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TÍTULO DE LICENCIADO EN PEDAGOGÍA DEL IDIOMA INGLÉS**

**“APPLICATION OF KINESTHETIC ACTIVITIES IN 8- TO 10- YEAR-OLD STUDENTS TO
ENCOURAGE THEIR PARTICIPATION IN EFL CLASSES”**

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DEDICATION

To my family, for being a fundamental pillar in the development of every stage of my life. To my parents, Mercedes and Fabian, whose love, effort, and sacrifice have been essential to my education. To my mother, for her unwavering strength, and for being a remarkable example of perseverance and resilience. To my father, for his dedication and teachings, which have instilled in me the values that guide me today. To my sisters and uncles, for their constant support and companionship along this journey, always offering unconditional encouragement in the most difficult moments.

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- Brandon Gualacata Narvaez

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-Andrea Narváez Palacios

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-Brandon Gualacata Narvaez

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-Andrea Narváez Palacios

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1. Abstract

Young learners from 8 to 10 learn better when their bodies are actively involved, movement helps them interact and stay focused during lessons. However, in many English as a Foreign Language classes, students remain had to seat for long periods of time. Which often reduces their participation and they become distracted. This study analyzed how kinesthetic activities influence participation in young learners. The research involved 42 students from the Children's University a program developed at Pontificia Universidad Católica del Ecuador-Ibarra, working at Movers 1 and 2 levels, together with two teachers activities that combined movement, races, games and teamwork were applied, observing how children participated and interacted with the English content and with each other. Semi-structured interviews were conducted with teachers to understand their views of these activities. The collected information allowed analyzing students' levels of participation. Results showed that students became more engaged when activities involved movement and collaboration. Children who were initially shy or less likely to use English spontaneously increased their participation. Teachers agreed that these activities not only encourage participation but also help maintain attention and support learning of new vocabulary. To concluded the inclusion of kinesthetic activities into English learning creates a more motivating and participative environment for young learners.

Key words: Kinesthetic activities, young learners, EFL, participation, engagement.

2. Resumen

Los niños de 8 a 10 años aprenden mejor cuando su cuerpo participa activamente en el proceso de aprendizaje, el movimiento les permite interactuar y mantener la atención durante las clases. En las clases de inglés los estudiantes normalmente permanecen sentados por largos periodos de tiempo, lo que reduce su participación y a su vez se provocan distracciones. Esta investigación analizó cómo la aplicación de actividades kinestésicas influye en la participación de los estudiantes. Se trabajó con 42 estudiantes del programa Children's University desarrollado por la Pontificia Universidad Católica de Ecuador-Ibarra, pertenecientes a los niveles de Movers 1 y 2, conjuntamente con 2 docentes. Se aplicaron actividades que combinaban movimientos, carreras, juegos y trabajo en equipo observando cómo los niños participaban e interactuaban con el contenido en inglés y entre ellos. Por otro lado, se realizó una entrevista semiestructurada a cada docente para conocer las percepciones que tienen sobre la efectividad de las actividades kinestésicas. Los resultados mostraron que los estudiantes se involucraron más activamente cuando las actividades requerían movimiento y colaboración. Se notó un incremento en la participación de aquellos niños que inicialmente eran más tímidos o menos propensos a usar el inglés espontáneamente. Los docentes coincidieron en que las actividades kinestésicas no solo fomentan la participación, sino que también ayudan a mantener la atención y facilitan el aprendizaje de vocabulario. En conclusión, incorporar actividades que integren el cuerpo en el aprendizaje de inglés genera un ambiente más motivador y participativo para los estudiantes.

Palabras clave: Actividades kinestésicas, EFL, participación, niños estudiantes, involucramiento estudiantil.

3. Introduction

Learning English in 8 to 10 years old students is not only about memorizing words or repeating grammar rules. In EFL classes especially with children, students need activities that help them understand the language through action, images, sounds and real interaction. Young learners usually have energy, curiosity and the need to move. For this reason a class that only uses the book or teachers' explanation can become difficult for them. Garton and Copland (2018) explain that teaching English to young learners needs active, meaningful and adapted classroom practices. For this reason teachers need activities that connect language with real actions and simple communication.

Kinesthetic activities are an advantageous option because they associate language with body movement. These activities can include miming, acting, action songs, outside activities, games, commands, races and role-play. They allow students to listen, move, answer, repeat, and work with their peers. This is relevant because children can show understanding even when they are not ready to speak a lot in English.

