

**IMPLEMENTING KINESTHETIC ACTIVITIES AMONG YOUNG LEARNERS
OF ENGLISH IN BANGLADESH**

By

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A thesis submitted to the Department of English and Humanities in partial fulfillment of
the requirements for the degree of Master of Arts in English

Department of English and Humanities
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Declaration

It is hereby declared that

1. The thesis submitted is my own original work while completing degree at BRAC University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

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Ethics Statement

I testify that my thesis submitted to BRAC University- Department of English and Humanities titled **“Implementing Kinesthetic Activities among Young Learners of English in Bangladesh”** is an original piece of work. There is no plagiarism involved in this paper and I have also fully acknowledged the work of others to which I have referred in my thesis. I have shown my findings honestly and truthfully. I consider this research worthwhile and of benefit to the online students of undergraduate level.

Abstract

This study explores both traditional and kinesthetic activity-based English classrooms of young learners in Bangladesh. It adopted a qualitative multiple case study approach and selected a cohort of six students of grade one and two as the participants of the study through the purposive sampling techniques. The researcher designed the conceptual framework of the study with the combination of traditional activities (Madani, 2021) and kinesthetic activities (Jill, 2022). For the data collection, the researcher conducted four classes; two traditional and two kinesthetic activity-based classes where he observed the students in the classes. After the analyzing the observation, field-notes and video recordings of the classes, the researcher took semi-structured individual interviews of the students and their parents. The qualitative thematic analysis of interview transcripts revealed that in most of the cases, the implementation of kinesthetic activities brought a more positive outcome in all of the students except for one participant. Some of the positive outcomes included students' higher interest, interaction, attention and participation in the kinesthetic classes. This study is significant in filling the gap of knowledge about the influences of kinesthetic activities in young learners' classrooms and, has pedagogical and theoretical implications as well which is recommended for teachers of English who teach young learners in an ESOL context such as Bangladesh.

Key words: Young learners; English classrooms; kinesthetic activities; play-based learning; ESL/ESOL/EFL

Dedication

I would like to dedicate this dissertation paper to my beloved parents.

Acknowledgement

The Almighty God's immense support and blessings helped the researcher to complete his thesis on time. He owes the most to the Almighty for showering His blessings upon him.

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List of Acronyms

ESL- English as a Second Language

EFL- English as a Foreign Language

ESOL- English to Speakers of Other Languages

CHAPTER ONE

1. Introduction

1.1 Background of the Study

Learners are unique and different individuals in their learning styles and preferences (Kubat, 2018). However, learners' learning style or preference is concentrated on not only one single intelligence but on multiple intelligences and, they learn through the intelligences that are predominant in the learners. Gardner (1983) theorised that an individual can have eight different intelligences which came to be popularly known as the Multiple Intelligences theory of Gardner. The concept of eight fundamental intelligences of a human being includes verbal or linguistic, logical/mathematical, spatial, kinesthetic, musical, intrapersonal, interpersonal and naturalistic (Gardner, 1993). Later, Gardner also introduced another intelligence known as existential intelligence (Vancea, 2017). The previous notion of intelligence that states human intelligence is all related and correlated was challenged by Gardner. Hence, he viewed intelligences from multiple points of views and proposed his theory called multiple intelligence theory. Barualdi (1996) also views that people do not learn through just one or two routes of information but learns from various ways of learning and each learner is independent in his/her ways of learning. Thus, the views of Gardner (1983) and Brualdi (1996) challenged the notion of the standard of intelligence measured through the IQ tests. His discovery of the multiple intelligences among learners and academics paved a new way of looking at the learners' learning preferences and styles and the academics' teachings strategies. Therefore, his theory of multiple intelligences brought a revolutionary change in the academic fields. The following sections discuss various facets of MI theory of Gardner (1983) in a broader scale.

1.2 Multiple Intelligences Theory in education

The development of the multiple intelligence theory was originally from a psychological perspective as Gardner himself was a psychologist and a professor of psychology at Harvard University. However, the theory later found to be an inclusive tool in Education (Barrington, 2007) particularly in the primary and secondary second language classroom (Winarti et al., 2019). The theory has been considered as a new training method since learners have the issues of diversity in the ways of teaching and teaching (Austin, 2014). According to him, each person has all the intelligences but a person excels only in one or two intelligences through the help of which he or she learns. Furthermore, Gozum and Yalemanci (2013) that every child has strong and weak sides no matter what his intelligence area is. Henceforth, many educational institutions and educators started applying the multiple intelligences theory in teaching and learning in keeping in mind the intelligences of the learners. Also mentioned that every child has The MI theory in education is used as a pedagogical tool in education. To be particular, the multiple intelligence theory became more popular in teaching and learning English as second or foreign language. The great impact of MI theory on education is the creativity of the teachers as teachers in MI classrooms differs sharply from teachers in the traditional classrooms (Derakhshan&Faribi, 2015) as they explore the learners' possible learning styles and tend to use the teaching strategies that are conducive to the effective learning of the learners who they teach.

1.3 Kinesthetic Intelligence as part of MI

The kinesthetic intelligence is part of the multiple intelligences of Gardner (1983). Among the nine multiple intelligences that Gardner talks about in his book *Frame of Mind* in 1993, the two learning disciplines which multiple intelligence theory has put over the top are learning by doing and

experiencing and the discipline of organising teaching strategies according to students' capabilities (Gozum&Yalmanci, 2013).

The Kinesthetic intelligence has to do with movement and doing. In this category, learners are generally involved in physical activities such as sports or dance and often prefer activities which involve physical movements. The learners learn through enjoyment such as acting or performing. The learners with kinesthetic intelligence are in general good at building, making things and solving problems through physical activities. They often learn best by physically doing something, rather than reading or hearing about it. Those with strong bodily-kinesthetic intelligence seem to use what might be termed muscle memory; they remember things through their body, rather than through words (verbal memory) or images (visual memory). It requires the skills and dexterity for fine motor movements such as those required for dancing, athletics, surgery, craft-making and, etc. Careers which suit those with this intelligence include athletes, dancers, actors, comedians, builders, and artisans (Gardner, 1983).

1.4 Kinesthetic Intelligence in English of ESOL Countries

The multiple intelligences theory since its development by Gardner (1983) has drawn many research in language teaching and learning for the last three decades. It is assumed that there is a positive relationship between MI and learning English in the ESOL countries. In the traditional classrooms, the teachers depend more on chalk and talk method. The teachers write on the blackboard, ask students questions about the assigned reading, and wait for the students' written work whereas in the MI classrooms, the teachers and students interact with one another. Students act as the active learners facilitated by the teachers. In the MI classrooms, the teachers have the opportunities of combining intelligences in creative ways (Armstrong, 2008). Among the intelligences, the kinesthetic intelligence in the primary and secondary English classrooms has been popular in the

ESOL countries as the children learn faster with enjoyment and through physical activities. The children love to move and gain knowledge through physical movements (Hoekstra, 2014). Likewise, Vancea's (2017) idea of the bodily kinesthetic intelligence is almost the same with Gardner and Hoekstra as he says that learners with kinesthetic intelligence have an excellent coordination of eye and hand and can express emotions well with their movements. Therefore, language learning in the ESOL countries through the application of kinesthetic activities has been used as an effective tool for teaching and learning English as second or foreign language. Arulselvi (2018) discusses language learning through the implementation of the kinesthetic intelligence model which involves activities; computer typing related English concepts, movement games like „Guess who“ games, role plays and dramatization of different dialogues, pantomime of vocabulary activities, different team games. Armstrong (2000) also discusses the kinesthetic intelligence and how it can be implemented in the language classrooms. He articulates that the application of hands-on thinking in which manipulation of objects is done with hands such as forming/markings of different spellings of words on clay can also be helpful in learning English. In addition, in the Indian context, Anjum & Ahmed (2022) stressed on the kinesthetic intelligence for language learning which could integrate role-play on different subject matters, between teachers and students, act out skits or drama based on stories so as to learn English better as a second language.

1.5 Kinesthetic Intelligence in Bangladeshi English Classrooms

Bangladeshi second language classroom is still very traditional (Tithi & Arafat, 2013) and the application of the multiple intelligence theory in the classrooms of Bangladesh is not yet sufficiently implemented. That is why, Tithi & Arafat (2013) suggest incorporating the MI theory model rigorously in order to provoke the learning styles of the students and after the understanding of the students' individual learning styles, adjust and implement various intelligences accordingly. In Bangladesh, there have been a good number of studies on the application of MI theory in general but

study on the application of the kinesthetic intelligence as separate study has not been found. A few researchers while studying on the Multiple Intelligences in Education have discussed this particular intelligence. Ara (2009) slightly touched upon the application of kinesthetic intelligence along with the musical intelligence in the Bangladesh English language classrooms. She studies on the use of the kinesthetic activities such as of songs with dancing movements, rhymes and games in teaching English to young learners in Bangladesh. The project under the banner of the IDEAL Project (1994-2004) suggests incorporating the multiple intelligences theory in the primary English Language classrooms of Bangladesh. For the fact, that the implementation of the kinesthetic activities is quite used in the nursery levels both in English and Bangla medium schools in Bangladesh as the students learn through different gaming activities. Yet, the wider implementation of this intelligence following the Nursery level is absent. Therefore, the children have very less opportunities to develop their linguistic competence from their elementary learning of English.

1.6 Statement of the Problem

Young learners construct knowledge in the brain through different experiences and activities in a social context. Hoekstra (2014) mentions that through physical activities and movements the children develop learning. It is the same with language learning of the young learners as they learn English as second language. They learn English better and faster through the motor skills as they are fonder of fun and games and other physical activities. Moreover, the kinesthetic intelligence of children develops in an earlier stage of life than the other intelligences (Altavilla et al, 2014). Therefore, the kinesthetic activities which involve lots of physical movement are the best ways to teach English to the young learners. On the other hand, for the adult learners of English the kinesthetic intelligence may not work effectively for learning the language as it does with the young learners. Therefore, the application of the kinesthetic activities in teaching English to the young

learners is a dynamic approach because it conforms to the learners' interest and provides learners with an appropriate classroom atmosphere (Yildirim & Dogan, 2010).

However, in an ESOL country like Bangladesh, English has been taught in classrooms, through the application of the traditional grammar translation method which focuses on forms and structures of the language. This traditional approach of teaching and learning of a second language was basically centred on the IQ theory which determines learners' ability to learn and to achieve the higher academic success. Such a way of learning English is not enjoyable for young learners. Although, communicative language teaching has been introduced to English classrooms, implementation of the communicative activities is absent given the restrictions inside and outside classrooms (Uddin, 2019). If kinesthetic learning-based activities are incorporated into CLT based curriculum, young learners will be able to learn English as a second language with fun and interest.

After all, to date in Bangladesh, very few scholars have focused on how young learners learn English through kinesthetic activities such as Ara (2009) and Tithi & Arafat (2013) slightly discussed the application of kinesthetic intelligence in the Bangladesh English language classrooms. Thus, it is necessary to fill the gap of knowledge on how young learners may be taught English through utilising their kinesthetic intelligences in Bangladeshi mainstream English classrooms. To know whether kinesthetic activities are being successfully implemented, observe how young learners are responding to such activities. In addition, it is also important to understand what do young learners and their parents think about the traditional English teaching techniques and kinesthetic activities. The findings of this study will be helpful for ELT practitioners teaching young learners in ESOL countries such as Bangladesh.

1.7 Central research question

The aim of this study is to explore how Bangladeshi young learners respond to kinesthetic activities in English classrooms. Also, it finds out what do young learners and their parents think about these activities in relation to the traditional activities that are used for teaching and learning English in the Bangladeshi young learners' classrooms.

1.8 Research Questions

1. How do the Bangladeshi young learners respond to traditional and kinesthetic activities in English classrooms?
2. What do the young learners think about both traditional teaching techniques and kinesthetic activities in English classrooms?
3. What do the parents/guardians of the young learners think about both kinds of teaching techniques?

1.9 Nature of the Study

The study is completely qualitative in nature and there is no utilisation of any quantitative measures for analysing the data obtained from the responses of the participants from classroom observations, from the interviews of the participants and also from the responses of the parent/guardian participants. In addition, the students' responses to the traditional and kinesthetic activity-based classes, their comments on the interviews and also the parents' comments on the interviews suited the method of qualitative analysis rather than the quantitative method of analysis.

1.10 Scope of the Study

The young learners are very keen and are enthusiastic learners and tend to learn better through physical co-ordination (Indrawati, 2020) or the kinesthetic activities which have a significant effect

in acquiring knowledge and also learning the second/foreign language (Emelianova, 2013) and, this is what the study attempts to explore in Bangladeshi young learners' classrooms for the successful acquisition of English. With a view of exploring the possibilities of the kinesthetic activities in the young learners' English classrooms, the study also includes the traditional activities in the English classrooms in the young learners' classrooms. For the study, Dhaka has been consciously chosen as the setting of the study as it has been the home to a large number of well-known educational institutions and, on top of that the researcher himself is an English teacher in an English medium school in Dhaka.

1.11 Significance of the Study

To the best knowledge of the researcher, a number of researchers have explored on the multiple intelligence theory of Howard Gardner in teaching and learning as second/foreign language as a whole but the kinesthetic intelligence theory in learning English has been understudied and less understood (Califf, 2020). Therefore, this study fills the gap of knowledge about the application and implementation of different kinesthetic activities in the classrooms of young learners of English. This study helps the teachers to explore the implementation of both kinesthetic and traditional activities in the young learners' classrooms for a successful teaching and learning of English. Thus, the teacher will get to realize the importance and efficacy of the kinesthetic activities in learning a second/foreign language. Furthermore, this study may be helpful for future study if any researcher is going to conduct a closely similar kind of study for exploration.

1.12 Limitation of the Study

This study has some limitations which the researcher has tried his best to address. Firstly, the researcher found it very difficult to approach the participants as the researcher was declined by the school authority to conduct classes of his school students who he teaches. As a result of the

authorities declining to the purpose, the researcher found it very difficult to find participants. Later, when the participants were managed, there was problem of classroom arrangement. Therefore, the researcher could somehow manage a classroom of one of his friends' coaching centre to provide the students with a real classroom environment. There were also the complications of time management both in classes and interviews as the students were writing exams in the schools and two students were attending ALOHA and Karate class.

1.13 Definition of Key Terms

Multiple Intelligences

Howard Gardner is the proponent of the Multiple Intelligences which later came to be known as the MI theory (Barrington, 2007). He believed that every human being possesses different ways of learning independent from one to another. Gardner (1983) challenged the traditional views of intelligence which was basically centred on the linguistic and logical-mathematical intelligences and proposed eight different intelligences; (1) Linguistic intelligence (2) Logical-Mathematical intelligence (3) Spatial-visual intelligence (4) Musical intelligence (5) Bodily Kinesthetic intelligence (6) Interpersonal intelligence (7) Intrapersonal intelligence and (8) Naturalist intelligence which was added later (Scherer, 1999). His view opposed the notion of how intelligent the individuals are but rather how intelligences work in the individuals (Arulselvi, 2018). In this study, the researcher has focused on kinesthetic intelligence that is included in these intelligences.

Kinesthetic Intelligence

Kinesthetic Intelligence is one of the intelligences of the Multiple Intelligences developed by Gardner (1983). This intelligence takes into account the abilities of bodily expressions, the good coordination between the parts of the body, and the abilities of solving problems through various physical activities (Vancea, 2017). People with a developed kinesthetic intelligence have a very good coordination such as eye-to-hand coordination and possess great ability to express emotions

with movements (Vancea, 2017). Dancers, actors, and athletes are the ones who foreground this intelligence (Altan, 2012). However, in the current study, by kinesthetic, the researcher meant the use of physical activities such as games and movements.

ESOL Countries

The term ESOL stands for English to speakers of Other Languages. The ESOL countries are where English is not the native language but English is learnt by people for various purposes such as career development, immigration and higher education abroad in the English-speaking countries. In other words, it can be defined that except the inner circle English speaking countries both the expanding and outer circles English speaking countries are the ESOL countries where English is learnt by people as a world's lingua franca (Kachru, 1985).

Young Learners

According to Linse (2006) young learners are children between the age of five to twelve, and they are more commonly found studying in the elementary/primary school. Yterberg (1993) also stated that the young learners are children who are between the age of five and ten.

1.14 Chapter Summary

This chapter first shows the background of the study to explore the multiple intelligence theory by other researchers and gradually narrows down its focus to kinesthetic intelligence and its application in the ESOL countries and also in Bangladesh. Then the chapter follows the research questions. After the research questions, the nature of the study, the statement of the problem, the scope of the study, the significance of the study, and the limitation of the study are narrated and finally with the definitions of the key terms the chapter ends and the next after follows.

