherein words are processed through both linguistic and visual channels, leading to stronger memory traces (Paivio, 1990). Similarly, Hassan (2015) emphasized that visual learning strategies enhance cognitive associations, allowing students to build mental connections between words and their meanings more effectively.

In bilingual and multilingual learning contexts, painting has been shown to reduce language anxiety and foster a more inclusive learning environment. Research by El-Sayed (2003) highlights that traditional, rigid teaching methods often increase student anxiety and inhibit participation. In contrast, creative activities such as painting encourage self-expression, lower stress levels, and increase student confidence (Martinez & Lopez, 2020). By incorporating painting into vocabulary instruction, teachers can create a supportive space where students feel comfortable experimenting with language, free from the fear of making mistakes (Wright, 2013).

Brouillette et al. (2015) conducted a study in early elementary classrooms where painting was integrated into English lessons for English-language learners (ELLs). The findings indicated that students exposed to art-based learning showed greater improvements in vocabulary recall, comprehension, and verbal expression than their peers in traditional classrooms. These results suggest that painting not only enhances vocabulary retention but also improves overall language fluency and communication skills.

Applying Painting in Arab Classrooms

The integration of painting into English language instruction for Arab students in Israel has the potential to bridge the gaps in current teaching methodologies. Given the cultural and linguistic diversity of Arab schools, painting-based activities offer a non-verbal medium that allows students to engage with English vocabulary in a more personalized and meaningful way (Abu-Rabia, 2001; Spolsky & Shohamy, 1999).

One effective approach is thematic painting projects, where students create visual representations of vocabulary related to specific topics (e.g., nature, daily activities, emotions). This method enables students to internalize new words through direct interaction with their meanings, rather than through rote memorization (Omar, 2021). Another technique is collaborative mural painting, where students work together to illustrate stories or concepts, reinforcing cooperative learning and peer-based vocabulary reinforcement (Jones & Smith, 2022).

By integrating culturally relevant themes into painting-based vocabulary instruction, educators can make learning more relatable and engaging. For example, using imagery from Palestinian heritage, daily life, or local traditions can help students establish deeper connections between English vocabulary and their personal experiences, making the learning process more meaningful (Kassem, 2017).

Despite the promising findings on art-based language learning, limited research has specifically examined the impact of painting on vocabulary acquisition in Arab schools. While studies on visual learning have demonstrated significant cognitive benefits, further empirical investigation is needed to explore how painting can be systematically integrated into English curricula for Arab students (Zhang & Jia, 2022).

III. METHODOLOGY

Research Approach

This study employs a qualitative research approach, chosen for its ability to capture participants' in-depth perspectives, experiences, and insights in their natural educational contexts (Creswell, 2014). By focusing on qualitative methods, the research seeks to explore the nuanced and contextualized nature of English language teaching and learning in Arab sectors of northern Israel, particularly through the integration of painting as an instructional tool. Qualitative research allows for a rich, detailed exploration of participants' experiences, highlighting their perceptions and attitudes toward this pedagogical method (Denzin & Lincoln, 2018).

Research Participants

The study involves a carefully selected sample of 15 Arab English teachers and 20 students, consisting of 10 elementary and 10 middle school students from schools in the Arab sectors of northern Israel. This purposeful sampling strategy ensures the inclusion of diverse perspectives, allowing the research to represent a range of experiences across different educational levels (Patton, 2015). The sample size was chosen to balance depth and breadth; it is sufficiently large to uncover patterns and variations in teaching and learning experiences while remaining manageable for detailed qualitative analysis (Marshall & Rossman, 2016).

The selection of participants was guided by their direct involvement in English language instruction or learning, ensuring the relevance of their experiences to the study's objectives. Teachers were selected based on their experience with English instruction, their willingness to integrate painting into language lessons, and their engagement with innovative pedagogical strategies (Richards, 2015). Students were chosen to provide insights into their engagement, preferences, and perceived impact of painting on their language learning.

Data Collection Methods

This study employs structured questionnaires as the primary data collection tool to gain insights from teachers and students. These questionnaires are designed to systematically capture detailed information across multiple dimensions while allowing for open-ended responses to enrich the data (Bryman, 2016). The questionnaire for teachers includes sections that gather: (SEE APPENDIX A)

1. Background Information: Demographic and professional details, including teaching experience and familiarity with art-based teaching methods.
2. Attitudes toward Painting in English Lessons: Teachers' perceptions of its effectiveness, relevance, and impact on vocabulary acquisition and student engagement.
3. Implementation and Challenges: How teachers integrate painting into English lessons, the strategies they use, and the challenges they face, such as resource limitations and time constraints.
4. Reflections and Suggestions: Teachers' evaluations of the outcomes of using painting as a teaching tool and recommendations for improving its integration into language education.