Participation in EFL classes is not always equal, some students answer quickly, while others stay quiet, feel shy or wait for their classmates to participate first. During traditional activities participation can become limited because students only copy, repeat or complete exercises individually. Students have more opportunities to participate in different ways when movement is included. A child can point, jump, act, touch a flashcard, organize words or repeat a short phrase. This is important because participation involves more than just speaking, it involves exerting effort, paying attention, interacting with others and being eager to participate.

The teacher's role is a crucial actor, kinesthetic activities should not be more than just games. They need a purpose, materials, time, organization and language support. Teachers adapt their strategies according to students' needs, classroom conditions and learning goals Marsevani et al. (2024). This idea connects with the teacher interviews, in which both teachers stated that a flexible guide should provide clear, assessment ideas and adaptations for different levels. For this reason, the guide proposed in this research is expected to help teachers use movement-based activities in a simple and flexible way.

The research was developed in the Children's University program with Movers 1 and Movers 2 levels, where observation sheets and teacher interviews were applied. From the researchers' point of view, the main problem was that some students participated less when the class was based only on traditional activities. For that reason the study looks for a more active and flexible way to involve children in English learning. The main objective of this research is to evaluate how the use of kinesthetic activities affects students' participation in English as a Foreign Language lessons. To achieve this objective, the study examines changes in student participation levels before and after the introduction of kinesthetic activities by using observation sheets. Additionally explores teachers' perceptions, reasons and challenges related to the use of these activities through semi-structured interviews.

Ultimately, this study aims to create a functional and flexible resource of movement-based activities designer for EFL teachers. Clear steps, time, materials, class organization, useful language support, assessment ideas and adaptations for different levels and needs to be included in this guide. As a result, the study not only identifies a challenge within the

classroom but also suggests a practical instrument that aids educators in implementing movement-oriented activities in an easy, structured, and adaptable manner. Therefore, this research is related to the need for more dynamic, inclusive and engaging English classroom for young students.

4. State of the Art

A. Contextual and curricular framework

The Common European Framework of Reference for Languages: Learning, Teaching, Assessment – Companion Volume

This document is a response to the changes that have occurred in the academic, technological and societal fields and that have impacted language education in the past decades. The primary aim of this paper is to offer a framework that is coherent and transparent and can be used for the development of language curricula, teaching materials and assessment systems, while promoting an inclusive, learner-centered and communicative approach to language education (Council of Europe, 2020).

The Companion Volume is an extension of the original CEFR and provides new and revised descriptor scales that better capture contemporary language use. These include descriptors for mediation, online interaction, plurilingual and pluricultural competence and sign language competences. The framework takes an action-oriented approach where the learner is conceptualized as a social agent who actively uses linguistic, cognitive and physical resources to accomplish communicative tasks. Whereas this document does not provide prescriptions for classroom methodologies, it highly promotes active participation,

interaction and meaningful engagement with learning processes. This orientation is related with pedagogical approaches that promote experiential and movement-based learning, especially in contexts of young language learners (Council of Europe, 2020).

As a reference framework the Companion Volume does not contain practical results from experimental research. Rather the value of the Companion Volume is in the revised and extended set of descriptors. Descriptors emphasize participation, interaction and multimodal communication as key aspects of language competence. In recognizing that communication is more than verbal language, the framework encourages teaching practices that include physical movement, collaboration and active engagement which are particularly important for learners in the early stages of education (Council of Europe, 2020).

The CEFR Companion Volume is an important theoretical supporting for modern language learning education in that it conceptualizes language learning as a vibrant, inclusive and participatory activity. The CEFR focus on learner agency, interaction, and action-oriented communication is a strong theoretical underpinning for the inclusion of kinesthetic activities in EFL teaching. In relation to studies targeting learners aged 8 to 10 years the CEFR Companion Volume confirms the importance of teaching approaches that match children's developmental needs and styles. The CEFR underpins the inclusion of kinesthetic approaches as a way of promoting participation in primary-level EFL education (Council of Europe, 2020).

English as a Foreign Language for Subnivel Medio: Educación General Básica (EGB)

This curriculum was developed by the Ministry of Education of Ecuador to guide English teaching for students in middle primary levels. The main purpose of this document

is to establish learning objectives, language skills and methodological principles that support communicative competence in English. The curriculum is aligned with international standards, especially the Common European Framework of Reference for Languages and it focuses on learners' gradual development of listening, speaking, reading and writing skills within meaningful contexts (Ministerio de Educación del Ecuador, 2016).