CHAPTER TWO

2. Literature Review

2.1 Introduction

Over centuries, there has been a very rigid and traditional understanding about intelligence held by people. Traditionally, it has been understood as a single innate entity (Harman et al., 2009) at birth which is tested through IQ tests. However, Gardner (1983) in his book titled *Frame of Mind* came up with a radical view of intelligences. He proposed a number of intelligences which emerged as the multiple intelligence theory. According to him, the traditional IQ tests measure logic and language only but the human brain has other equally important intelligences as well. A learner who is good at speaking does not mean he would be good at writing too. In the same way a learner who is good at linguistic intelligence does not mean he would be good at logic and other intelligences. Gardner (1983) believed that every person has at least eight intelligences but some intelligences are prominent and some are comparatively less prominent in a person. Therefore, his view was to identify the intelligences of the students and thus help students learn according to their intelligences. Subsequently, many scholars all over the world have studied on his theory of multiple intelligences and found the execution of the theory in ESL classrooms can be remarkably effective.

This chapter also aims at finding out the gap in the existing literature on multiple intelligences and application of kinesthetic intelligence in Bangladesh and focus on the significance of the study so as to fill the gap. This chapter includes four parts as follows:

Part 1: Concept of Multiple Intelligences and Kinesthetic Intelligence

The part one discusses the concept of multiple intelligences, their features and how the multiple intelligences are used in language classrooms for learning a second language. This part also particularly focuses upon the application of kinesthetic intelligence in the second language classrooms.

2.1.1 Multiple intelligences and their features

The theory of Multiple Intelligences by Gardner includes eight intelligences: Verbal-linguistic, logical-mathematical, visual-spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, and naturalist (Hanafin, 2014). According to Gardner (1993), every individual possesses these eight intelligences. However, a person who holds a higher level of linguistic intelligence may not be equally good at logical-mathematical intelligence. Therefore, the level of intelligences varies in a person (Davis et al., 2011).

2.1.1.1 Verbal-Linguistic Intelligence

The verbal-linguistic intelligence is the ability to learn a language through verbal and written forms. An individual with this intelligence has the ability to understand the syntax of a language, pick up phonology and sounds of a language well and faster, understand the semantic meanings and the practical uses of a language well (Anjum & Ahmed, 2022). According to Gardner (1993), the persons from the following professions such as law, public speaking, writing, teaching, journalism and editing possess a higher level of linguistic intelligences.

2.1.1.2 Logical-Mathematical Intelligence

Logical-mathematical intelligence involves reasoning, logically analyzing and problem solving such as pattern and puzzle solving. The individuals predominated by the logical-mathematical intelligence *are good at inferring, calculating and proving things*.

2.1.1.3 Visual-spatial Intelligence

The individuals with visual intelligence are actually visual learners. They are good at detecting, using and interpreting pictures, shapes, colours and different patterns. Designers, painters, architects and photographers are predominated with the visual-spatial intelligence.

2.1.1.4 Musical Intelligence

Musical intelligence denotes the ability to identify, compose and appreciate the musical tone, patterns, pitch and rhythm. The music works best for individuals with musical intelligence to learn a language in the language classroom or elsewhere. Anjum & Ahmed (2022) says that the music plays an important role in language learning as it allows students to learn through musical patterns, melodies and rhythm. Music supports learning by making the learning more interesting, effective and lively (Yousefi, 2021).

2.1.1.5 Interpersonal Intelligence

Interpersonal intelligence allows students to understand moods, feelings and intentions of the others. It also helps students to work cooperatively with others in a group which requires verbal and nonverbal interactions. This intelligence is found in teachers, politicians and political leaders (Anjum & Ahmed, 2022).

2.1.1.6 Intrapersonal Intelligence

Intrapersonal intelligence is the opposite of interpersonal intelligence. It is an inward ability of understanding one's mood, motivations and emotions (Anjum & Ahmed, 2022). The persons who are interpersonal prefer to spend time alone, not with others. Persons with such intelligence are good planners, counselors, psychologists, writers and religious leaders (Zhu, 2011).

2.1.1.7 Naturalist Intelligence

Naturalist Intelligence involves the ability to recognize the natural elements and learn from nature around them. The students with naturalist intelligence learn from as they experience nature and interact with nature (Anjum & Ahmed, 2022). The professionals such as biologists, botanists, ecologists and gardeners are all associated with the naturalist intelligence.

Part 2: The Application MI in English Classrooms

Multiple Intelligence theory of Gardner emerged as a very prominent approach for teaching and learning (Mamun, 2018). Particularly, the approach became more popular in teaching and learning of English to the young learners as this approach corresponds well with the interests of the young learners such as learning through different activities, songs, story, picture, fun and games (Mamun, 2018, p. 132). In contrast to this approach of learning process, the previous language learning method was structure-based and one dimensional. Therefore, Richards and Rodgers (2014) advocated that language learning is not one dimensional but multi- dimensional and this philosophy of language learning is supported by Howard Gardner's Multiple Intelligence theory that refers to the diversity of learners in learning a language.

3.1 The Use of MI around the World

Dihoff&Klanderman (2006) conducted on 72 students of 7th graders from an elementary school in Southern New Jersey. The participants were divided into two groups one is the controlled group and the other one is experimental group. The experimental group was provided with kinesthetic, visual and auditory lessons whereas the control group was provided with only visual and auditory lessons. The students were tested with a quiz and one test along with a set of questionnaires. The results of the study show that the experimental group was found to be achieving significantly higher scores in quiz and the test than the controlled group which reflects the effectiveness of the kinesthetic lessons. On the other hand, Salcedo(2010) explored the musical intelligence in relation to the improvement of English

reading skills. He conducted the study on two groups of students; control and independent group and, their findings reflect the improvement of the controlled group who has been given verbal instruction along with music. The study has found that the use of music in the classroom significantly improves the reading abilities of the students as students observe the change of pitch, vocabulary and pronunciation. Thus, they pick up the correct pitch; get familiarised with new vocabulary and pronunciation which help them improve their reading skills.

3.1.2 The Use of MI in ESOL Countries

The popularity of the use of multiple intelligence theory in the ESOL countries such as India, Iran, China, the Philippines, Pakistan, Bangladesh, Sri Lanka, and other countries are significantly evident. For instances, In India, Anjum & Ahmed (2022) seek to identify and highlight the application of the multiple intelligence theory for oral communication in ESL classrooms of India. Their study focuses on describing the multiple intelligences, on finding learners' differences and on applying the multiple intelligences theory to learn English. However, the study also reveals that many teachers are not well-informed about the various intelligences of the students and depend only on the conventional "one size fits all" manner which results in ineffectiveness of learning English. Nevertheless, the knowledge of MI and its application in the classrooms help students learn the language effectively. Hashemi & Yousefi (2021) too studied on the musical effects on learning the vocabulary on 40 participants of intermediate second language learners in Iran. The results of the study find that utilisation of songs as music input has a significant effect on the development of difficult vocabulary of the second language.

Zhu (2011) in China conducted a study on the application of multiple intelligences theory in a task-based language teaching where he explored the combination of multiple intelligences in teaching a foreign or second language to the students. He adapted a text "Sailing Round the World" and designed task-based activities on the text. Then, he explained how the task-based activities involving multiple

intelligences can be designed rather than a traditional test involving only pen and paper. For him, the development of students' language skills goes simultaneously with the multiple intelligences. Hence, the theory of multiple intelligences help students learn the language better.

Also, with regard to the effectiveness of language learning by applying multiple intelligences, Utami (2020) conducted a study on a 50 item reading TOEFL test and a 90 item multiple intelligences questionnaire test among 50 male and female students at BahaudinMudhary Madura University, India. The research findings show that musical intelligence and kinesthetic intelligence significantly affected reading comprehension skills of the learners. The interpersonal intelligence also positively influenced learners' reading comprehension skills.

In a similar study on a control group of 9 male and 11 female students, Ahire (2021) found that the use of nursery rhymes motivates students and helps to learn parts of speech better. Along with that they can work as wonderful instructional materials in ELT classrooms. Furthermore, Torren and Sumayang (2021) conducted quantitative survey on 200 pupils and 20 teachers of selected public elementary schools in the district of Ubay, Bohol Philippines. Their study aims at finding out the effects of Multiple Intelligences based classroom activities on the learners' academic achievement and the research results show that there is a significant relationship between multiple intelligences-based classroom activities and pupils' academic achievement. Derakhshan and Faribi's (2015) review study on the effects of multiple intelligences in learning and teaching English also intended to show that in the second or foreign language classrooms, it is possible to motivate the learners by relating different activities to the different intelligences. Hence, it is discerned that MI language learning motivation can be enhanced by MI activities.

However, there are several challenges too in the application of the multiple intelligences in a language learning classroom. In this regard (Siddiq et al., 2021) conducted a descriptive study on the school level

English language teachers of Southern Punjab with an aim to find out the relationship between choice of English language teaching strategies and multiple intelligences. The findings of the study show that the most commonly found type of intelligence used in the ELT classroom was the verbal linguistic intelligence relying mostly on traditional method. Hence, the results of this study suggest in the utilization of the other intelligences which have so many possibilities in language learning.

3.1.3 MI in the Context of Bangladesh

Bangladesh is an ESOL country where the implementation of the MI theory just like the other ESOL countries would become an effective tool in teaching and learning of English. A number of Bangladeshi researchers have studied the possibilities of the application of the MI approach of teaching and learning. Ara (2009) studies on the use of songs, rhymes and games in teaching English to young learners in Bangladesh. She highlights the differences between the traditional language teaching and the communicative language teaching of English through the application of multiple intelligences particularly through music, rhymes and games in the primary level English classrooms of Bangladesh. The study finds that the theoretical teaching of grammar rules of language is confusing to a child which hinders children from learning the language. Therefore, the application of different songs, rhymes, games, drillings and fun activities come as very effective tools for children to learn English as second language. According to Islam (2018), students in the classroom have different needs, interests and learning styles. Hence, the adaptation of the different teaching and learning strategies by the teachers is important for teaching and learning effectively. His study sought to look upon how multiple intelligence theory works as effective given the needs, interests and learning styles of students in contrast to the traditional method of teaching and learning in the classroom which includes more than verbal and logical intelligences. To conduct the study, he has interviewed 55 officials and academics who work in the Bangladesh Technical Education Board (BTEB) through random sampling. His study has found the higher possibilities for the Kinesthetic, musical,

interpersonal and naturalist intelligences than the linguistic, logical, spatial and existential intelligences. Therefore, teaching students through the use of multiple strategies according to their styles of learning will benefit the students more rather than only with the linguistic and logical intelligences.

Like Ara (2009), Tithi& Arafat (2013) also explored the application of multiple intelligences theory in teaching and learning process in the Bangladeshi primary level classroom. They conducted a comparative study between the traditional teaching learning process and the application of the multiple intelligence theory of Gardner (1985) in the classroom of Bangladeshi primary education. The study, conducted in 10 schools in Dhaka and 20 teacher participants in the study, show that the effectiveness of the application of multiple intelligences in contrast to the application of traditional teaching and learning method. The results of the study show that there is very little use of music and kinesthetic intelligences in the classrooms. Besides, the teachers are also not well trained up. As a result, the students and teachers tend to follow the traditional method of teaching learning process. Therefore, they suggested identifying the students' different intelligences and thus teaching them accordingly using the multiple intelligences.

Part 3: Kinesthetic Intelligence and Relevant Research

Bodily kinesthetic intelligence is one of the intelligences that is described in the multiple intelligence theory of Gardner. It is the ability to use the body effectively in order to understand and solve problems (Smagorinsky, 1995). Therefore, this intelligence involves the physical movements or activities. The learners with the kinesthetic intelligence are good at physical activities such as sports and dance (Mamun, 2018). According to Gardner (1993), the people with this intelligence are good at performing actions and have the tremendous physical control ability. Gardner further states that learners with intelligence have the excellent ability of hand coordination and dexterity (Mamun, 2018).

According to Hoekestra(2014), children with higher kinesthetic intelligence love to move and they use their movements to gain knowledge about different things from their surroundings. He says that human body is related to human faculties. Therefore, human body and mind are closely related and influence each other (Hoekestra, 2014). The children use their body as a learning tool and this type learners learn things effectively rather than seeing and hearing. Furthermore, Vancea (2017) too speaks about bodily kinesthetic intelligence. Vancea's idea of the bodily kinesthetic intelligence is almost the same with Gardner and Hoekestra as he says that learners with kinesthetic intelligence have an excellent coordination of eye and hand and can express emotions well with their movements.

4.1. Kinesthetic Intelligence in Education

Kinesthetic Intelligence has been the popular tool in education. Children learn better through this approach as they love to move and perform different kinds of physical activities. Hoekestra (2014) designed a book for Montessori school children in Belgium where he discussed kinesthetic intelligence and various physical activities for the children to learn different skills better. He suggested a number of tasks such as experimenting with different objects, working and creating things hands, performing actions, experimenting things physically, movement, sports and dancing. He further says that when a child learns something by hearing it enters into the short-term memory but when a child learns something new through different activities with the involvement of senses, it enters into the long-term memory. Therefore, the learning through active interactions becomes quicker and deeper. According to Hoekestra(2014), children with the kinesthetic learning can actually perform the lessons they learn. The learning through kinesthetic activities is faster and deep as children learn the names of different objects or things through real life experiences such collecting different specimens of plants, leaves, working in the garden, watering the plants, drawing different pictures, writing about plants. The children also learn through different gaming activities which involve movement and physical

interactions. Therefore, the academic learning with integration of realia and hands-on activities stimulates students' faster and better learning.

4.1.1 Kinesthetic Intelligence in English Classrooms around the world

Originally the MI theory was not for education and Gardner did not provide any guidelines for the application of the MI theory in the classroom (Balachandran et al., 2017). Gardner was a psychologist and his development of the MI theory was merely from a psychological perspective. However, his theory was later picked and revised by educators as an effective tool for teaching and learning (Balachandran et al., 2017). Many researchers have studied the application of multiple intelligences in various fields such as science, psychology and even in language such as ELT (Winarti et al., 2019). Many educators have become interested and integrated the MI theory of teaching and learning in order to ensure the quality education to the students. The incorporation and implication of the MI in education have changed the perceptions of students' achievements and in the world of learning (Arulselvi, 2018). All the more, the application of MI in the linguistic field has gained enormous popularity around the world in teaching and learning English as a second/ foreign language (Kaya, 2007). Several scholars around the world highlighted the kinesthetic intelligence for learning of English for young learners of English. On the application of MI theory in the language learning Arulselvi (2018) discusses on the kinesthetic intelligence and language learning through the implementation of this model. As learners with the kinesthetic intelligence are more skilled with physical activities, he came up with different activities for learning English such as computer typing related English concepts, movement games like „Guess who“ games, role plays and dramatisation of different dialogues, pantomime of vocabulary activities, different games in teams (Arulselvi, 2018). He views that these activities and assignments can promote English learners' language skills effectively. Armstrong (2000) also discusses the kinesthetic intelligence and how it can be implemented in the language classrooms. He says that the teacher in the class could ask students to

answer the questions through their bodily actions or gestures such as the teacher could ask students to form the different punctuation marks by using their bodies, teacher could also ask students to enact different vocabulary and texts for learning a second language. The application of hands-on thinking in which manipulation of objects is done with hands such as forming/marking different spelling of words on clay can also be helpful in learning English (Armstrong, 2000). Besides, Anjum & Ahmed (2022) in the application of multiple intelligences in the ESL classroom suggest that students with strong kinesthetic intelligence can be asked to perform a role-play based on certain dialogues such as between teacher and students and act out skits or drama based on stories in order to learn English effectively.

4.1.2 The Application of Kinesthetic Intelligences in Bangladesh

There are a number of research conducted on the exploration and application of MI theory in general in Bangladesh, for examples: Tithi& Arafat (2013), at the primary level education in Bangladesh, the multiple intelligence innovative teaching approach has been introduced in ensuring the quality of education among the children by the IDEAL Project(1994-2004) but still the application and implementation of MI in the primary level education has not been as popular as it should have been given their scope of learning opportunities. To be specific about the intelligences in language learning, the two intelligences: kinesthetic and musical intelligences are implemented more than the other intelligences, at the primary level ELT classrooms.

According to Islam (2018), students in the classrooms have different needs, interests and learning styles. Hence, the adaptation of the different teaching and learning strategies by the teachers is important for teaching and learning effectively. His study shows multiple intelligence theory works as effective given the needs, interests and learning styles of students in contrast to the traditional method of teaching and learning in the classroom which includes more than verbal and logical intelligences. To conduct the study, he has interviewed 55 officials and academics who work in the Bangladesh

Technical Education Board (BTEB) through random sampling. His study has found the higher possibilities for the Kinesthetic, musical, interpersonal and naturalist intelligences than the linguistic, logical, spatial and existential intelligences. Therefore, teaching students through the use of multiple strategies according to their styles of learning will benefit the students more rather than only with the linguistic and logical intelligences.