Similarly, the student questionnaire collects information in four sections to understand their experiences with painting in English lessons (SEE APPENDIX B). These structured questionnaires ensure consistency in data collection while allowing participants to share additional insights through open-ended questions (Cohen, Manion, & Morrison, 2018).

Sampling Rationale and Justification

The study draws participants from the Arab sectors of northern Israel, a region characterized by its multilingual environment where students navigate Arabic, Hebrew, and English. This sociolinguistic context provides a unique backdrop for exploring innovative teaching strategies like the integration of painting in language lessons (Benson, 2013).

The selected sample comprises teachers and students from elementary and middle schools, representing a range of educational levels and experiences.

This determined sampling approach ensures diverse perspectives and captures the complexity of teaching and learning processes in this context. Teachers provide valuable insights into instructional strategies, classroom dynamics, and the effectiveness of art-based methods, while students contribute their perspectives on engagement, challenges, and preferences. The inclusion of participants from different educational stages allows for a comparative understanding of how painting as a teaching tool impacts various age groups. This sampling strategy enhances the study's validity by representing diverse experiences and strengthens reliability by capturing consistent patterns across different participants and settings (Maxwell, 2012).

Data Analysis

The data collected through questionnaires will be analyzed using qualitative methods to provide a comprehensive understanding of the findings. Thematic analysis will be employed to identify patterns and common themes emerging from the responses (Braun & Clarke, 2006). The analysis process includes:

1. Coding and Categorization: Identifying recurring themes and grouping related responses.
2. Pattern Recognition: Examining how teachers and students perceive the effectiveness of painting in vocabulary acquisition.
3. Comparative Analysis: Identifying similarities and differences across different educational levels and participant groups.

For instance, responses about the effectiveness of painting in enhancing vocabulary or students' preferences for certain art-related activities will help highlight common perspectives. Open-ended responses will be analyzed thematically to uncover recurring insights. Teachers' reflections on challenges might reveal recurring needs for additional resources or training, while students' suggestions could offer practical recommendations for enhancing engagement. Combining these approaches ensures a robust and nuanced analysis, addressing the research objectives and offering actionable insights into the role of painting in enhancing English vocabulary acquisition (Saldaña, 2015).

Ethical Considerations

In this study, informed consent was obtained from all participants, including both teachers and students, before their involvement. For teachers, consent was sought through written forms that clearly outlined the study's objectives, procedures, and potential risks, ensuring that they understood their role and the voluntary nature of their participation (Israel & Hay, 2006).

For students, parental consent was also acquired, along with assent from the students themselves, ensuring that both students and their guardians were fully informed about the study's purpose and their right to withdraw at any point without penalty (Mertens, 2020). All data collected during the study were handled with strict confidentiality. Participants' identities were anonymized by assigning pseudonyms, and all responses were stored securely in a password-protected database. Access to the data was limited to the researcher, and it was used solely for this study. These data handling protocols ensured compliance with ethical standards and protected the privacy and rights of all participants throughout the research process.

Availability of Research Instruments

As part of this study, questionnaires were distributed to both students and teachers. These questionnaires aimed to collect valuable insights regarding the impact of practicing painting on the acquisition of English vocabulary and other skills. The questionnaires are readily available and can be provided upon request for further review or reference.

IV. FINDINGS

The purpose of this study is to explore the impact of practicing painting on acquiring English vocabulary and other skills among students in Arab sectors in the north of Israel. The study also aimed to identify teachers' and students' attitudes toward incorporating painting into English lessons, the challenges of implementing this method, and its broader implications for creativity, engagement, and cultural expression.

The qualitative findings were based on a thematic analysis of participant responses. Participants included 15 teachers who teach English in elementary and middle schools and 20 students who engaged in lessons incorporating painting. Among the teachers, 10 were female and 5 were male, with teaching experience ranging from 3 to 20 years.

The data indicate eight categories that reflect the attitudes, opinions, and recommendations of teachers regarding the integration of painting activities in English lessons, particularly in improving vocabulary acquisition and other skills among students in the Arab sectors in the north of Israel.