Furthermore, the curriculum promotes a learner-centered approach that considers students' age, cognitive development and learning needs. Also, it highlights the importance of active participation, interaction and motivation in the classroom. For this reason, teachers are encouraged to use strategies that allow students to learn English through real-life situations, games, songs and interactive activities. These methodological guidelines are relevant for young learners as they learn more effectively when they are actively involved in the learning process (Ministerio de Educación Del Ecuador, 2016).

In addition, the document emphasizes the use of communicative and dynamic activities to improve students' engagement. The curriculum suggests the use of movement, role-play and classroom interaction to support language learning. This suggest that students can comprehend and use English in a more natural way when they are physically involved. As a result, the curriculum indirectly supports teaching practices that integrate movement and participation, particularly in EFL classrooms with children (Ministerio de Educación del Ecuador, 2016).

Finally, the EFL curriculum provides an important pedagogical foundation for research focused on participation in English classes. Its emphasis on active learning,

interaction and student motivation supports the implementation of kinesthetic activities as effective teaching strategies. For learners aged 8 to 10 the curriculum reinforces the idea that learning English should be meaningful, engaging and connected to students' experiences. Therefore, this document justifies the use of kinesthetic activities to encourage participation and improve learning outcomes in primary EFL education (Ministerio de Educación del Ecuador, 2016).

Teaching English to Young Learners: Theoretical and Pedagogical Perspectives

Garton and Copland (2018) present an overview of teaching English to young learners. The Routledge Handbook of Teaching English to Young Learners. The book brings together international research and classroom-based studies that address how children learn English and how teachers can support effective learning in primary education contexts. The book focuses on learners between early childhood and the end of primary school and highlights the growing importance of English education worldwide.

The authors emphasize that young learners have specific characteristics that strongly influence how they learn a foreign language. Children learn best when lessons are meaningful, engaging and connected to their real lives. The guidebook highlights the importance of active learning, interaction and participation, explaining that young learners need opportunities to move, play, explore and communicate while learning English. Songs, games, storytelling and movement-based tasks are presented as effective strategies to maintain attention and motivation (Garton & Copland, 2018).

The book also discusses communicative language teaching, task-based learning and student-centered instruction. These approaches support participation. Learning environments where pupils feel safe, motivated, and confident to participate have to be created by teachers. The book emphasizes that physical movement and hands-on activities assist young learners in understanding language meaning and reduce anxiety, especially for learners who are shy or afraid of making mistakes. In this way, kinesthetic activities are understood as a natural and necessary part of effective English teaching for young learners (Garton & Copland, 2018).

In addition, the book highlights the teachers' role as a guide and facilitator rather than a knowledge transmitter. Teachers are encouraged to observe students' needs, adapt activities, and balance structure with flexibility. Additionally, classroom management, assessment, and inclusive practices, with a focus on how supportive teaching methods and good classroom relationships are related to active participation.

Overall, The Routledge Handbook of Teaching English to Young Learners offers a solid theoretical and pedagogical foundation for studies focused on participation in EFL classrooms. Garton and Copland (2018) reinforce the idea that young learners benefit most from interactive, playful, and movement-based activities. The use of kinesthetic activities to encourage participation, motivation, and meaningful learning among learners aged 8 to is strongly supported by this work.

Teaching Young Learners English: From Theory to Practice

Shin and Crandall (2014) provide an important foundation for understanding how children learn English in primary classrooms. Their book focuses on young learners from 5 to 12 years old, which makes it useful for research centered on students aged 8 to 10. The authors explain that teaching English to children requires more than presenting vocabulary or grammar. It also requires understanding how children think, move, interact, and respond to classroom activities.

One of the most relevant ideas from the book is that children learn by doing. Young learners do not understand language only through explanation. They must repeat, touch, observe, act, and interact with their environment. That's why English classes should include concrete experiences where students can connect words with actions and real situations. This idea supports the use of kinesthetic activities because children learn vocabulary more clearly and meaningfully through movement.

The book emphasizes how movement promotes engagement and learning. Shin and Crandall (2014) describe children as energetic and physically active learners. Teachers can use this energy as part of the learning process. Activities such as songs, gestures, games, role plays, miming, and Total Physical Response help students stay focused and interested. These activities also make the lesson more dynamic and reduce passive learning.