Unlike Tithi&Arafat (2013) and Islam (2018), Ara (2009) particularly focuses on musical and kinesthetic intelligences. She studies on the use of songs, rhymes and games in teaching English to young learners in Bangladesh. The study finds the application of different songs, rhymes, games; drillings and fun activities come as very effective tools for children to learn English as second language.

4. 1. 3 Research Gap

In the field of language acquisition, a wide range of studies have been conducted on how to teach English to the learners, both young and adults, in the ESOL/EFL/ESL context. Many researchers shed light on the application of the multiple intelligences theory in language learning of the students around the world and in Bangladesh as well. However, there have been very few studies particularly focusing on the implementation of kinesthetic intelligence in the language classrooms in the ESOL context except for a few studies like the studies of Arulselvi (2018) in Saudi Arabia, Vancea (2017) in Romania and Anjum & Ahmed (2022) in India. Moreover, in Bangladesh, there has not been any exclusive study found on kinesthetic intelligence or the application of kinesthetic activities. Therefore, this study particularly explores the implementation of kinesthetic activities to fill the study gap.

4. 1. 4 The Conceptual Framework of the Study

The conceptual framework in this study contains three stages: the first is conducting English classes, the second stage is post-class tests and the third stage is the participants'' interviews. The first stage of

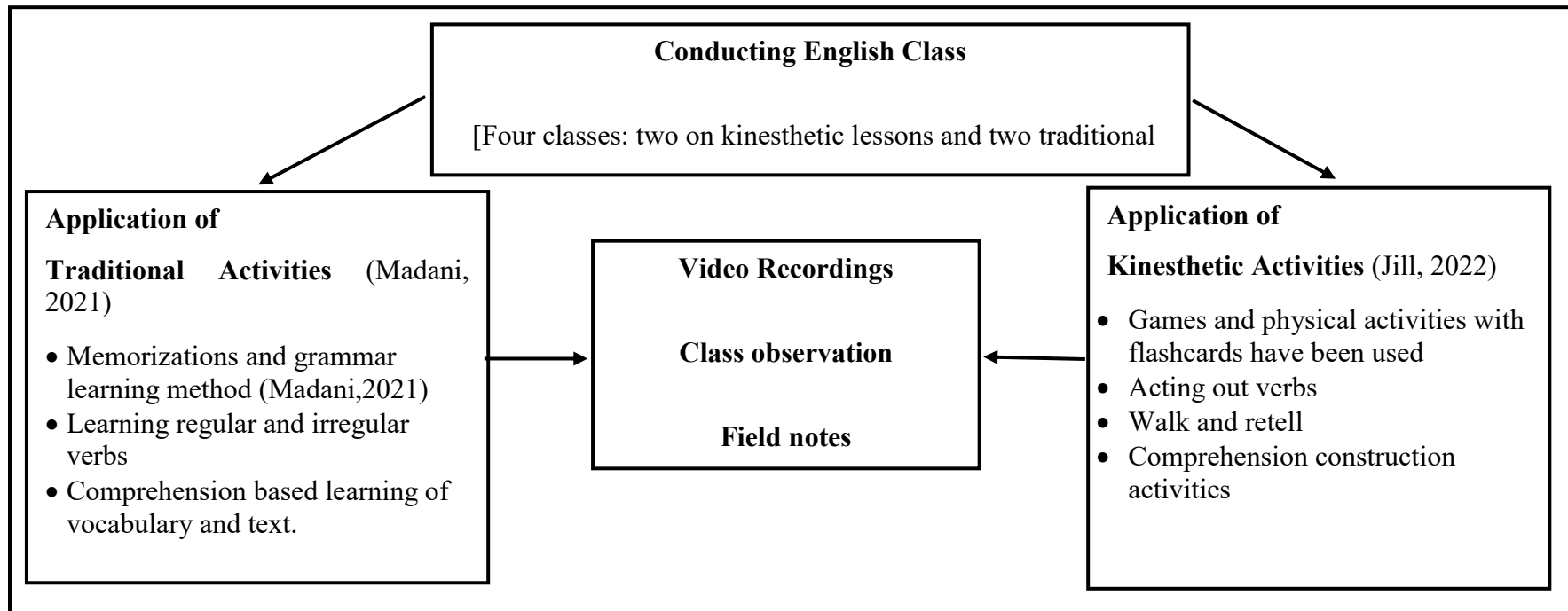
the framework includes conducting of four English classes through two different methods. On the first day, the classes include one traditional and one kinesthetic activity-based class. Likewise, on the second day, the classes included one traditional and the other one kinesthetic activity-based class. The classes have been taken to observe the learning credibility of the participants. Moreover, while taking the classes, the researcher simultaneously manages in-class observations, video-records the classes and also keeps the field notes with a view to answer the first research question (RQ 1): How do the Bangladeshi young learners respond to traditional and kinesthetic activities in English classrooms?

The second stage of conceptual framework consisted of four tests that are taken after each of the class based on the materials they were taught. Again, these were conducted for the same reason of convenience and availability of the participants and time. All four tests were designed to test the students' performance and achievements and also to compare the performance of the learners in both types of the tests; traditional activity based and kinesthetic activity-based tests. Eventually the final stage was the interviews of the participants and their parents/guardians which aimed at answering the research questions (2) and (3). The two research questions as follow,

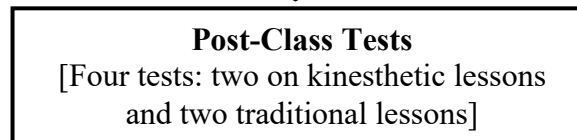
2. What do the young learners think about both traditional teaching techniques and kinesthetic activities in English classrooms?
3. What do the parents of the young learners think about both kinds of teaching techniques?

The conceptual framework of this study is given on the following page (see figure 1.1). The lesson plans and class materials and also the questions for the tests are given in the appendix.

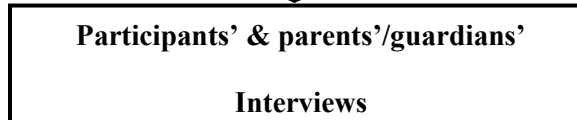
Stage I



Stage 2



Stage 3



CHAPTER THREE

1. Methodology

3.1 Introduction

This chapter discusses the research methodology that the researcher adopted to conduct this study. As stated in the chapter, the main aim of this study is to explore how the young learners of English in Bangladesh respond to traditional and the kinesthetic activities in the classrooms, the first research question explores the responses of the elementary level students to both kinds of activities implemented in the classes. The study further explores what the students and also their parents think about the application and implementation of the traditional and kinesthetic activities in learning English in the classroom context of Bangladesh. Therefore, the second and the third research questions explore the views of the students and their parents about such kinds of activities in the classrooms.

In addition, the chapter highlights why the researcher has chosen a qualitative multiple case study approach, how the researcher has selected the participants for collecting data, the framework of data analysis and the ethical consideration of the participants.

3.2 Research Paradigm and its Philosophical Assumption

Thomas Kuhn (1962) first used the word paradigm to mean a philosophical way of thinking. However, in educational research, paradigm means the worldview of the researcher (Kivunja et al., 2017). Therefore, it is the set of beliefs or views of the researcher based on the ontological, epistemological and methodological assumptions (Denzin et al., 2011).

Primarily there are three philosophical research paradigms such as positivism, post-positivism and interpretivism in research (Kivunja et al., 2017; Ryan, 2018) but later on the paradigms were

extended to five or more. According to Creswell (2013), the four philosophical assumptions such as ontology, epistemology, axiology and methodology and, a research paradigm are common to qualitative research. Out of a number of research paradigms, the researcher in this study used the pragmatism paradigm. The pragmatism as a philosophy emphasizes on the action and the consequences and meanings ascribed to it are the most authentic and primary sources of knowledge which are constructed by the interactions between the humans and the environments (Allemang et al., 2021). Pragmatism as a research paradigm accepts that there can be single or multiple realities that are open to empirical inquiry (Creswell & Clerk, 2011 as cited in Kaushik & Walsh, 2019). Through the pragmatism research framework, the researcher seeks to address the practical issues directing arising from the communities (Allemang et al., 2021). Furthermore, pragmatic research provides a strong rationale for the involvement of individuals with lived experience (Allemang et al., 2021) as knowledge is exclusively linked with experience or in other words knowledge is constructed based on the reality what individuals experience and live in.

The researcher adopted the pragmatist worldview as the researcher attempts to see how the participants respond to the traditional and kinesthetic activities in the language classrooms by conducting classes through the application of both the methods. Thus, the participants will be involved with the practical experiences or with the real-world situation and thus create knowledge. Therefore, it is evident that the researcher focused on the actions and practical experiences in problem-solving. Furthermore, the researcher may choose different forms of data collection such as experimentalism form which verifies knowledge through experiments, as the researcher has conducted the action of sessions and the follow up tests based on the sessions. Hence, the researcher has taken the action of classes and the tests and the responses to classes and to the test are the consequences of the classes and the tests. Apart from the experimentalism, various other forms of data collection which include interviews, semi-interviews, observation, records, artifacts, oral

history, dialogue and textual interpretation/analysis (Yin, 2009). However, for data collection the researcher chose class observation, video recordings, and semi-structured interviews of the participants of the study and their parents/guardians.

The following table contains the researchers' selection of research paradigm and the four philosophical assumptions adopted from Creswell's (2007) table of "Philosophical Assumptions with Implications for Practice".

Table 3.1: The Research Paradigm and Philosophical Assumptions of the Study

Research Paradigm	Philosophical Assumptions			
Pragmatism	Ontological Multiple Subjective Views of Participants	Epistemological The researcher will observe the classes and interview the participants to get the data/information as authentic as possible	Axiological The researcher will try to be free from his subjective values and biases and, will objectively analyse the subjective views of the participants	Methodological Qualitative multiple case study approach

As stated above, the researcher undertook the four philosophical assumptions. These four philosophical assumptions are the guiding philosophy of a qualitative research (Creswell et al., 2018); broadly called as research methodologies. According to Creswell et al. (2018), ontology is the nature of reality or what knowledge is. Thus, the ontological assumptions are the ways the knowledge is perceived by the participants of the study. In this regard, to obtain multiple subjective responses from class observation, the researcher has first conducted four classes; two through the application of traditional class activities and the other two through the application of some

kinesthetic activities among a group of students of standard I and II consisting 6 students. However, the classes were followed by four tests. The researcher then has taken face to face interviews of each participant and their parents with a set of open-ended interview questions to obtain the multiple subjective responses. Thus, the multiple responses obtained from the class observation and the results of the tests help answer the research question (RQ 1): How do the Bangladeshi young learners respond to traditional and kinesthetic activities in English classrooms? Also, the multiple subjective responses from the interviews of the students and their parents help answer the second and third research questions: What do the young learners think about both traditional teaching techniques and kinesthetic activities in English classrooms? (RQ 2) and what do the parents/guardians of the young learners think about both kinds of teaching techniques? (RQ 3). The interviews consist of both close and open-ended questions. To note, the interviews have been recorded and transcribed for interpretation.

The second philosophical assumption, “Epistemology” is how the researcher knows the knowledge or the reality (How he/she knows the knowledge and the claim of knowledge are justified) (Creswell et al. (2018)). In this aspect, the researcher has got him involved with the students by conducting the classes among the student participants. In addition, the classes were followed by four tests. Therefore, class observation and results of the tests help generate the responses of the students. Further, the students and parents have been interviewed through two different sets of both close and open-ended questions through which the researcher knows the knowledge of the reality. Furthermore, the researcher has also conducted a pilot study on one participant as it helps researcher to understand the feasibility of the studies (Teijlingen& Hundley, 2002). The pilot study has been conducted to check the validity of the interview questions keeping in mind whether the interview questions were set correctly in order to find answers to the research questions. All these have been

done in order to receive the knowledge/reality/data as authentic as possible. Additionally, the transcriptions have been cross-checked by rehearing the video records of the participants.

The third philosophical assumption, axiology, is the researcher's value stance (the role of value in research) (Creswell et al., 2018) that the research takes into account. In this research, the researcher has attempted to be objective and free from his personal bias and values in analysing the collected data. Nonetheless, if any view, influenced by the researchers' subjective view or belief, is interpreted, the researcher has declared to take the responsibility of that. Yet, the researcher has tried as best as possible to avoid any kind of influence or projection of his personal bias or values because truthfulness, fairness and other ethical issues are very much required while interpreting data (Kivunji et al., 2017).

Finally, the methodological assumptions which refer to the procedures/methods (Creswell et al., 2013) are what that the researchers use to explore the reality in research. In this research, the researcher has conducted the study through a multiple case study approach and has interpreted the qualitative data from multiple subjective views being objective to the collected data. The researcher has chosen the multiple case study approach because a multiple case study approach explores real life and in-depth data collected from multiple sources of information (Brink, 2018). According to Creswell et al. (2013) this research also provides the researcher with a scope to explore current phenomena in real life context and, one of the benefits of this approach is that multiple perspectives or experiences of individuals can be gained and interpreted. Therefore, the need of a pragmatist worldview is crucial to a multiple case study as pragmatists interpret subjective multiple realities which can change because of an individual's social interaction (Brink, 2018) and . This is why the researcher of this study has used the pragmatist paradigm to interpret the multiple realities of the participants through a multiple case study.

3.3 Research Design

The researcher has developed the research design for the study by considering previous literature and the research questions. The study adapted the interpretive research paradigm that focuses on the multiple realities with subjective views (Creswell, 2007) of the participants. The research has taken the action of the classes which follow interviews of the participants and the responses and perceptions obtained from the participants are the implications of the action of taking the interviews of the participants.

The main objective of the study is to explore the implication of the kinesthetic activities in Bangladesh classrooms of young learners of English and to explore the views of the participants regarding both kinds of activities; traditional and kinesthetic. The researcher has chosen a qualitative case study approach because qualitative research revolves around a form of social action that stresses the way people interpret and make sense of their experiences to understand the social reality of individuals with a detailed understanding of human behaviour, emotion, attitudes, and experiences (Tong et al., 2012). Therefore, the qualitative research which included class observation, video recordings and interviews has been very effective in finding out the answer to the research questions. Furthermore, the research design of the study has given in detail in the following sections of this chapter.

3.4 Multiple Case Study Approach

The multiple case study approach is one of the valuable tools in the qualitative research. According to Creswell (2013) as cited in (Brink, 2018, p.1), a multiple-case design explores a “real-life multiple bounded system through detailed, in-depth data collection involving multiple sources of information and reports a case description and case themes”. It can also be understood as an intensive study about a person, a group of people, or a unit. In addition, a multiple case study, according to

Gustafsson (2017), includes more than one single case and it is associated with several experiments. For instance, in this study the researcher has analysed multiple cases of Bangladeshi younger learners of English who participated in the traditional and kinesthetic based language classrooms. Furthermore, a multiple case study is conducted to understand the differences and the similarities between the cases, and it is thought to have provided with strong and reliable evidences (Gustafsson 2017). Therefore, the researcher has made use of the multiple case study approach and has collected multiple views through observing the class and interviewing multiple cases.

3.5 Researcher's Role

The researcher is a student of English at a private university in Bangladesh and is studying English as a second language for years. The researcher himself, as an ESL learner and having had the experiences of how the Bangladeshi young learners learn English, has genuinely thought about how the Bangladeshi learners learn English and what changes the implementation of kinesthetic activities could bring to the learning of English among the young learners. This thought has provoked the researcher to choose the topic “Implementation of kinesthetic activities in the young learners” classrooms in Bangladesh” for his research. The researcher believes that the views, experiences and opinions collected and shared through the classes, tests and interviews by the participants will motivate the learners of English and also the teachers of English at the primary level education. Furthermore, it will also motivate both the teachers and learners to teach and learn English through fun, enjoyments and interests.

Moreover, throughout the study, the researcher has used the third person narrative style “the researcher” to avoid projecting any of sort of subjective opinions as he has collected the subjective opinions of the participants. The research is free from any personal biases and an expert has been consulted to check on the study, its data and themes. Moreover, the researcher has played the role of

an objective recipient of the data from the participants. Hence, the use of “the researcher” perfectly reflects researcher’s Endeavour to explore the responses and views of Bangladeshi young learners of English in the language classrooms. In addition, this study will also facilitate both the teachers and students to teach and develop the method of teaching and learning English through creative and fun activities.

3.6 Setting

The study is set in a coaching centre of young learners in Savar, Dhaka as the focus of the study was to see how young learners learn English through kinesthetic and the traditional activities in the classrooms. There was total six students of standard I and II from three different schools: William Carey International School, Morning Glory International School and Angelica International School. The six participants went through both the sessions; kinesthetic and traditional implementation of the materials and also wrote the tests taken after the classes for data collection. All the participants have been of the age from 8 to 9 and are learning English. The researcher collected the data through class observation and interviews of the participants and also their parents which were video recorded. Moreover, the researcher was very concerned about how the data saturation could be fulfilled. However, this study is saturated as there is enough information to replicate the study (O’Reilly & Parker, 2012).