A large majority of teachers expressed a positive attitude toward incorporating painting into English lessons. They claimed that this approach contributes to enhancing students' language skills, particularly vocabulary retention, and fosters creativity, self-expression, and confidence. Teachers emphasized that painting made the learning process more engaging and interactive, providing a stronger connection between visual art and English vocabulary. They also noted that painting helped create a more inclusive and supportive classroom environment, encouraging students to feel more comfortable expressing themselves and collaborating.

When teachers were asked about their students' attitudes toward painting in English lessons, most reported that students had positive responses. Ten teachers stated that students were excited to engage in lessons involving painting, as they felt

more involved in the learning process. Students, they claimed, enjoyed linking vocabulary with visuals, which helped them remember words better. However, a minority of teachers noted that some students found the art aspect challenging. They observed that students with low confidence in art struggled with the activity, particularly when trying to draw words they did not fully understand.

For practicing painting in English lessons, teachers agreed on the importance of both language and social skills. They emphasized that students should possess basic vocabulary, reading comprehension, and social skills such as teamwork, communication, and individual accountability. They also highlighted the necessity of providing adequate supervision during the activities to ensure that students stay focused on the language-learning goals while also expressing their ideas through art.

To enhance students' involvement in English lessons, teachers recommended actively engaging students in the planning process, encouraging them to set learning goals, and organizing collaborative group painting projects. Teachers also stressed the potential of integrating technological tools such as online drawing platforms to further motivate students and enhance engagement.

Teachers suggested that incorporating a variety of artistic styles could help cater to different student preferences. They also recommended connecting painting activities to real-life applications, such as labeling objects or places in English, to help students better understand vocabulary in context. Teachers believed that offering a diverse range of artistic activities would provide students with an opportunity to express their personal experiences and ideas, thus making language learning more relevant and engaging.

Observed Changes in Students' Vocabulary Acquisition and Other Skills

Observed changes in students' vocabulary acquisition and other skills were generally positive. Teachers reported improvements in students' ability to recall and use new vocabulary in context. Additionally, students demonstrated increased confidence in speaking and a greater willingness to participate in discussions. Writing skills were also improved, as students used the vocabulary they had learned to describe their artwork and express their thoughts in English.

Suggestions for Further Enhancing Students' Speaking and Writing Skills

Suggestions for further enhancing students' speaking and writing skills through painting included activities such as:

- Role-playing scenarios related to students' artwork.
- Writing descriptions of their paintings.
- Presenting their art projects to the class.
- Creating personal art journals.
- Collaborating on mural projects.
- Participating in problem-solving tasks related to both art and language.

Values Gained from Painting-Based English Lessons

The values students gained from painting-based English lessons included:

- Teamwork.
- Mutual respect.
- Decision-making.
- Problem-solving.
- Accepting different opinions.
- Fostering healthy competition.

These values were seen as essential for both educational success and personal development, as they encouraged students to collaborate effectively, respect others' ideas, and contribute to group efforts.

Analyzing the Connection between Quotes and Research Objectives

The data collected from teachers and students reveal important insights into the role of painting activities in English lessons, particularly in vocabulary acquisition and other language skills. By connecting quotes directly to research objectives, this analysis highlights both the benefits and challenges of incorporating painting into language education in Arab sectors of northern Israel.

Teachers' Attitudes toward Incorporating Painting in English Lessons

Teachers generally expressed positive attitudes toward integrating painting into English lessons. One teacher stated, "Painting allows students to connect words with visuals, enhancing their ability to remember vocabulary" (Teacher 3). This observation directly supports the research objective of examining how painting impacts vocabulary acquisition. By using visuals to strengthen the association between words and meanings, painting fosters deeper engagement and memory retention, aligning with the study's goal of exploring innovative methods to enhance vocabulary learning.

However, not all feedback was positive. One teacher remarked, "Not all students are interested in art, so it may not work for everyone" (Teacher 2). This comment reflects a limitation of the painting method, as some students may not find it engaging. This connects to the research objective of identifying challenges in implementing painting-based learning and highlights the importance of accommodating diverse student preferences. Teachers must remain mindful of varying engagement levels when designing creative lesson plans.

Students' Experiences during Painting-Based English Lessons

Students' responses to painting activities were largely positive. One student shared, "I remember the words better when I draw them" (Student 6), underscoring the effectiveness of visual reinforcement in vocabulary retention. This aligns with

the research objective of investigating how painting activities enhance memory and understanding of new words. Painting transforms abstract vocabulary into tangible visuals, making language learning both meaningful and memorable.