3.7 Selecting Participants

The researcher has used the purposive sampling technique in selecting the participants for the study. The purposive sampling involves identifying and selecting individuals or groups of individuals that are especially knowledgeable about or experienced with a phenomenon of interest (Palinkas et al., 2015). Thus, the participants are selected by the researcher in the purposive sampling technique. Moreover, the researcher’s role in selecting the participants play the vital role as the researcher has

to be very particular about who can provide him with necessary information or data for the research (Evans & Rooney, 2010). Hence, through the application of the purposive sampling technique, the researcher has aimed at reaching the participants who were willing as well as enough knowledgeable and confident to be a part of this study.

For this study, the first criterion of selecting participants was to choose six participants and also their parents to collect the responses from them and their parents to see the effectiveness of the kinesthetic and traditional activities on the participants. The second criterion was to choose participants who understand English and have the ability to analyse. In addition, the third criterion was that the participants must give consent to take part in this study. He contacted all of them and they have agreed to take part in the interview.

3.8 Participants ‘Brief Profiles

Hena	Razzo	Rayeed	Rafid	Riko	Taj
Age: 8+ Standard: II School: William Carey International School Learning English: From Nursery	Age: 8+ Standard: II School: William Carey International School Learning English: From Nursery	Age: 9+ Standard: II School: William Carey International School Learning English: From Nursery	Age: 7+ Standard: I School: William Carey International School Learning English: From Nursery	Age: 9+ Standard: II School: Morning Glory International School Learning English: From Nursery	Age: 9+ Standard: II School: Angelica International School Learning English: From Nursery

3.9 An Overview of Data Collection Procedure

In qualitative research, there are a number of methods for data collection such as observations, interviews (individual or group), documents, records and physical artifacts (Barrett & Twycross, 2018). Among all these data collection procedures, the researcher has chosen the observation, tests

and interviews. Furthermore, Barbie (2007) has proposed the following three categories of interviews: structured interview, semi-structured interview and non-structure interview. However, the researcher has selected the semi-interview technique for its flexibility of approach in interviewing the participants.

3.9.1 Observation and video recordings

Observation in qualitative research is an old and fundamental research method (Smit & Onwuegbuzie, 2018) which involves the senses of the researcher in collecting the data through a systematic way. Werner and Schoepfle (1987) focus on three processes of observations while conducting participants' observation: descriptive, focused and selective observation. In the descriptive observation, the observant focuses anything and everything of the participants, in the focused observation, the observant focuses on observing participants through the use of interviews and in the selective observation, the observant focuses on different types of selective activities. According to (Russell, 2006), participant observation is a way of creating "rapport" (p.387) with the people of a community or research setting and to also allow them to become a part of that environment. In this, the researcher tries to be familiar with the community and make the participants feel that they are part of the context where the observation is being conducted. Later, the researcher distances himself from the context and tries to analyse the collected data.

3.9.2 Field Notes

In qualitative research, field notes are widely used and recommended as a means of documenting the needed contextual information (Phillipi & Lauderdale, 2017). Field notes serve many functions such as aiding the constructing and thick description of the observation, interviews, encounter and documents' contextual data (Phillipi & Lauderdale, 2017). Therefore, the researcher used field notes to describe and analyse the class-observation and interviews of the participants.

3.9.3 Semi-structured Interview

For data collection, an interview is a widely used tool. Interviews are basically of five types such as structured interview, semi-structured interview, in-depth interview, focus groups interview and oral history (Muratovski, 2010). Among these types of interviews, the researcher selected the semi-structured interview procedure as it provides the researcher with more scope of creating a friendly conversational environment between the interviewers and the interviewees.

3.9.4 Designing the Interview Protocol

Interview protocol is very significant for collecting good qualitative data. It is a process that facilitates the interview process in a systematic, consistent, and comprehensive manner (Patton, 2005). Castillo-Montoya (2016) suggests the following interview protocol known as Interview Protocol Refinement Framework (Castillo-Montoya, 2016,p. 812,) which consists of the following four phases:

Phase 1: Aligning Interview Questions with Research Questions

Phase 2: Constructing an Inquiry-Based Conversation

Phase 3: Receiving Feedback on Interview Protocols

Phase 4: Pilot Test the Interview Protocol

Phase 1: Aligning Interview Questions with Research Questions

The first phase aims to ensure that the interview questions are aligned with the research questions and research objectives which begin with the introductory questions (background information). Further, the introductory questions are followed by a set of open-ended questions.

Phase 2: Constructing an Inquiry-Based Conversation

The second phase aims to make sure that the interview questions are written differently than the research questions. The chronically organization of the interview questions is looked into as to maintain the flow of natural conversation.

Phase 3: Receiving Feedback on Interview Protocols

The third phase requires consultation with an expert and receiving feedback in order to enhance the reliability of the interview questions.

Phase 4: Pilot Test the Interview Protocol

The final phase of the interview protocol of Castillo-Montoya (2016), suggest conducting a pilot interview on one or two participants to gain feedback.

3.9.5 Piloting Data

Piloting is considered to be very important as it helps to sort out weaknesses and shortcomings in the process (Karen et al., 2007). Therefore, having received the feedback from an expert, the researcher has piloted the interview questions with one participant (the participant is also a part of the actual study) to check the validity of the interview questions and to get an overview of the actual interviews.

3.10 An Overview of Data Analysis Procedure

This section of the chapter will discuss the data analysis procedure that the researcher has followed. The researcher has used the qualitative thematic analysis in analysing the data collected from the class observation and face to face interviews of the participants. According to Creswell (2013) the qualitative thematic analysis includes 5 steps as follows:

Phase 1: Managing and organizing the data

Phase 2: Reading and memoing the emergent ideas

Phase 3: Describing and classifying codes into themes

Phase 4: Developing and accessing interpretations

Phase 5: Representing and visualizing the data

Phase 1: Managing and organizing the data

The first phase i.e., managing and organizing the data is very important because there is a greater possibility to get lost in the sea of oral responses of the interviewees. Therefore, planning for data management and organization is very crucial and the researcher needs to note down the information or record the information of each participant meticulously to avoid confusion.

Phase 2: Reading and memoing the emergent ideas

In this phase, the researcher is supposed to read the narrative explanations of the interviewees that he/she has noted down. The researcher also uses memos: short phrases, ideas, or key concepts that occur in the interviews after hearing the recordings or reading the notes of the participants' responses in order to create „codes“ (Huberman, 2014).

Phase 3: Describing and classifying the codes into themes

In the third phase, the researcher builds detailed descriptions on the data or information collected from the interviews, creates codes from the data, and develops themes from the codes.

Phase 4: Developing and accessing interpretations

After creating the themes, the researcher launches into interpreting the data which involves the codes and themes to a larger meaning of the data. In other words, Developing and assessing interpretations is a process that begins with the codes and then the codes are formulated into themes, and finally, the themes are described into larger units to make sense of the data.

Phase 5: Representing and visualizing the data

In the final phase of the qualitative thematic analysis, the researcher represents what was found from the interviews, recordings, observations or documents and visualize the data in the findings.

3.11 Analysing class observation and Interviews

The researcher has collected the data from the classes through observing and also from the video records of the classes. In addition, the researcher has conducted semi-structured interviews of the participants for data collection. Also, the researcher has consciously and immediately transcribed the responses of the participants. Later on, from the transcriptions the researcher has created coding using the seven columns coding template (Ahmed, 2017). The researcher has attached a sample interview transcription of one participant but has coded each participant individually.

3.12 Ethical Considerations

The researcher has taken the ethical issues of the study into serious account and has maintained it well. In approaching the participants of the study, the researcher first had to approach their parents and secondly, he approached the participants. He made the participants and their parents familiar to the study and its purpose, and also, made sure if the participants were willing to take part in the study. After getting the consent from the parents and the participants, he proceeded with the conducting of classes and for the interviews; he piloted the interviews questions and conducted the actual study. The participants were informed that their responses in the discussion are video recorded during the whole interview. Thus, the participants were ensured by the researcher that he would maintain their privacy and, in keeping promise the researcher used pseudo names for each participant in this study.

3.13 Establishing Trustworthiness and Credibility of the Study

The trustworthiness of qualitative research is significant for the usefulness and integrity of the findings (Cope, 2014). Therefore, the trustworthiness is essential in order to make a study worth of consideration by the readers (Amankwaa, 2016). Trustworthiness is necessary, so to make the research trustworthy, researchers should establish protocols and procedures for a study that is considered to be worthy of consideration by readers (Amankwaa, 2016). Lincoln & Guba (1985)

proposed a set of four criteria for the trustworthiness of qualitative research such as credibility, transferability, dependability, and confirmability. To prove the credibility of the data, the research followed triangulation, and writing a thick description of the study. According to Patton (2002), credibility depends on the richness of the data. The credibility establishes between the research findings drawn from the participants' original data and the correct interpretation of the participants' original views (Lincoln & Guba, 1985). To make the data credible, the researcher employed a triangulation strategy which has been viewed as a qualitative research strategy to test the validity of the information from different sources. Denzin (1998) and Patton (1999) proposed four types of triangulations: method triangulation, investigator triangulation, theory triangulation, data source triangulation. Among these categories, the researcher adopted the following methods: data source triangulation (observation, interview of parents and students were the data sources) and investigator triangulation for this study. The researcher collected data from class-observation, field notes, and face-to face interviews of the participants. Besides, investigator triangulation is concerned with using more researchers to make coding, analysis, and interpretation.

In addition, a part of the coded and categorised themes was sent to an expert with 10 years of experience in English teacher for establishing credibility and trustworthiness of the data, and also, to rate the themes and the inter raters' agreement on the themes of the transcription was calculated in percentage. To ensure transferability, a thick description is provided of the participants and the research process to enable the reader to assess whether the findings are transferable to other settings so that the behaviours and experiences become meaningful to another reader (Lincoln & Guba, 1985). This thick description can be transferred at a different location and time to another researcher's time conducting the same studies. To establish dependability and confirmability of the study's findings, finally, the researcher has employed an audit trail which is performed to keep the record that has been done in research. Koch (2006) suggests that a study's trustworthiness is

established if a reader can audit the events of the researcher. To sum up, the trustworthiness of the study, the above steps have been taken to establish credibility, transferability, dependability, and confirmability.

CHAPTER FOUR

Findings and Discussion

4.2 Introduction

The main objective of this study is to explore the implementation of kinesthetic activities among the young learners in Bangladesh. The researcher attempts to find out how Bangladeshi young learners respond to kinesthetic activities in English classrooms. In addition, the study also explores what young learners and their parents think about kinesthetic activities in English language classrooms. Therefore, this chapter presents the findings of the study based on the following research questions:

1. How do the Bangladeshi young learners respond to traditional and kinesthetic activities in English classrooms?
2. What do the young learners think about both traditional teaching techniques and kinesthetic activities in English classrooms?
3. What do the parents/guardians of the young learners think about both kinds of teaching techniques?

The first section of the chapter discusses the two phases of classes, the class activities and the techniques. The second section discusses how the participants responded to the traditional teaching techniques and the implementation of the kinesthetic activities in the English classrooms. In addition, this section also explains the test scores of the students that were taken after each .of the class. The third section presents what the young learners think about both traditional teaching techniques and kinesthetic activities in English classrooms. The final section presents how the parents of the participant think about teaching of English in the classrooms with the application of traditional and kinesthetic activity-based lessons.

The classes conducted among the students are given in the following page in a table:

Phases	Traditional	Kinesthetic
Phase 1	Regular and Irregular Verbs	Action Verbs Present Continuous Tense
Phase 2	Reading Comprehension: Rip Van Winkle	Reading Comprehension: Penguins

4.2 SECTION ONE: First Phase 1: Class One: Traditional Activities

In the first phase of the classes, the researcher conducted the first class through the application of the traditional activities among the students. The researcher focused on the topics; the regular and irregular verbs (See Appendix B1). The research delivered a very traditional class lesson on the regular and irregular verbs where the students were mostly inactive and listened to the lesson as usual and noted down what they have understood. The class was mostly conducted through a grammar translation method where the students learned the forms and the teacher did most of the talking while the students remained the silent receivers of the lesson. The lesson followed the definitions and teacher's explanations both on the regular and irregular verbs with a few examples. After the class, a test was taken among the students. The students were given a list of word and were asked to write down the regular past of the verbs. In the second question, the students were asked to write the irregular past of the verbs given to them on the question paper and finally, they had to underline regular and irregular verbs from a short passage.

4. 3 Phase 1: Class Two: Kinesthetic Activities

This time in the second class, the researcher made use of the kinesthetic activities in conducting the class. The students were given a lesson on the grammatical components: action verbs and the present continuous tense. The researcher as an instructor used the flashcards which contain different action

verbs such as „walk, run, ride, sit, stand, fight, laugh, read play, listen, cry, think and so on (See Appendix B5). The cards with the words were distributed and explained to the students and the students acted out the words through physical activities following the instructions of the teacher. The physical activities of actions according to the words followed a short lesson on the present continuous tense. The students were then asked to perform different actions individually such as one by one the students were asked to walk, show the action of walking, crying, laughing, studying and riding bi-cycle. As a student performed the action while the other students were asked to tell what he/she is acting about. The responses of the students thus came out as follows: “He is walking, Hena is watching, Rafid is crying, she is laughing, Riko and Rayeed are studying, the boy is riding a bi-cycle.” Thus, the present continuous sentences were formed by the students themselves accompanied by the physical activities. Eventually the class tasks were followed by a small test among the students. The students were given a small passage from where they were asked to find out the continuous sentences and write them down.

4.4 Phase 2: Class One: Traditional Activities

In the second phase, once again two classes were conducted. This time, both the classes were comprehension based unlike the classes of the first phase which were grammar based. In the first class, the material includes a comprehension passage on Rip Van Winkle. The passage was explained to the students for comprehension and answering a set of questions based on their understanding. The class followed a very traditional method where the teacher played the centre role. He applied the lecture mode of lesson delivery. Thus, students listened to explanation of the passage. The participation was very limited and at the end of the lesson, the teacher asked a few general questions orally to test their understanding of the passage. After the class, a test was taken among the students. The students were given a list of word and were asked to write the meanings of them. In

the second question, the students were asked to write answers to a couple of comprehension-based questions.

4.5 Phase 2: Class Two: Kinesthetic Activities

The researcher conducted another class among the same group of students where a different set of kinesthetic materials was applied. This time, the lesson was delivered on a reading comprehension focusing on the vocabulary learning and developing the comprehensive ability of the students. The lesson included a comprehension passage on “Penguins”. The teacher explained the passage line by line through physical movements when it was required, for example, penguins have wings but they cannot fly. The lesson also contained a list of vocabulary from the passage itself and a snap recapping lesson in order to understand and remember the facts about the penguins from the story.

After the class, a test was taken among the students. The students were given a list of word and were asked to write the meanings of them. In the second question, the students were asked to write answers to a couple of comprehension-based questions.

4.6 SECTION TWO: Students’ Responses to Class Activities

The researcher conducted four classes; two classes in the first phase and two in the second phases. Each phases included one traditional and one kinesthetic class. In the first phase, the traditional class followed the grammar translation method while the kinesthetic class involved a lot of physical movements of the learners in classrooms as in such class scenario, the students learn through different physical movements and actions. Therefore, keeping that in mind, the class was designed in such a way so that students can be involved in physical movements and activities in the class.

In the second phase, the traditional class followed the grammar translation method and the class included a comprehension-based lesson and activities. On the other hand, the second class too was a

comprehension-based class but the class was designed through kinesthetic activities involving a lot of physical movements of the learners in classrooms.

The following sections individually look into each of the case and present the responses obtained from class-observation, field notes and video recordings of both the traditional and kinesthetic classes of both the phases.

4.6.1 Case One: Hena

Initially, Hena, as known by her pseudo name, was found to be attentive and interested in the first class on the regular and irregular verbs and the present continuous tense. She was attentively listening to the teacher for a while. Though she was listening to the lecture attentively in the beginning, after sometime she was found to display a sort of restless during the delivery of the lesson. She was not interactive in the first class as the class was conducted traditionally and the teacher applied the lecture mode of class. Her impatience in the lesson was seen particularly while writing and memorising the definitions and the conjugations of verbs. Also, in the second class conducted traditionally based on a comprehension of *Rip Van Winkle*, Hena attentively listened to the lecture delivered by the teacher. She found the class interesting because of the passage selected for the class as she stated spontaneously “The story is very interesting”. However, there were not activities for the teacher and students or peer to peer interaction. Therefore, she was less expressive as the teacher applied the lecture mode of delivery of the lesson.

Beside the traditional classes, as mentioned previously, two kinesthetic classes were conducted as well. In the kinesthetic classes, her responses differ from the responses to the traditional class activities. In the first kinesthetic class based on “Action Verbs and the Present Continuous Tense” she was attentive, interested and engaging with much more interactions in the class. She enthusiastically volunteered to come forward with her flashcards. With much interest, she opened

her flashcards and read-aloud the words. The first word, she discovered in her flashcard was “listen”. She demonstrated how someone listens to another person by placing her hand around her ear. She even made a sentence saying “I am listening to the teacher”. The second word in her flashcard read the word i.e., „walk“. As she found the word in her card, she first pronounced the word and began walking towards the teacher with a view to physically explain the meaning of the word. She was very flexible and confident as she was performing her physical activities according to the given words. In the second kinesthetic activities class conducted on a comprehension titled “Penguins” she was found to be very active and interactive as the lesson created opportunities for her to express herself through talk and actions. As asked by the teacher in the class, she excitedly bent her body to act like a penguin, walked and flapped her hands like wings flapping. She also could elicit the example of Ostrich that have wings but cannot fly which show her interest, enthusiasm, active participation and expressive attitudes.

4. 6.2 Case Two: Razzo

Razzo in the first traditional activity-based class was attentive but not interactive as the delivery of the lesson did not leave much of chance for interaction. As he was instructed to learn the rules of the regular and irregular verbs, he was a bit reluctant. Moreover, the task of reading, writing and memorising the regular and irregular verbs disinterested him. On the other hand, in the second traditional class which included a comprehension, he was found to be interested in the lesson as he was happy to see the image of Mr. Rip Van lying down with his gun. However, as the class was delivered through the application of the lecture mode of the grammar translation method, he could not have much of a chance to express himself. Therefore, he remained mostly passive and was listening to the lecture of the teacher. The classes also did not provide him with no chance of eliciting opportunities.

On the other hand, in the kinesthetic classes, he was found to be interested and playful. It seemed it was a fun for him. He came forward with his words. As he opened his flashcards, the first word that he happened to encounter was „fight“ and the second one was „read“. To enact the words through the physical movements, he started throwing his fists in a punching gesture and stepping forward with his gesture of fighting just like a boxer on the position of starting his fighting with his opponent. He took hold of a page and started reading to show the meaning of the „read“ in a playful manner. In addition, he constructed two continuous sentences “I am reading” and “I am fighting now” very easily and acted them out playfully which showed his interest. Notably, the learning of English through kinesthetic activities reflected the inductive form of learning where he was faster in learning the sentences and then understood the form very well.

In the second kinesthetic activities-based class, he was discovered to have enjoyed as the class involved active participation of the students. Following the instruction of the teacher, he leaves his seat and glides like a penguin on the floor. He was found to be interested in the lesson as he could express himself through verbal and physical interactions. In addition, in response to the word „colony“ he jokingly started shouting „Radio Colony“ which is a name of a place where his school is located. All the others followed him in the shout.

4.6.3 Case Three: Rafid

In the first class, Rafid who is a student of standard one showed a bit impatience and restlessness. Learning regular and irregular verbs through traditional lesson seemed to be a difficult one for him. Therefore, his focus was not on the lesson but rather he was in the mood of fun and playing around. Therefore, understanding and memorising the rules of the regular, irregular and a set of regular and irregular verbs created inattentiveness and impatience. In fact, he did not work out with any of the activities willingly.

In the second lesson also, which was based on the traditional activities such as listening and understanding the comprehension *Rip Van Winkle* explained by the teacher, he was found to be inattentive, playful and most often on the move as he seemed to be a very playful child. The reading and explaining of the teacher did not interest much. Therefore, he followed the lesson delivered and explained by the teacher a kind out of being forced. Since the lesson of the traditional class did not interest him, he seemed to be in his own world.

On the contrary, he appeared very excited and showed tremendous interest in the class based on the kinesthetic activities. In the kinesthetic classes, he performed well as he engaged himself in the classes through verbal and physical activities such as reading and acting out of the words in the flashcards. The classes were fun for him. In the first kinesthetic class, he came running with his words for acting out. He acted out the word “play and ride” and could relate the word riding as he has got a bi-cycle. He paddled his feet in a way as if he was riding a bi-cycle. Also, he could make two continuous sentences on his own such as “I am playing hid and seek” and “I am riding bi-cycle” accompanied by his physical actions. In the second kinesthetic activities-based class too, the lesson on Penguins seemed to attract him. He was very participatory and took part in the class actively. He was found to be expressive and interactive. When he was asked by the teacher to act out the words „waddle and slide“ through physical movements, he enthusiastically leaves his seat and waddles on the floor like a penguin. Moreover, as he heard the word „slide“ he could elicit the slide he plays in the school as he said “In our school, we have two slides and we play sliding”.

4.6.4 Case Four: Rayeed

Rayeed was found to be attentive in both traditional classes. However, his response in the first class was minimal as the class itself was designed in the manner which did not have activities for interaction and was mostly teacher-centred and the teacher applied the lecture mode in conducting

the class. He was passive in the class though he followed all the instructions of the teacher, read, memorised, and wrote whatever the teacher had written on the whiteboard.

In the second comprehension-based class conducted using the traditional activities, he followed the lesson as explained by the teacher and was found to be active and showing his interest in the lesson. He was following the lecture though the class did not imply any engaging activity through the application of physically interactive activities. His participation and expressive attitude in the class were reflected as he asked the question “what nine pins game was”. However, the participation was very limited given the nature of the class.

In the kinesthetic classes, he was equally attentive and interested. His interest was shown through the activities that he performed in the classes and responded to the teacher while the teacher explained, for example; when teacher acted out a bird’s flying with the help of wings, he too followed the teacher and acted it out. Like the others, he too, in the first kinesthetic class, received the words „laugh“ and „sit down“. He came about and started laughing in enjoyment in the class. It was a fun for him. As he discovered the second word „sit down“ he gave a laughter and asked “May I sit, sir? While sitting, he stated, sir I am sitting. Therefore, all these show that he enjoyed the class and learnt better through the kinesthetic activities in the classroom. Furthermore, he was found to have much enjoyed the second kinesthetic class as well. The lesson on the penguins interested him much seen through his participation and interaction in the class. His active participation and interaction were seen as he was asked by the teacher about „soar and watch out“. He instantly imitates a penguin, soars up and watches out indicating that he is on alert as a penguin and will not fall prey to a predator. Also, in response to food habit of the penguins, he could connect a crane that eats fish like the penguins.

4.6.5 Case Five: Taj

Taj appeared to be a very attentive and a vigorously serious learner. As a student, she showed a tremendous interest both in the traditional and kinesthetic classes. In the traditional class, she concentrated on the lesson and listened to the lecture of the teacher attentively. She also followed as the teacher instructed her different traditional activities such as reading, writing and memorising. She wrote the definitions and a set of regular and irregular verbs as written by the teacher read and memorised them and was able to tell them by heart as she was asked by the teacher in the class. Nevertheless, for the fact that as the traditional class provides her with minimal opportunities for expressing, yet she was found to be expressing whenever required. In the second traditional class too, she seemed very serious and attentive in the class. She found the comprehension passage „Rip Van Winkle“ to be very engaging and listened to the text attentively. Though the class was conducted through a lecture mode, the teacher time and again asked different questions such as where did Rip find himself and who was the morning and what was flying over his head? She was very quick to answer. However, as the class provided her with less or no opportunities to take part in the class actively through physical interactions, her participation was a minimum.

However, her participation, interest and enthusiasm were greatly seen in the kinesthetic classes. She was very expressive and interactive. As she received the flashcards in the first kinesthetic class, she came about in the act of crying as she found the word “crying” in her first flashcard. The second word she received was “run”. To act out the word she started running in the class. Also, to make two continuous sentences with her words, she found it too easy. Her construction of the sentences; “I am crying and I am running.” were accompanied with her physical movements which reflected her interest and understanding of the lesson delivered. Moreover, in the comprehension based kinesthetic

class, too, she was very attentive, active, expressive and participatory as the class provided her a set of interactive activities. When asked by the teacher to explain the words „push and soar“ she acted like a penguin and pushed and soared her head up just like a penguin does. Also, in response to the word „soar“, she could respond how a kite soars up.

4.6.6 Case Six: Riko

Riko was found to be an exceptional student. He was found to be a very motivated and enthusiastic learner. He showed his interest and enthusiasm in all the classes. Even though in the traditional classes were teacher-centred and the delivery of the lesson was lecture mode, he was attentive and listening to the lectures. In the first class conducted traditionally based on the regular and irregular verbs, he wrote them down, read instructed by the teacher and also tried to memorise them. However, his interactive participation in the traditional class was limited as the class provided no scope of interaction with the teacher and with his fellow students in the class.

Similarly, his interest was found in the comprehension based traditional class on Rip Van Winkle as well. He followed the lecture as the teacher was explaining. He was quick to respond to the questions asked by the teacher while reading and explaining the passage, for example; who Rip Van Winkle was, what he looked for when he woke up, etc. However, his interaction with the teacher and his peers in the traditional class was not much seen given the nature of the lesson and the lesson delivery which were mostly grammar translation methods in nature. On the contrary, Riko was very expressing, interested and interactive as shown by his attitudes of asking questions and participation in the kinesthetic lesson. He enthusiastically participated in the class and followed the instruction of the teacher. In the first kinesthetic class, he came forward with his flashcards which read the words „think“ and „stand up“. He acted the words „think“ in the manner of how a person thinks and „stand up“ by standing up from the floor from a sitting position. In making two continuous sentences with

his words, he found it very easy and displayed a very good understanding of the continuous tense. He could easily make two sentences with two of his words such as “My mother is thinking about me” and “Rafid is standing up because he got a punishment in the class”.

He also followed the second kinesthetic class with much interest and attention. He was listening to the explanation of the teacher and observing the activities of the others. The activities are such as learning the words meanings and understanding the passage through different of the teacher and his peers interested him much. He too actively participated in the lesson and interacted with the teacher and his peers verbally and physically. His interest and the participatory nature were seen as he acts like a penguin as asked by the teacher and starts gliding and waddling on the floor. He could also create an image of colony of penguins in the icy land and narrate how penguins flock together in the icy land of Antarctica.

The following figure depicts the emergent themes obtained from the responses of the students to both the traditional and kinesthetic activity-based classes.

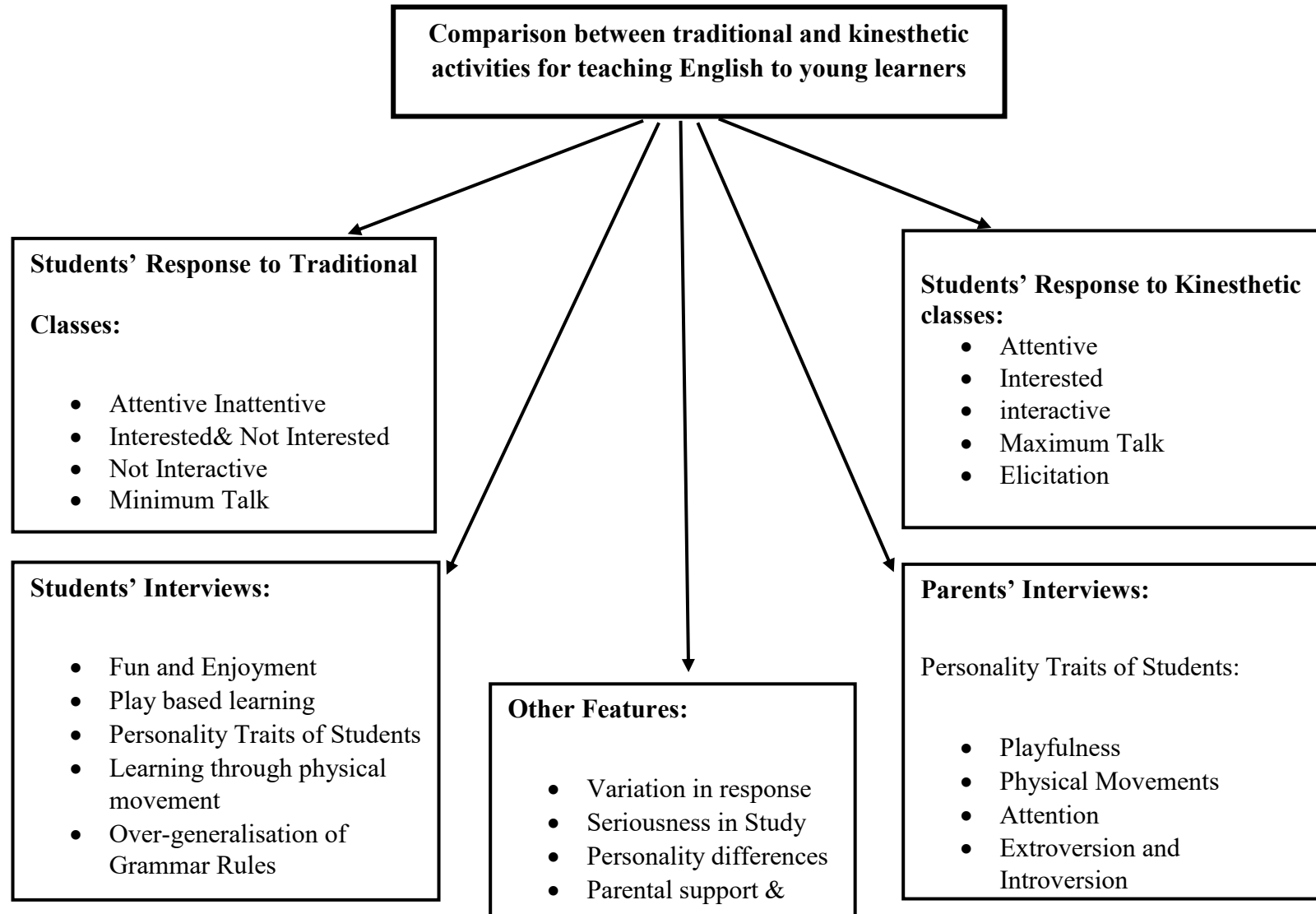


Figure 2.1 Emergent Themes of the Study

As found in the above section of the case analysis, it is noticeable that in both the traditional classes, the students were mostly found to be attentive and interested in learning except a student named Rafid. He was restlessly moving to and fro and was also found to do mischievous behaviours with the other students. Though most of the students were attentive and interested, they were not interactive as there were no or little opportunities of getting them directly involved in the lessons. This happened because the traditional method of class mostly suggested teacher to apply the lecture mode where teachers mostly deliver lesson and give students the tasks of reading, writing and memorising. Therefore, the students had less opportunities talk. Also, the class activities of the traditional classes did not create any opportunities for the students to elicit meanings and co-relation between the lessons and the knowledge of the students.

However, a different scenario is discovered in the kinesthetic classes. All the participants were discovered to be attentive, interested and interactive in the kinesthetic class. They could take part in the kinesthetic classes with much more interest as the classes included different physical activities, flashcard activities, and also, paved way for students to express themselves through words and actions. The students, for examples; Hena enthusiastically volunteered to come forward with her flashcards and demonstrated how someone listens. To act out his words, Razzo started throwing his fists in a punching gesture and stepping forward with a gesture of fighting. Though Rafid was found impatient in the traditional classes, he participated actively he engaged himself in the classes through physical activities of the kinesthetic classes. Rayeed was found to be attentive and enthusiastic in the kinesthetic class. Taj and Riko both were found to be very attentive and vigourous learners. Taj and Riko too were very attentive and interactive in the classes. Moreover, all the students also elicit different words and sentences through the help of their flashcards and responded to classes to their maximum.

The classes; traditional and kinesthetic, followed four different tests based on the activities in the classes. The traditional tests were designed based on the traditional activities in the class and the kinesthetic tests were designed on the kinesthetic activities in the kinesthetic class. All the students participated in the tests.

The following section presents the test scores of the tests and the scores are given in the table.

Students' Name	Total Score	Achieved Score Traditional 1	In Percent	Achieved Score Kinesthetic 1	In Percent	Achieved Score Traditional 2	In Percent	Achieved Score Kinesthetic 2	In Percent
Hiba	20	16	80%	18	90%	14	70%	20	100%
Rafid	20	12	60%	16	80%	05	25%	15	75%
Razzo	20	14	70%	18	90%	14	70%	18	90%
Rayeed	20	16	80%	18	90%	16	80%	20	100%
Taj	20	14	70%	18	90%	14	70%	18	90%
Riko	20	16	80%	20	100%	18	90%	100	100%

Figure: Scores of the Four Tests

5.7The Analysis of the Tests' Score

The scores achieved in the tests by the students show students' low scoring in the traditional tests whereas there is a significant rise in the scores of the kinesthetic tests. The results of the students reflect that the students performed better on the tests designed on the kinesthetic activities than the performance in the tests designed on traditional activities.