Another student reflected, “I feel proud when I see my drawings and know the English words for them” (Student 14). This comment highlights the role of painting in boosting self-expression and confidence, linking directly to the research goal of exploring how creative activities impact emotional engagement and overall language development. By fostering a sense of pride and accomplishment, painting encourages students to actively participate and take ownership of their learning journey.

Nonetheless, challenges were noted. A student expressed frustration, saying, “Sometimes I don’t know how to draw the word, so I get frustrated” (Student 3). This quote highlights some students' difficulty in translating language concepts into visuals. Similarly, “I am not good at art, so I feel shy about showing my paintings to others” (Student 9) reflects the anxiety that less confident students might experience. These challenges suggest the need for supportive environments where all students feel empowered to engage, regardless of artistic ability. Addressing these concerns can ensure that painting serves as an effective and inclusive learning tool.

Overall, the integration of painting activities in English lessons shows significant promise in improving vocabulary acquisition, fostering creativity, and enhancing student engagement. Quotes from both teachers and students underscore the method's potential to transform language learning. However, addressing challenges such as resource availability, curriculum integration, and varying student preferences will be essential for maximizing its effectiveness. By connecting each insight directly to the research objectives, this analysis demonstrates how painting-based methods can be refined and scaled to benefit language education in the Arab sectors of northern Israel.

V. DISCUSSION

The challenges identified in this study—limited availability of art supplies, difficulties in aligning painting activities with standardized curricula, and the need for continuous guidance—highlight crucial barriers that must be addressed to fully realize the potential of painting as a tool for language learning. These challenges not only impact the immediate effectiveness of the painting-based approach but also have broader implications for its sustainability and scalability in educational settings. To ensure the integration of creative activities into English lessons, it is essential to explore both the specific difficulties encountered and possible solutions that could enhance the effectiveness of this innovative method.

One significant challenge highlighted by the study is the limited availability of art supplies. Adequate resources, such as paints, brushes, and paper, are fundamental to the success of painting-based lessons. When these resources are scarce, teachers may be forced to simplify or abandon painting activities, ultimately compromising the quality of language learning. This issue is especially pronounced in lower-income areas, where schools often struggle with limited funding for educational materials (Eisner, 2002; Robinson, 2011). To address this, schools should prioritize the allocation of funds for art supplies and seek external support through grants or donations from local businesses and cultural organizations. In addition, exploring low-cost alternatives, such as recycled materials, can help sustain the creative approach without overwhelming budgets (Winner & Hetland, 2000). Moreover, the use of digital platforms offers an innovative solution, allowing teachers to facilitate virtual painting activities that minimize material costs while still engaging students in creative tasks (Gee, 2008). By fostering community involvement, such as encouraging parents and local community members to donate materials or assist with the setup, schools can create a more collaborative environment that supports the integration of painting in the classroom.

Another challenge involves the difficulty in aligning painting activities with the demands of standardized curricula. Teachers reported struggles in incorporating creative methods into the rigid structure of the curriculum, where time constraints and the pressure to meet specific learning outcomes can hinder the full implementation of art-based lessons. This misalignment raises concerns about whether students are meeting expected academic goals, particularly in areas like grammar and vocabulary acquisition (Cameron, 2001). To overcome this, educators need to adapt the curriculum in a way that accommodates both traditional teaching methods and creative activities. One possible approach is for teachers to collaborate with curriculum developers to find ways to integrate painting activities into existing lesson plans, reinforcing key vocabulary and language concepts without disrupting overall objectives (Vygotsky, 1978). A balanced approach could involve pairing a lesson on nature vocabulary with a painting activity where students depict natural scenes and label the objects in English, thus reinforcing the target language while engaging students creatively (Harmer, 2007). Furthermore, by adopting more flexible lesson planning, teachers can incorporate shorter, focused painting tasks into daily lessons, allowing for small-scale integration that does not interfere with the required curriculum.

The need for continuous teacher guidance and supervision is another important challenge. Painting activities require careful monitoring to ensure that students remain focused on both the artistic and language-learning objectives. Without adequate teacher involvement, students may prioritize the creative aspects of the task, neglecting the language goals such as vocabulary acquisition (Bruner, 1983). To address this, teachers should receive specialized training that equips them with strategies for balancing the artistic and linguistic elements of the lesson. Professional development workshops can help educators refine their skills in guiding students through art-based activities while maintaining a clear focus on language learning (Ellis, 2005). In classrooms with multiple teachers or teaching assistants, a collaborative approach could provide continuous support, where one educator focuses on the artistic aspect and another on language objectives, ensuring that both dimensions are addressed simultaneously. Furthermore, fostering student autonomy through peer

feedback sessions and collaborative learning can help students take greater ownership of both their artistic process and language development (Dewey, 1938). By involving students in the planning and evaluation of the activity, teachers can increase student accountability, leading to deeper engagement and improved learning outcomes.