In the traditional tests, Hena's performance was comparatively lower than the kinesthetic test. She made quite a few mistakes in writing the irregular form of „see“ and identifying the past form of a few regular and irregular verbs in a given passage. She seemed to have understood the regular verbs well but the mistakes were mainly noticeable with the irregular verbs such as „cry“, „saw“ and „heard“. In the second traditional test, her performance was low as well. However, she could attain excellent results in the tests on the kinesthetic activities. She scored 80 and 70 percent marks whereas in the kinesthetic tests, she achieved 90 and 100 percent marks. Razzo's performance in the two traditional tests was comparatively lower than the kinesthetic tests. In both the tests, she scored only 70 percent marks whereas in the kinesthetic tests, he relatively scored better with 90% marks. Rafid only scored 25 percent marks in the first traditional test and in the second traditional test, he exhibited a good performance. He scored 80 and 75 percent marks in the kinesthetic test. A couple of noticeable mistakes are found, such as writing the irregular verb „sing“ and identifying regular and irregular verbs in Rayeed's script of the first traditional test. He scored 80 percent marks in both the traditional tests whereas his performance was excellent in the kinesthetic test with a 90 and 100 percent marks in the kinesthetic tests. Riko scored 80 and 90 percent marks in the tow consecutive traditional tests. He was found with mistakes in writing the past tense of the verbs “listen, play, watch and look”. On the contrary, he achieved a hundred percent score in the kinesthetic test. He displayed a good level of understanding in the kinesthetic lessons. In Taj's scores too, there is a

significant gap between the scores of the traditional and kinesthetic tests. In the traditional test, her scores were 70 percent marks for each and 90 percent marks for each kinesthetic test.

Therefore, as the findings from the classes and the results of all the four tests show, it is found that the young learners in the primary level of education respond to the traditional classes as attentive, inattentive, active and inactive, not interactive, no elicitation and also obtaining the lower scores in the traditional tests. On the other hand, the responses of the students were “attentive, active, enthusiastic, expressive, participatory, motivated to elicit, and also, performing better in the kinesthetic tests compared to the traditional ones.

Therefore, it is discovered that young learners learn English as their second language better through the application of the kinesthetic activities than through the traditional activities applied in the classrooms. Hence, based on the relatively positive responses of the students in the classrooms as well as in the tests, it can be drawn that the application of the kinesthetic activities plays a very effective tool for young learners in learning English in the English classrooms.

4.8 SECTION THREE: Young Learners’ Views about the Traditional and Kinesthetic Activities

This section deals with the views of the young learners on the traditional teaching techniques and kinesthetic activities in English classrooms. To present the views of the students on the traditional and kinesthetic activities in English classrooms, the researcher analyse the cases in general to reach the themes obtained from the views and opinions of the students that were collected semi-structured interviews of the students in order to answer the research question “What do the young learners think about both traditional teaching techniques and kinesthetic activities in English classrooms?”.

4.8.1 Students’ Views to Traditional and Kinesthetic Classes

Learners' view in the teaching and learning is an important part to consider, for the views of the learners help teachers to decide what teaching method can be useful to enhance the learning of students. Therefore, this section explores the responses of the students obtained from the interviews to answer the research question "What do the young learners think about both traditional teaching techniques and kinesthetic activities in English classrooms?" The researcher codes the collected data and then sorts out the prominent emerging themes (See Appendix M) and analyses the themes. The prominent themes found from the responses to the interviews of the participants are as follows, "Fun and Enjoyment, play-based learning, physical movements, Making connection with prior knowledge, personality traits of students and overgeneralising of grammar rules.

4.8.2.1 Fun and Enjoyment

The fun and enjoyment play important roles in children's learning as fun and enjoyment are related to their emotions and attitudes and also are able to trigger their learning curiosity (Tisa & Markopoulos, 2021). Hence, in the kinesthetic classes, the researcher applied different fun and interesting activities to teach English to the young learners. On the other hand, in the traditional classes of teaching English to the students, the fun and enjoyment activities have been purposely avoided and the grammar translation method which suggests mostly "reading and writing" has been applied. The grammar translation method also does not create opportunities for communication (Al Maamari et al., 2021). Hence, to the question of which class/classes the students like the most and why they like the particular class/classes, the students mostly responded saying they liked the classes that included activities such as flashcards, actions and physical movements. Hena says, *"I liked the lessons of the action verbs and continuous tense and, also the Penguins. It was a fun and interesting, and we could have funs and play through the flashcards and also through acting"*. (DU HENA 26)

Razzo also said that he liked the flashcard class and the reason was as he said *Eta mojar silo* (It was interesting and enjoying) (DU RAZZO 26). Rafid, in reply to what class he liked the most, said, *I liked the penguin class and also the class where I acted out how to play and ride.*” He also said, *“You are so funny and you made a lot of fun* (DU RAFID 26). Taj and Riko too said to have liked the class on Penguins and the class that included „flashcard activity” because they were conducted through the application of the kinesthetic activities.

4.8.2.2 Play Based Learning

Learning through play is a natural learning strategy and the children are very quick to grasp the lesson through this strategy (Rieber, 1996) as play based learning helps students to get engaged in the purposeful activities of learning (Ali et. al., 2018). It includes different activities and mostly the physical activities for learning (Ali et al., 2018; Thomas et al., 2011) among children. The students, in this study, seemed to have enjoyed the kinesthetic lessons that included physical activities and play-card activity as they were young learners of English as Razzo answered, *I liked the flashcard class because it was a kind of game and we could play* (DU RAZZO 24). Rafid said *I like to play always. So, I liked the class flashcard game.* (DURAFID 24) The other students too said to have liked the class that included gaming activity through flashcards as they learnt through enjoyment and fun.

4.8.2.3 Learning through Physical Movements

The young learners learn and develop the most through physical interactions as the physical activities increase the children’s ability of understanding (Altavilla et al, .2014). The same trait of understanding was found in the classes conducted by the researcher through the kinesthetic activity-based lessons. The students enjoyed the lesson through physical movements and interactions. One of the students named Razzo stated; *I got the word „fight’ in my flashcard and, remember! I started*

fighting! And I liked that class very much (DU RAZ 26). Rafid, in reply to what class he liked the most, said, *I liked the penguin class and also the class where I acted out how to play and ride (DU RAFID 26).* Similarly, to the questions of what class/classes they liked the most, the students mostly replied that they liked the class/classes that included physical actions, for example; “I liked all the classes but he mostly enjoyed the classes that included activities like the flashcards and acting out words and sentences. The class was a fun.” Taj also commented, *I liked the passage of penguins because there were some fun activities like the flashcard activities and the acting out of words and sentences (DU TAJ 24).* Such views show that the young learners learn and develop faster through the physical movements or interactions (Al Maamari et al., 2021).

4.8.2.4 Personality Traits of Students

When it comes to personality traits, there is a great variety among learners such as anxiety, focus of control, achievement orientation, motivation, self-esteem and social competence (Obralic, 2017). All these affect the learning styles of the students, and therefore, different people learn differently. Through the interviews of the students, different learning styles have been discovered given their personality traits. Rayeed, to the question whether he likes to learn through game and fun activities that involves physical movements, said, *no. I do not like fun. I learn more by reading and writing (DU RAYEED 38)* indicating a different learning style of learning. On the other hand, Razzo responded that he liked the flashcard class and the reason was as he said “*Eta mojar silo* (It was interesting and enjoying)”. His response shows that he is more interested in learning through the kinesthetic activities. Like Razzo, the other students are too responded that they like to learn through fun and physical activities as done in the class. However, though Rayeed was good in both the traditional and kinesthetic classes given his focus of control and achievement orientation (Aminah et al., 2018). He was found to have with a different learning style i.e., learning through reading and writing.

4.8.2.5 Over-generalisation of Grammar Rules

Over-generalisation of grammar rules is a very common feature among students which has been traced in the tests taken among the students in this study. Regarding the over-generalisation of rules or the overlapping of grammatical components, students almost responded the same such as when Riko was asked “why you wrote „b” instead of „d” while writing the spelling of „drive”, he said, *I knew it but it did not realise it. I made that mistake unconsciously and I often do it*(DU RIKO 28). He also wrote the a few verbs: listen, play, watch and look, in the continuous forms instead of making them past. To the mistakes his response was *I did not understand the question properly*. A few noticeable mistakes were found in the test of Rafid based on traditional activities. He wrongly marked “deep” and “help” in the sentences “The sound was coming from deep forest. He was crying for help”. He said, *Oh! It was a mistake. I did not understand it. (DU RAFID 28).*” From Riko and Rayeed’s mistakes it is observed that the students have the tendency of generalising grammar rules and they often overlap the rules even though know the rules. However, the mistakes were mostly identified in the traditional tests based on the traditional lessons which reflect that they have grasped the lesson less as they did in the kinesthetic lessons.

Therefore, by looking at the responses of the students obtained from the interviews, it is found that most of the students except Rayeed are more interested in the kinesthetic lessons. They learn through fun, different physical activities and play because they can interact with others through both physically and orally. They also responded saying that they would like to have these sorts of activities in the school classrooms because that would be a fun. Hence, it is observed that the students view the kinesthetic activities as more positive tools for learning than the traditional activities such reading, writing and listening to the teacher only.

4.9 SECTION FOUR: Parents'/Guardians' Views to Traditional and Kinesthetic Activities

Parents/guardians play a very important role in the education of the children. Therefore, the views of the parents/guardians regarding the better learning of their children have been considered very significant in this study. Hence this section deals with the opinions and views of the parents/guardians of the students who are part of this study. The responses of the parents have been collected through the semi-interviews of the parents and in one case, an elder sister agreed to have been interviewed. This section draws the responses of the parents/guardians and attempts to answer the research question “What do the parents of the young learners think about both kinds of teaching techniques?”

The researcher follows a similar pattern in analyzing the responses of the parents/guardians just like the pattern followed in the analysis of the students’ interview responses. The researcher first codes the collected data and then sorts out the prominent emerging themes (See Appendix M) and analyses the themes. The prominent themes found from the responses to the interviews of the participants are as follows: Playfulness, physical movements, attention, extroversion, introversion and which are grouped under the heading of the personality traits of students.

4. 9. 1 Personality Traits of Students

Young students are very unique in their characteristics, for example; some are playful, some are focused, some are extrovert and some are introvert. These personality traits or characteristics influence young learners in their language learning (Obralic, 2017). In this study, different characteristics of the young learners have been found from the interviews of their parents which are described in the following sections.

4.9.1.1 Playfulness

Some young learners are very playful and of the young students absorb a great deal of language expressions and structures through the playful activities such as games, songs, acting and dancing (Delage, 1989). This trait of playfulness is found among all the students of this study except Rayeed. Rafid's mother said, *It is difficult to control Rafid, he is very playful. He always plays around the house and make a mess of everything in the house (DU RAFID'S MOTHER 20)*. Hena's elder sister spoke about her,

She is very interested in singing and dancing. While studying, she often plays around, sings and dances. I cannot stop her doing so and if I say anything, either she will do it more or stop studying. So, I have to put up with what she likes (DU HAF 20).

About Razzo, his mother said, "He is playful and has a short span of attention in his study. He plays with things around and runs around a lot." Taj mother said, "She jumps around the house in playfulness. She is more interested in the playful activities such as dancing, running around." Riko's mother also said the same but he not as playful as the others.

4.9.1.2 Physical Movements

Hoekstra (2014), children with higher kinesthetic intelligence love to move and they use their movements to gain knowledge about different things from their surroundings. Talking to the parents/guardians of the participants, Rafid, Hena, Razzo and Taj were found with a higher kinesthetic intelligence as they love to move and jump around a lot. They are also found with a short span of attention and are quite restless. They have a higher interest in playful activities such as games, songs, acting and dancing. Riko too is interested in games and other physical activities but he is moderately lesser than the others.

4.9.1.3 Attention

Being attentive is one of the personality traits of learners (Obralic, 2017). Some students are focused on their studies and have a longer span of attention to their studies. Rayeed and Riko are found to be with this personality trait. Rayeed, who is the elder brother of Rafid, mother said,

Rayeed is very attentive in his study and is very calm and quiet. When teacher or I teach him at home, he sits for study with interest and does not leave the place unless the teacher/I leave him. But Rafid, Hay God, is completely the opposite. I have two sons with completely two different characteristics (DU RAFID'S MOTHER 20).

Riko is also found with a longer span of attention to his study. As his mother said, "He likes to play games but during study time, he is quite serious and listens to his teacher and me."

4.9.1.4 Extroversion and Introversion

Some children and people are extrovert by birth which has an impact on their study. They are overwhelmed and energized by interaction and being around people (Brainbridge, 2020). They are also active, interactive and playful. They enjoy working in groups. Rafid, Hena, Razzo, Taj and Riko are found to be very extrovert as they love different interactive games and love to enjoy being around people. Therefore, they are more interested in the physical movement activities that ensure interactions with others. On the other hand, Rayeed is found to be an introvert who does not like fun, interactions with others. He enjoys being alone rather than being around people. His mother stated, *He is very calm and quiet. He does not like to disturb and get disturbed by others (DU RAYED'S MOTHER 20).*

4.10. Views of Kinesthetic Activities

The responses of the parents to the interviews depict that the personality traits of their children are more towards the application of the kinesthetic activities in the classrooms. As, the researcher

involved half of the students from the school he teaches, the parents were very well known to the researcher. Therefore, interestingly one parent asked the researcher, *Why do you teachers not use physical and fun activities in the school as you have used with them?* (DU RAFID's MOTHER 26)

The other parents also view the inclusion of different activities that include games, fun activities and physical movements to keep their children engaged and make them interactive in the class. The parents also think that if more playful activities are used in the English classes, their children will get more interested and will learn out of enjoyment because children are fonder of playing different games and interactive in different fun activities that involve movement activities. If so, the children will learn the language with more interest and they will better.

4.11 Chapter Summary

This chapter discussed the findings and the emergent themes of the study which showed that the students are active, interactive, participatory and engaged in the kinesthetic activity based classes. However, Rayeed was the only student who expressed that he learns better through the traditional activity based lessons.

CHAPTER FIVE

Conclusion

5.1 Introduction

This concluding chapter aims at summarising the major findings of the study and discussing the implications and recommendations to help support the young learners' learning of English through the activities that work best for the young learners. The study attempts to fill the gap of knowledge between the implementation of the traditional activities and their results and the implementation of the kinesthetic activities and their results in the English classrooms of the young learners. In addition, the study explores the views of the students and their parents/guardians about both kinds of activities in the English language classrooms.

The three research questions that this study attempts to answer were

1. How do the Bangladeshi young learners respond to traditional and kinesthetic activities in English classrooms?
2. What do the young learners think about both traditional teaching techniques and kinesthetic activities in English classrooms?
3. What do the parents/guardians of the young learners think about both kinds of teaching techniques?

5.2 Major Findings in Brief

5.2.1 Students' Response to Both Kinds of Teaching Techniques

The students, in both the traditional based-activities classes, were found both attentive and inattentive, interested and not interested. The interaction among the students was absent given the nature of the classes. However, in the kinesthetic classes the students were attentive, interested,

interactive and participatory. The students also could elicit different words and experiences and could connect the lessons to their prior experiences and knowledge through personalising different situations. The test results following classes also showed a significant difference in their responses to both kinds of teaching techniques. The students performed better in the kinesthetic tests compared to the traditional tests.

5.2.2 Students' View to Both Kind of Teaching Techniques

From the interviews of the students, a couple of themes has been found such as learning through fun and enjoyment, learning through play and physical activities and various other personality traits of the students. Students were found to be fond of fun, games and other physical activities rather than learning through reading and writing. However, Rayeed given his nature was found to be different from the most of the others. He assured that he does not like learning through fun but rather through reading and writing. Except that student, all the other view the classes that allow them play, have fun and enjoyment, and also allow participating in different physical movement. They view the fun and play as interesting and help them learn better.

5.2.3 Parents' View to Both Kind of Teaching Techniques

The responses of the parents/guardians show different personality traits of their children. Some personality traits are such as playfulness, continuous physical movements, focus of control extroversion and introversion of their children. However, most parents/guardians view that the teachers should use different fun, interesting and physical activities to hold the students' attention and teach them through fun and games. They view that the inclusion of the activities that include different games, fun and other physical activities can make the lesson interesting and the students can learn English better with interest and enjoyment.

5.3 Contribution of the Study

5.3.1 Implication for Knowledge

Numerous studies have been conducted on the multiple intelligences in Bangladesh in learning English language (Ara, 2009; Tithi& Arafat, 2013). However, very few studies have specifically explored the implementation of kinesthetic intelligences and activities among the young learners of English in Bangladeshi classrooms. This study thus bridges the gap of knowledge in the field of learning through kinesthetic activities. Also, this study suggests that teachers must apply kinesthetic activities in the classrooms of young learners to teach them English as young learners are fonder of kinesthetic activities and learn better through such activities.

5.3.2 Implication for Theories

This study has found some unique facts regarding the implementation of the traditional and kinesthetic activities in the English classrooms of the young learners in Bangladesh which gives an insight upon the theory. In learning English, the young learners seem active, participatory, and interactive and engaged in the kinesthetic activity-based classrooms. They also view that learning through the kinesthetic activities is more of fun and enjoyment. The parents of the participants too think the same and view the application of the kinesthetic activities in the classrooms is an effective tool for teaching and learning of English. Thus, the kinesthetic activities should be added in the theories of teaching and young learners' learning of English in ESOL classrooms that is the Bangladeshi classrooms. The role of teachers in implementing the kinesthetic activities in the young learners' English classrooms is also important as they facilitate learning. Therefore, the role of teachers also should be added in the theories of teaching and learning. Thus, future research can be conducted on this area based on the findings of this study.

5.3.3 Implication for Teaching

The findings of the study present a new approach for teaching English to the young learners of the ESOL learners. The teachers should discover the personality traits of the students and their interests. Thus, they should implement the activities that are more suitable for young learners' learning of English. The findings of the study revealed that, in most case except Rayeed, the young learners' learn better and faster through the physical activities in the classrooms rather than the traditional grammar translation method. The students were also found interactive, participatory and enjoying in the kinesthetic activity-based lessons. Moreover, the teacher should study the nature of the students, and also, discover the ways through which the students can be made interactive, participatory and, above all, in what methods the students learn the best. Thus, the teacher should implement activities that help facilitate the young students' learning of English in ESOL/EFL classrooms.

5.4 Recommendations

Referring to the findings of the study, the researcher would like to provide a few recommendations:

- This study urges policymakers of Bangladesh to bring a transformation in the teaching and learning of English among young learners through the use of kinesthetic activity-based lesson plans in the classrooms.
- The policy makers should train the teachers on the kinesthetic activities and their implementation in the classrooms.
- If the school curriculum facilitates creating activities from the very beginning, the students will acquire the language more proficiently.
- The teachers are suggested to use the kinesthetic activities along with traditional activities to facilitate the learning of the students.
- Policymakers and teachers are advised to create student-centred learning environment.

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APPENDIXES

APPENDIX A

REQUESTING PERMISSION FOR DATA COLLECTION

July 23, 2022
The Principal
William Carey International School, Savar Campus
Savar, Dhaka.

Subject: Requesting for permission to conduct research in four English classes.

Dear Sir,

I am Binoy Roy, an English teacher at your school, writing to you for a special purpose for granting me permission. I am currently pursuing my MA in Applied Linguistics and ELT from the Department of English and Humanities, Brac School of Humanities and Social Sciences, Brac University. The topic of my thesis paper is "Using Kinesthetic Learning among Young Learners, which requires some data collection from the students of standard I of your school. For the collection of data, I need to conduct four classes among the students which will eventually be taken following the WCIS syllabus. The observation of the classes I will conduct will be videorecorded as well, but the videos will not be used for any other purpose than my thesis.

I, therefore, would like to I hope you will grant me the permission to conduction research among the students and help me complete my research.

Sincerely Yours,
Binoy Roy



Dr. Sabreena Ahmed
Thesis Supervisor
Assistant Professor
Dept. of English and
Humanities
Brac School of Humanities
and Social Sciences
Brac University

APPENDIX A 1

LETTER OF CONSENT FOR PARTICIPANTS

Dear parents and participants,

I am Binoy Roy. I am pursuing my post-graduation study in ELT & Applied Linguistics at the Department of English & Humanities, BRAC University, Dhaka, Bangladesh. My research title is “Implementing Kinesthetic Activities among Young Learners of English in Bangladesh.” This study aims to explore the implementation of kinesthetic activities among young learners of English in Bangladesh. Your child for being a part of the study must participate in four classes and for a face to face interview. Also, as a parent you will also be interviewed to share your opinions about the implementation of kinesthetic and traditional activities in English classes of your child. Furthermore, the classes and your interview will be recorded and only be used for the study. It will be completely private and not to be disclosed to anyone. If you would like to be a part of this study, please read the details given in the consent form on the next page and sign it. Your kind cooperation will be highly appreciated in conducting the study.

Thanking you.

Binoy Roy

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Research Participation Consent Form Please read the following statements and tick in the box.

1. I have read the description and understood the information given which describes what this study is about and data collection methods will be taken ☐

2. My participation is voluntary and I feel free to withdraw at any time

☐

3. I agree to take part in telephone interview sessions of the study

☐

4. I agree to be audio and video taped for the class and my voice recording.

☐

5. The researcher has my permission to contact me through the following phone number or email address for any clarification after the completion of data collection ☐

.....

Name

Date:

Phone No.

E-mail Address:

Appendix B 1

Lesson Plan for Traditional Class 1

Name of the Teacher: Binoy Roy

Topic: Regular and Irregular Verbs

Standard: I & II

Proficiency Level of students: Primary

Number of total students: 06

Total class time : 50 Minutes

Objectives of lesson:

- ✓ To enhance the understanding of regular and irregular verbs.
- ✓ To develop the skill of identifying of regular and irregular verbs.

Learning Outcomes:

- ✓ The students will be able to develop their grammar competency.

Lesson Delivery Plan

Activities	Teacher's Role	Students' Role	Materials	Time
Pre-Task Reading and comprehension activities	▪ The teacher will explain what regular and irregular verbs are. ▪ The teacher will give a list of words of regular and irregular verbs.	▪ The students will understand and write. ▪ The students will write the words.		15 minutes
During Task/While Task Writing activities.	▪ The teacher will give an exercise of Fill in the blanks to fill them with regular and irregular verbs.	The students will write the answers.	Blank sheet of paper and pen	15 minutes

Post-Task Written Evaluation	1. The teacher will arrange the students for a short test.	The students will write an short test.		20 minutes
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Appendix B 2
Traditional Classroom Materials
Lesson 1

Regular and Irregular Verbs:

- 1. Regular Verbs:** To make a verb past “*ed*” is added to the main verb. So, the verbs that end with “*ed*” to make past form are called regular verbs.

For examples:

Walk – walked	Jump – jumped
crawl - crawled	Call – called
Ask - asked	Cry - cried
Stop - stopped	Play - played
Open - opened	Close -closed

- **Make the sentences by adding ed to the verb. The first one is done for you.**

I opened the door.(open)

The teacher _____(walked) to the classroom.

The boys _____(play) football match yesterday.

I _____(close) the window.

Arnob _____(jump) high.

- 2. Irregular Verbs:** To make a verb past “*ed*” is not added. Irregular verbs follow different patterns to make the past.

For examples:

Sleep – slept	Drive – drove
Sing – sang	Hear – heard
Eat – ate	Get – got
Come -came	Go –went
Catch - caught	Do- did

- **Make the sentences simple past with irregular verb. The first one is done for you.**

Kabyasang.(sing)

She _____(sleep) well last night.

I _____(come) to school in time.

They _____(go) out of the classroom.

Appendix B 3
Traditional Test-1

Total Marks: 20

1. Make the following verbs as regular.

8

Stop -	Listen -
Walk -	Play-
Call -	Watch -
Ask -	Look -

2. Make the following verbs as irregular.

8

hear -	eat -
sang -	Sleep -
drive-	write -
come-	see -

3. Underline the regular and irregular verbs from the following passage. The first one has been done for you.

4

I was walking through a jungle. I heard a sound. The sound was coming from the deep forest. I stopped at point for fear. I saw a man. He was crying for help. I was afraid. Still I walked to the man. I helped him to come out from the jungle.

Appendix B 4

Lesson Plan for Kinesthetic Class 1

Name of the Teacher: Binoy Roy

Topic: Action Verbs and Present Continuous Tense

Standard: I & II

Proficiency Level of students: Primary

Number of total students: 06

Total class time: 50 Minutes

Objectives of lesson:

- ✓ To develop the skill of using action verbs.
- ✓ To enhance the skill of making present continuous sentences.

Learning Outcomes:

- ✓ The students will be able to develop their grammar competency.

Lesson Delivery Plan

Activities	Teacher's Role	Students' Role	Materials	Time
Pre-Task Reading and comprehension activities	▪ The teacher will explain what action verbs are. ▪ The teacher will provide each student two flashcards with two action verbs. ▪ The teacher will explain the present continuous tense with examples and demonstrations.	▪ The students will come front one by one and explain the words through physical movements/actions. ▪ The students will form sentences with their words and act them out.	▪ Flashcards	15 minutes

During Task/While Task Writing activities.	▪ The teacher will give an exercise of Fill in the blanks to fill them with verbs and make present continuous sentences.	The students will fill the blanks with verbs and make present continuous sentences.	Blank sheet of paper and pen	15 minutes
Post-Task Written Evaluation	1.The teacher will arrange the students for a short test.	The students will write an short test.		20 minutes

Appendix B 5
Kinesthetic Classroom Materials
Lesson 1

1. Action verbs: Learning



2. Present Continuous Tense: An action that is happening in the present. To make a continuous sentence, **Ing** is added with the action verbs. For examples, one is done for you.
- The boy is **walking**(walk+ing)
 - Samer and Colins are _____(watch) TV.
 - Susan is _____(cry)
 - Brayn and Loren are _____(study)
 - She is _____(laugh) louder.
 - I am _____(ride) a bi-cycle.

Appendix B 6
Kinesthetic Test-1

Total Marks: 20

1. Identify the present continuous sentences from the following passage: (10x2=20)
Can you see a man with a tie and a boy with a cap? The man and the boy are eating a pie. The man is my dad. The boy is my friend. The boy and my dad say the pie is not bad. My dad has a cup of tea. He is drinking his tea. Sam also has a cup of tea. He is taking his tea too. My dad and Sam are talking to each other. Jim and I are eating buns. The pie is too hot for us. There are some other people. Some of them are waiting for food. Some of them are enjoying their food. They are making fun. A nice and soft music is going on. I am listening to the music.

Appendix B 7

Lesson Plan for Traditional Class 2

Name of the Teacher: Binoy Roy

Topic: *The Rip Van Winkle*

Standard: I & II

Proficiency Level of students: Primary

Number of total students: 06

Total class time: 50 Minutes

Objectives of lesson:

- ✓ To develop reading skill of the students
- ✓ To enhance the compressive skill of the students.

Learning Outcomes:

- ✓ The students will be able to develop their comprehensive skill.

Lesson Delivery Plan

Activities	Teacher's Role	Students' Role	Materials	Time
Pre-Task Reading and comprehension activities	▪ The teacher will ask the students to read the passage ▪ The teacher will explain while reading	▪ The students will read and follow.	A handout on the <i>Rip Van Winkle</i> and the activities	15 minutes
During Task/While Task Writing activities.	▪ The teacher will ask students a few questions and ask them to write the answers.	The students will answer orally first and then write the answers.	Blank sheet of paper and pen	15 minutes
Post-Task Written Evaluation	1. The teacher will arrange the students for a short test.	The students will write an short test.		20 minutes

Appendix B 8
Traditional Class Materials

Lesson 1

Rip Van Winkle By Washington Irving

When Rip Van Winkle woke up, he found himself still on the green hillside. He rubbed his eyes, for it was a bright, sunny morning. The birds were hopping and chirping among the bushes and an eagle was flying high above his head.



Why I must have slept all night,” thought Rip.

He looked around for the men who had been playing nine-pins, but they were not to be seen. His dog wolf had vanished too, but his gun was still lying beside him. Rip was surprised to see that it was eaten away with rust and almost falling to pieces.

Rip stood up, lifted his rusty gun and went to look for the men whom he had seen the night before. “They have played same mean trick on me,” said he in anger. “I shall give them what they deserve.”

A short question/answer session.

1. What was Rip doing?
2. Where did Rip find himself lying?
3. What were the birds doing?
4. Rip had a gun and what happened to the gun?
5. What were the men playin

Appendix B 9
Traditional Test 2

Total Marks: 20

1. Pick out the correct words and fill in the blanks.

2x5=10

While waking, Rip Van Winkle _____ his eyes.

- a. Brushed b. rubbed c. picked d. opened

What was flying high above his head _____?

- a. An Eagle b. a bird c. a kite d. His hat

He was surprised because his _____ was eaten away with _____.

- a. Gun, rust b. bread, ants c. dog, wolf

What was lying beside him _____?

- a. His dog b. his friends c. his bag d. His gun

Rip went to look for the _____.

- a. Gun b. dog c. wolf d. Men

2. Answer the following questions.

2x5=10

- a. When did Rip Van wake up and what did he see?

Answer: _____

- b. What happened to Rip Van Winkle's gun?

Answer: _____

Appendix B 10

Lesson Plan for Kinesthetic Class 2

Name of the Teacher: Binoy Roy

Topic: *The Penguins*

Standard: I & II

Proficiency Level of students: Primary

Number of total students: 06

Total class time : 50 Minutes

Objectives of lesson:

- ✓ To develop reading skill of the students
- ✓ To enhance the compressive skill of the students.

Learning Outcomes:

- ✓ The students will be able to develop their comprehensive skill.

Lesson Delivery Plan

Activities	Teacher's Role	Students' Role	Materials	Time
Pre-Task Reading and comprehension activities	▪ The teacher will ask the students to read the passage ▪ The teacher will explain while reading ▪ The teacher will ask students act out word and sentences.	▪ The students will read and follow. ▪ The students will act out different words and sentences	▪ A handout on <i>the Penguins</i> and the activities	15 minutes
During Task/While Task Physical Activities.	▪ The teacher will give a list of vocabulary from the passage and ask students to demonstrate through physical movements. ▪ The teacher will ask to follow a snap-recap.	The students will act out the words and important sentences from the snap-recap.	Blank sheet of paper and pen	20 minutes

Post-Task Written Evaluation	1.The teacher will arrange the students for a short test.	The students will write an short test.		15 minutes
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Appendix B 11

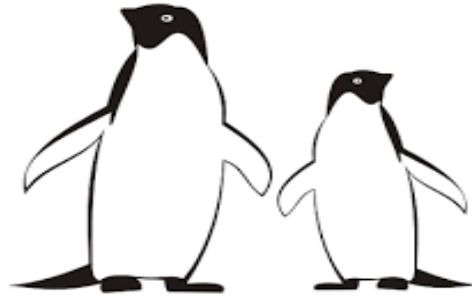
Kinesthetic Class Materials

Lesson 2

1. Reading Comprehension

Penguins are birds with black and white feathers. They have wings but they cannot fly. Instead they spend most of their time gliding and soaring under water. When they are under water they waddle back and forth. A group of penguins that live together is called a colony. Penguins live near salt water. So that is what they drink. Penguins have special gland in their bodies that pushes the salt out of their beaks. Penguins find their food in the water too; Fish, shrimp and krill. Penguins need to watch out for several predators. Some animals

that eat penguins are leopard seals, sea lions and killer whales. Most people think that penguins live in very cold places like Antarctica, but they also live on the coasts of South America, Africa and Australia.



2. Activity: Vocabulary learning.

Wings: That a bird/an insect uses for flying

Colony: A group of penguins living together

Glide: Moving easily

Soar: Rising high

Waddle: Moving with short steps

Push: Using force to move something

Watch out: To look out

Predator: An animal that hunts other animals

Krill: A sea animal

3. Snap Recap:

- Penguins are birds but they cannot fly.
- A group of penguins that live together is called a colony.
- Penguins live near salt water.
- Penguins eat fish, shrimp and krill.
- Leopard seals, sea lions and killer whales eat penguins.

Appendix B 12

Kinesthetic Test 2

Total Marks: 20

1. Write down the meanings of the words given below. (2.5x4=10)

Colony_____

Glide_____

Gland_____

Krill_____

2. Write down the answers of the following questions.

- a. Are the penguins birds? Can they fly with their wings?

Answer:

- b. Why do the penguins need to watch out and which animals eat the penguins in the sea?

Answer:_____

Appendix C

Sample of Interview Questions for Students Participants

Interview Questions for Students along with their parents to be asked for collecting data to answer the research question (2)

Interview Questions	Background Information	RQ 2
1. Could you tell me your name, please?	X	
2. How old are you?	X	
3. Which school do you study in?	X	
4. What standard do you study?	X	
5. What is the medium of education in your school?		
6. Do you like English as you study in an English medium school?	X	
7. When did you start learning English?	X	
8. Who taught you English and who inspires you to learn the English better?	X	
9. Do you learn English from the school and how do you learn?	X	
10. Do the teachers in your school speak in English?	X	
11. How were the classes, I took for you at home? Did you enjoy?		
12. Which class/classes of the four classes did you like the most we had at home?	X	X
13. What made you to like the particular class more than the other one and why?		X
14. I have checked your exam scripts and found some mistakes..... Why do you think you made a few mistakes in these?		X
15. What difficulties did you had in understanding.....? What do you think about how the passage could be taught?		X
16. Do your teachers teach you English through some bodily movements that involves games like play-cards, acting of words or sentences in the English class as we did? Give some examples if there are.		X

17. How do the teachers in your school teach your English? Is that only teaching some grammar rules and asking you to memorise and write?	X	
18. Which method do you think is interesting for you to learn English? Learning through actions, games or just learning rules and reading-writing method?		X
19. Do you think learning through physical and fun activities in English classrooms can teach you better and in what ways?		X

Appendix D

Notational Conventions of the Interview Transcripts

	Notation	Meaning
1.	DU	Discourse Unit
2.	I	Interviewer
3.	Hah..Hah..	[Laughs]
4.	...	Small pause
5.		Long pause
6.	Umm...Oh..yeah..	Hedging in speech
7	DU HENA 44	DU <space> student name's first three alphabets <space> DU number DU HENA 44 refers to HENA's DU number 44.