While these challenges present obstacles to the integration of painting-based activities into English lessons, they also highlight the need for broader systemic changes that can better support creative methods in education. Addressing these issues requires a collaborative effort from educators, administrators, policymakers, and communities to ensure that painting-based language learning is a sustainable and effective pedagogical approach.

Strategies for Enhancing Painting-Based Language Learning

To optimize the integration of painting into English language instruction, it is essential to develop strategic approaches that address the identified challenges while maximizing the benefits of this creative method. The following recommendations focus on increasing teacher collaboration, improving assessment methods, and fostering sustainability in the use of painting as a pedagogical tool.

Increased Teacher Collaboration

Collaboration among teachers plays a crucial role in enhancing the implementation of painting-based learning strategies. Educators should be encouraged to share best practices, discuss challenges, and exchange innovative ideas for integrating painting into English lessons. Establishing regular teacher meetings, workshops, or online professional learning communities can provide a platform for mutual learning and support. Research indicates that collaborative professional development improves teaching efficacy and fosters innovation in instructional approaches (Vescio, Ross, & Adams, 2008). By creating a network of educators committed to creative pedagogy, schools can ensure a more effective and sustainable integration of painting into English instruction.

Assessment and Evaluation

Continuous assessment and evaluation are essential for determining the effectiveness of painting-based activities in language learning. Teachers should incorporate formative assessments during painting sessions, such as having students explain their artwork in English, describe scenes using new vocabulary, or engage in peer discussions about their creations. This approach aligns with the principles of active learning, which emphasize interaction and engagement in language acquisition (Ellis, 2005). Additionally, summative assessments, such as written reflections on artwork or structured oral presentations, can provide insights into students' language development over time. Integrating both formative and summative assessments ensures a comprehensive evaluation of how painting influences vocabulary retention, communication skills, and creative expression.

Curriculum Integration and Flexibility

One of the main challenges in implementing painting activities is aligning them with standardized curricula. To address this, educators and curriculum developers should work together to create structured lesson plans that incorporate painting without detracting from core language learning objectives. For example, vocabulary units on nature, daily activities, or storytelling can include painting tasks where students illustrate concepts and label them in English. Research on multimodal learning supports the use of visual and creative activities in enhancing language comprehension and retention (Kress & van Leeuwen, 2001). By adopting a more flexible and interdisciplinary approach, schools can ensure that painting serves as a complementary rather than competing element in language education.

Sustainability and Resource Allocation

Ensuring the sustainability of painting-based learning requires adequate funding and resource allocation. Schools should advocate for increased budgets to provide essential art materials or explore alternative funding sources such as educational grants and community partnerships. Additionally, digital painting platforms can serve as cost-effective alternatives, allowing students to engage in artistic expression without requiring physical materials (Gee, 2008). Encouraging parental and community involvement in resource donation or classroom support can further enhance accessibility and sustainability.

Teacher Training in Art-Integrated Language Instruction

For painting-based lessons to be effective, teachers must be equipped with the necessary skills to balance both linguistic and artistic components. Professional development workshops should include training on how to scaffold painting activities, facilitate language discussions around student artwork, and integrate painting with other language learning tasks. Studies suggest that when teachers receive targeted training in arts integration, student engagement and academic performance improve (Eisner, 2002). By investing in teacher education, schools can enhance the effectiveness of painting as a tool for language acquisition.

Encouraging Student Autonomy and Engagement

To maximize student engagement, learners should be actively involved in planning and evaluating their painting-based language activities. Encouraging students to set their own goals, provide peer feedback, and reflect on their learning experiences fosters a sense of ownership and motivation (Dewey, 1938). Implementing collaborative projects, such as class murals illustrating thematic vocabulary or storytelling through sequential paintings, can further enhance interaction and cooperative learning.

The recommendations outlined above offer practical strategies for overcoming challenges and optimizing the integration of painting into English language education. By fostering teacher collaboration, refining assessment methods, ensuring curriculum alignment, and investing in sustainability and teacher training, educators can create a dynamic and

engaging learning environment that enhances both language acquisition and creative expression. These strategies not only support students' vocabulary retention and communication skills but also promote cultural awareness, self-confidence, and artistic literacy—key competencies for holistic education in the 21st century.

VI. CONCLUSION

This study underscores the transformative potential of incorporating painting activities into English language lessons for students in the Arab sectors of northern Israel. The findings demonstrate significant improvements in vocabulary acquisition, creativity, and student engagement. Teachers observed enhanced vocabulary retention, improved self-expression, and increased confidence among students, while students reported enjoying the integration of visuals and language learning. However, challenges such as limited resources, curriculum constraints, and the need for ongoing teacher guidance were identified, highlighting the importance of strategic planning and institutional support for successful implementation.

These findings have important implications for educational practices and policy development. By promoting creativity and active engagement, art-based methods align with modern educational priorities and contribute to students' cognitive, linguistic, and emotional growth. To maximize these benefits, policymakers should prioritize providing sufficient resources, revising curricula to integrate creative activities, and supporting teacher training programs to ensure effective implementation. Addressing these systemic challenges is crucial to fully realizing the potential of painting-based approaches in language education.

Future research should explore the long-term impact of painting-based activities on vocabulary retention and language skills across different educational levels and subjects. Investigating the cultural dimensions of art-based learning in multilingual classrooms, as well as the potential of digital art tools to complement traditional methods, could provide deeper insights into how creative approaches enhance language acquisition. Additionally, examining the effects of collaborative art projects on students' social and linguistic development would contribute to a better understanding of how teamwork and communication skills can be fostered through integrated artistic activities.

By addressing the challenges identified and advancing research in these areas, educators and policymakers can create dynamic, inclusive environments that foster both language acquisition and creativity. This holistic approach has the potential to inspire more engaging and effective teaching practices, ultimately enriching students' educational experiences and personal development.

APPENDIX A QUESTIONNAIRE FOR TEACHERS

Instructions

Dear Participant,

Thank you for taking the time to complete this questionnaire. Your insights are invaluable in understanding the integration of painting into English language teaching. Please answer the questions honestly. There are no right or wrong answers, and your responses will remain anonymous.

Section 1: Background Information

1. What is your name? (Optional)

2. How many years have you been teaching English?

3. What level(s) do you teach? (Primary, Secondary, or Other)

4. Have you previously used painting or art activities in your English lessons? (Yes/No)

Section 2: Attitudes toward Painting in English Lessons

5. Do you believe painting can enhance students' vocabulary retention? Why or why not?

6. How do you feel about incorporating creative activities like painting into the curriculum?

7. Rate your agreement with the following statement:
"Painting activities make English lessons more engaging for students."

Strongly Agree Agree Neutral Disagree Strongly Disagree

Section 3: Implementation and Challenges

8. What challenges have you faced (or anticipate facing) when using painting in English lessons? (e.g., lack of resources, time constraints, curriculum restrictions, etc.)

9. What types of painting activities do you think are most effective for teaching vocabulary?

Section 4: Observations and Suggestions

10. How have students responded to painting activities in your lessons?

11. What improvements or resources would make integrating painting into lessons easier for you?

APPENDIX B QUESTIONNAIRE FOR STUDENTS

Instructions

Dear Student,

This questionnaire is part of a study to understand how painting activities help in learning English. Please answer all questions honestly. Your responses will remain private.

Section 1: General Information

1. How old are you?

2. What grade are you in?

3. Do you enjoy English lessons? (Yes/No/It depends)

Section 2: Experiences with Painting in English Lessons

4. Have you participated in English lessons that involved painting? (Yes/No)
 - o If yes, describe your experience:

5. How much do you agree with this statement?
"Painting helps me learn new English words."

Strongly Agree Agree Neutral Disagree Strongly Disagree

Section 3: Challenges

6. What did you find difficult about painting in English lessons? (e.g., drawing skills, presenting your work, understanding instructions, etc.)

7. What would make painting activities more enjoyable or helpful for you?

Section 4: Preferences and Suggestions

8. Would you like more painting activities in your English lessons? Why or why not?

9. What other creative activities (besides painting) do you think would help in learning English?

Notes for Administrators:

- Ensure participants have enough time to complete the questionnaires (15-20 minutes).
- Provide necessary materials (e.g., printed questionnaires or digital links).

- Be available to clarify any questions or concerns.

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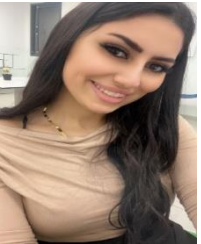
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