Appendix E
Sample of Interview Transcript of a Student Participant

DU	Participants	Questions/Answers
1	I	Could you tell me your name, please?
2	HENA	Umm...Oh..yeah.. My name is Hena.....
3	I	How old are you?
4	HENA	I am eight year old.
5	I	Which school do you study in?
6	HENA	Hm...I study in William Carey International School in Savar.
7	I	What standard do you study?
8	HENA	I study in standard II.
9	I	What is the medium of education in your school?
10	HENA	English
11	I	Do you like English as you study in an English medium school?
12	HENA	Yeah...definitely I like English and I am studying in an English medium school.
13	I	When did you start learning English?
14	HENA	I cannot remember when I started learning it but from Nursery.
15	I	Who taught you English and who inspires you to learn the English better?
16	HENA	My elder sister. She inspires me and teaches me English.
17	I	Do you learn English from the school and how do you learn?
18	HENA	Yes. I learn
19	I	Do the teachers in your school speak in English?
20	HENA	The teachers always speak English but some teachers speak Bangla sometimes.
21	I	How were the classes, I took for you at home? Did you enjoy?
22	HENA	Hmmm...They were fine. I enjoyed.
23	I	Which class/classes of the four classes did you like the most we had at home?
24	HENA	“..... I liked the lessons of the action verbs and continuous tense and, also the <i>Penguins</i> .
25	I	What made you to like these particular classes more than the others and why?

26	HENA	It was a fun and interesting,..... and we could have funs and play through the flashcards and also through acting
27	I	I have checked your exam scripts and found some mistakes mostly in finding out regular and irregular verbs and, identifying present continuous tenses. And the <i>Rip Van Winkle</i> you did not answer some questions. Why do you think you made a few mistakes in these?
28	HENA	I was confused. The <i>Rip Van Winkle</i> , that story was difficult for me understand.
29	I	What difficulties did you face in understanding the passage <i>Rip Van Winkle</i> ? What do you think about how the passage could be taught?
30	HENA	The story was difficult and it was not interesting.
31	I	By the way, do your teachers teach you English through some bodily movements that involves games like playcards, acting of words or sentences in the English class as we did? Give some examples if there are.
32	HENA	No, The teachers in the school do not use these kinds of activities in the classrooms.
33	I	How do the teachers in your school teach your English? Is that only teaching some grammar rules and asking you to memorise and write?
34	HENA	They ask us read sometimes. Sometime they read and write on the board. They explain and give us works to read, write and memorise.
35	I	Which method do you think is interesting for you to learn English?
36	HENA	Learning through actions and games.
37	I	Do you think learning through physical and fun activities in English classrooms can teach you better and how?
38	HENA	Yes. I think learning through physical and fun activities, because it is interesting and fun.

Appendix F

A Sample Coding Template of a student by the Researcher

RQ 2. What do the young learners think about both traditional teaching techniques and kinesthetic activities in English classrooms?

Coding of Hena's interview:

Interview question	Subordinate key word of question	Subordinate main point from the discourse	Elaboration example to support the subordinate	Occurrence main idea transferred into the form as key word(s)	Frequency of occurrence	Ordering of Discourse Unit
Which class/classes of the four classes did you like the most we had at home?	The most liked class/classes	The lessons: action verbs, continuous tense and the <i>Penguins</i> .	I liked the lessons of the action verbs and continuous tense and, also the <i>Penguins</i> .	Action verbs, continuous tense and the <i>Penguins</i> .	1	DU HENA 24
What made you to like these particular classes more than the others and why?	Making one like	Fun and interesting, Play through the flashcards and acting	It was a fun and interesting,..... and we could have funs and play through the flashcards and also through acting	Fun, interesting, play, acting	1	DU HENA 26
How do the teachers in your school teach your English? Is that	Explaining, writing on the board, reading, writing	Reading and writing the board, explaining and giving works to	They ask us read sometimes. Sometime they read and write on the board. They explain	Explaining, reading, Writing and memorising	1	DU HENA 34

only teaching some grammar rules and asking you to memorise and write?	and memories tasks	read, write and memorise	and give us works to read, write and memorise.			
Which method do you think is interesting for you to learn English	Interesting method to learn	Through actions and games	Learning through actions and games	Actions, Games	1	DU HENA 36
Do you think learning through physical and fun activities in English classrooms can teach you better and how?	Learning through physical and fun activities	Learning through physical and fun activities is interesting	Yes. I think learning through physical and fun activities, because it is interesting and fun.	Physical and fun activities, Interesting	1	DU HENA 38

Appendix G

Sample of Theme Generalization Template from Students' Response

Research Question (2)	What do the young learners think about both traditional teaching techniques and kinesthetic activities in English classrooms?					
Interview Question	What made you to like these particular classes more than the others and why?					
Hena	Razzo	Rayeed	Rafid	Taj	Riko	
Fun interesting, play and acting	Fun, Interesting, playing Acting	Fun and playing	Fun and play	Fun and interesting, and also a game	Interesting, Fun, Playing	Fun, Interesting Playing, Acting
Interview question	Which method do you think is interesting for you to learn English?					
Fun actions and games	Fun, games and actions	Reading and Writing	Games and actions	Fun, games and actions	Fun, games and action	Fun, actions games Reading and writing
Interview question	Do you think learning through physical and fun activities in English classrooms can teach you better and how?					
Physical and Fun activities	Physical and Fun activities	Reading and Writing	Physical and Fun activities	Physical and Fun activities	Physical and Fun activities	Physical and Fun activities Reading and Writing

Appendix H

Rating for Students' interview by Sabreena Ahmed, PhD (Asst. Professor at BRACU)

Please respond to the following themes by choosing “Agree” or “Disagree”. You can also suggest new themes on the comment’s column.

RQ 2: What do the young learners think about both traditional teaching techniques and kinesthetic activities in English classrooms?						
Themes	Main Ideas	Discourse Unit	Verbal Support	Inter-rater		Comments/ Suggestions
IQ: Which class/classes of the four classes did you like the most we had at home and why?				Agree	Disagree	
Fun and play based activities	The kinesthetic activities such as acting and playing with flashcards.	DU Hena 24	“I liked the lessons of the action verbs and continuous tense and, also the <i>Penguins</i> . It was a fun and interesting, and we could have funs and play through the flashcards and also through acting.”	/		
IQ: Which method do you think is interesting for you to learn English; learning through fun and game activities or reading and writing?				Agree	Disagree	
Fun and play	Learning through fun and play	DU Rzzo 26	“I like to learn through fun and play. It is interesting for me.”	/		
RQ: Do you think learning through physical and fun activities in English classrooms can teach you better and how?				Agree	Disagree	
Physical and Fun activities	Learning through physical and fun	DU Riko 28	Yes. I think learning through physical and fun activities. Hm...hm..it can teach	/		

	activities		better because it is interesting and fun.			
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Appendix I
Inter-Rater Reliability Calculation for Students' Interviews

	Percentage of agreement (Total number of agreement/Total number of responses) x100
Inter-rater:	$(3/3) \times 100$
Average	100%

Appendix J

Sample of Interview Questions for Parent Participants

Interview Questions for the parents to be asked for collecting data to answer the research questions (3):

Interview Questions	Background Information	RQ (3)
1. Could you tell me something about your educational background?	X	
2. How are the days going?	X	
3. So, you are the mother/sister of _____. Where is he/she studying and what is the medium of his/her school?	X	
4. How is his/her study going on? Is it going well?	X	
5. Why did you enroll ____ (Student's name) into an English medium school? What plans do you have with him/her?	X	
6. When did he/she start learning English?	X	
8. As a parent/sister, how do you help your son/daughter in their studies? Do you teach/instruct him/her at home and how?	X	
9. Do you and the other family members speak to him/her in English at home?	X	
10. So when you teach her, do you find her attentive or you find her leaving the table and moving here and there during her study time?		X
11. Is he/she more interested in playing different games that involve physical movements like playing football, cricket, running, jumping, cycling, skipping and so on?		X
12. What kind of way is useful to make	X	

him/her understand her lessons better, do her homework and keep her attention to her studies at home?		
13. Do you think that teaching through different games, actions/acting, movements and other physical activities can be more useful than simply text reading and learning grammar rules? Why do you think so?		X

Appendix K
Sample of Interview Transcript of a Guardian Participant

DU	Participants	Questions/Answers
1	I	Could you tell me something about your educational background?
2	HAF(Pseudo name)	Yeah. Definitely. I am Hafsa. I am studying Fashion Merchandising and Production in a private university in Dhaka.
3	I	How are the days going?
4	HAF	Yeah.....well but a bit tensed about my studies and career right now.
5	I	So, you are the mother/sister of _____. Where is he/she studying and what is the medium of his/her school?
6	HAF	Hmmm...hmmm I am her elder sister. She is studying in William Carey International School in Savar.
7	I	How is his/her study going on? Is it going well?
8	HAF	Yeah. She is doing quite well in her studies.
9	I	Why did you enroll ____ (Student's name) into an English medium school? What plans do you have with him/her?
10	HAF	Basically, I enrolled her in an English medium school so that she learns her English well and our family has a plan to send her abroad in future.
11	I	When did he/she start learning English?
12	HAF	She started learning her English from Nursery.
13	I	As a parent/sister, how do you help your son/daughter in their studies? Do you teach/instruct him/her at home and how?
14	HAF	Yeah. Mainly I help her in her studies. I work as home tutor for her....hahhah..Hah...
15	I	Do you and the other family members speak to him/her in English?

		at home?
16	HAF	Yes. Sometime.
17	I	So when you teach her, do you find her attentive?
18	HAF	Yeah. She is attentive sometime and sometimes not.
19	I	Do you find her leaving the table and moving here and there during her study time?
20	HAF	Yeah. she has the tendency of going to the washroom two to three times, she runs from one to another and jumps around. Somehow she has to move from her table with many excuses.
21	I	Is he/she more interested in playing different games that involve physical movements like playing football, cricket, running, jumping, cycling, skipping and so on?
22	HAF	Yes. She is very interested in gaming activities that involves physical activities. She is interested in running, jumping, cycling and skipping.
23	I	What kind of way is useful to make him/her understand her lessons better, do her homework and keep her attention to her studies at home?
24	HAF	Definitely punishment does not work with her. She reacts differently. So, somehow I convince her that she has to study and have fun sometimes to bring her back to study.
25	I	Do you think that teaching through different games, actions/acting, movements and other physical activities can be more useful than simply text reading and learning grammar rules? Why do you think so?
26	HAF	Yes. I think that teaching through different games, actions/acting, movements and other physical activities can be more useful than simply text reading and learning grammar rules because she can learn through fun and enjoyment.

Appendix L

A Sample Coding Template of parents/guardians by the Researcher

RQ 3.What do the parents/guardians of the young learners think about both kinds of teaching techniques?

Coding of Hafsa"s interview:

Interview question	Subordinate key word of question	Subordinate main point from the discourse	Elaboration example to support the subordinate	Occurrence main idea transferred into the form as key word(s)	Frequency of occurrence	Ordering of Discourse Unit
Do you find her leaving the table and moving here and there during her study time?	Movement	Moving and jumping around	She has the tendency to go to the washroom twice/thrice. She runs and jumps around. Somehow she has her excuses to move from her table.	Moving and jumping around	1	DU HENA 20
Is he/she more interested in playing different games that involve physical movements like playing football,	Interest in games and other physical activities	Interested in games and physical activities	Yes. She is very interested in gaming activities that involves physical activities. She is interested in running, jumping, cycling and skipping.	Interested in games and physical activities	1	DU HENA 22

cricket, running, jumping, cycling, skipping and so on?						
What kind of way is useful to make him/her understand her lessons better, do her homework and keep her attention to her studies at home?	Useful ways for attention	Convincing and having fun	Definitely punishment does not work with her. She reacts differently. So, somehow I convince her that she has to study and have fun sometimes to bring her back to study.	Convincing, Fun	1	DU HAFSA 24
Do you think that teaching through different games, actions/acting, movements and other physical activities can be more useful than simply text reading and learning grammar rules? Why do you think so?	physical activities	different games, actions/acting, movements and other physical activities	Yes. I think that teaching through different games, actions/acting, movements and other physical activities can be more useful than simply text reading and learning grammar rules because she can learn through fun and enjoyment.	Games, actions/acting, Physical movement	1	DU HAFSA 26

Appendix M

Sample of Theme Generalization Template from Parents'/guardians' Response

Research Question (3)	What do the parents/guardians of the young learners think about both kinds of teaching techniques?					
Interview Question	Do you find him/her leaving the table and moving here and there during his/her study time?					
Hena	Razzo	Rayeed	Rafid	Taj	Riko	
Moving and Jumping	Moving and Jumping	Not moving	Moving and jumping	Moving and jumping	Moving and jumping	Moving and jumping No movement
Interview question	What kind of way is useful to make him/her understand her lessons better, do her homework and keep her attention to her studies at home?					
Refreshment Having fun and play	Refreshment, Have fun and play	Refreshment	Refreshment, Have fun and play	Refreshment, Have fun and play	Refreshment, Have fun and play	Refreshment, Have fun and play
Interview question	Do you think that teaching through different games, actions/acting, movements and other physical activities can be more useful than simply text reading and learning grammar rules? Why do you think so?					
Yes Learning through fun	Yes Learning through fun	Yes Learning through fun, Learn to associate	Yes Learning through fun	Yes Learning through fun	Yes Learning through fun	Yes Learning through fun Association

Appendix N

Rating for Parents' interview by Sabreena Ahmed, Phd (Asst. Professor at BRACU)

Please respond to the following themes by choosing “Agree” or “Disagree”. You can also suggest new themes on the comment’s column.

RQ 3: What do the parents/guardians of the young learners think about both kinds of teaching techniques?						
Themes	Main Ideas	Discourse Unit	Verbal Support	Inter-rater		Comments/ Suggestions
IQ: Do you find him/her leaving the table and moving here and there during him/her study time?				Agree	Disagree	
Physical Movement	Running and jumping around.	DU Hafsa 24(Hena’s sister)	“She has the tendency to go to the washroom twice/thrice. She runs and jumps around. Somehow she has her excuses to move from her table.”	/		
IQ: Is he/she more interested in playing different games that involve physical movements like playing football, cricket, running, jumping, cycling and so on?				Agree	Disagree	
Physical and game activities	Interested in gaming activities that involves physical activities.	DU Ritu 26(Razzo’s mother)	Yes. He is very interested in gaming activities that involves physical activities. He is interested in running, jumping, cycling and playing Badminton.	/		
IQ: What kind of way is useful to make him/her understand her lessons better, do her homework and keep him/ her attention to his/ her studies at home?				Agree	Disagree	

Fun and play	Allowing him to have fun and play	DU 28 Nila(Rafid' mother	"I do not stress on him much. When he is impatient, I allow him leave the table and let him play and fun."		/	
IQ: Do you think that teaching through different games, actions/acting, movements and other physical activities can be more useful than simply text reading and learning grammar rules? Why do you think so?				Agree	Disagree	
Physical movements and fun activities.	different games, actions/acting, movements and other physical activities can be more useful	DU 28 Runa(Taj's mother)	Hmm...I think that different games, actions/acting, physical activities can be more useful for teaching children because the children then can learn through fun and enjoyment.	/		

APPENDIX O

Inter-Rater Reliability Calculation for Students' Interviews

	Percentage of agreement (Total number of agreement/Total number of responses) x100
Inter-rater:	$(3/4) \times 100$
Average	75%

Appendix P
Audit Trail of the Study

Date	Activities	Record
10 th February	Approval of topic from the supervisor	Approval E-mail
20 th July	Contacting the supervisor for the permission of data collection procedure	Email
4 th August	Contacting the parents for the permission of data collection procedure	
12 th August	Interviews of participants	Audio-visual recording
23 rd August	Transcribing interviews.	Audio-visual recording
12 th September	Contacting rater, sending documents for rating, and receiving inter-raters' feedbacks.	Email & soft copy of the documents