The importance of active participation for language development is another important contribution. Young learners require many opportunities to engage, listen, speak, interact, and respond in English. By participating, learners can practice the language in real classroom situations. However, this participation should feel natural and meaningful. For

young learners, games, songs, routines, stories, and movement-based tasks can create real reasons to use English. In this way, students participate not only because the teacher asks them to, but because the activity invites them to take part.

Overall, Shin and Crandall's book is highly relevant to the present research because it connects children's characteristics with active English teaching. The authors support the idea that young learners learn better when they move, interact, and participate in meaningful classroom activities. Therefore, this work provides a strong theoretical and practical base for using kinesthetic activities to encourage participation among students aged 8 to 10 in EFL classes.

B. Theoretical foundations of language learning

The Language and Thought of the Child by Jean Piaget

Jean Piaget discusses the relationship between children's language and cognitive development in his book *The Language and Thought of the Child*. According to Piaget language development is not a separate process but is embedded within the thinking processes of children. Piaget considers that children build knowledge through interactions with their environment, and language is a tool used by children to organize and verbalize their thoughts. Therefore, learning is most successful when children are active participants in meaningful experiences rather than passive recipients of information (Piaget, 1959).

Piaget stresses that young students think concretely and use action and experience extensively to make sense of the world around them. Children learn best at the primary school levels when they are able to see, touch and physically interact with tasks. Learning language requires more than verbal knowledge, it also need action and experience. Children

are better able to relate new words and structures to concrete meaning when they move, act and explore. This practice, therefore, supports the use of kinesthetic activities in the classroom, as movement permits children to adopt language through real experience (Piaget, 1959).

Participation is therefore a key aspect of learning. According to Piaget, knowledge is created via action rather than memorization. Students will get more actively engaged in the learning process if they are encouraged to participate physically and socially in the classroom. Action-based tasks allow children the opportunity to try out their ideas, share their understanding, and engage with others, which in turn enhances cognitive development and language use. Students will be less probable to be inactive in the classroom and more disposed to contribute as a result.

In conclusion, Piaget's theory is a strong theoretical base for kinesthetic learning in EFL classrooms. The Language and Thought of the Child shows that children learn language better by doing, interacting and exploring. This theory confirms that it is essential to use kinesthetic learning to promote participation and meaningful language learning for children aged 8 to 10.

Lev Vygotsky's Sociocultural Theory

Lev Vygotsky's Sociocultural Theory emphasizes the importance of social interactions in the cognitive and language development of children. This theory states that learning happens first on a social level and is later internalized by the learner. This implies that children use social interactions, like teachers and friends, to develop language and

thinking skills rather than practicing alone. Language is not only a means of communication but also a means of thinking and controlling oneself (Vygotsky, 1978).

One of the most important concepts of this theory is the Zone of Proximal Development (ZPD), which is the gap between what a child can do alone and what a child can do with help. Learning happens best when instruction is provided within this zone with the help of a more knowledgeable other. In the classroom, this can be provided by the teacher or by classmates during collaborative jobs. When learners are provided with assistance through interaction, gestures, modeling, and sharing tasks, they are more likely to take an active part and feel confident using language (Vygotsky, 1978).

Vygotsky also emphasizes the role of language as a mediating tool in the learning process. Social speech enables children to communicate with others, private speech enables them to self-direct their actions and inner speech enables them to self-regulate their thinking. This shows how external regulation is gradually internalized. Activities in EFL environments that promote dialogue, movement and collaboration enable learners to use language meaningfully while physically engaging with tasks. Kinesthetic activities offer opportunities for learners to interact, negotiate meaning and support one another in their ZPD.

From this understanding, participation is critical in learning. Vygotsky's theory implies that children learn best when they are actively engaged in social and physical interactions, movement activities, role-playing, games and collaborative activities offer a natural setting for communication and shared problem-solving. These activities minimize

passivity and maximize engagement, as learners are encouraged to use language while acting, reacting and interacting with others.

In conclusion this theory is a strong theoretical framework that supports the application of kinesthetic activities in EFL settings. This theory which emphasizes interaction, scaffolding and active participation, supports the understanding that young learners aged 8 to 10 years learn language better when learning is physically engaging and involves meaningful social interactions (Vygotsky, 1978).

Principles and Practice in Second Language Acquisition Stephen D. Krashen

In the book *Principles and Practice in Second Language Acquisition* Stephen D. Krashen proposes a number of hypotheses that describe second language acquisition one of the most important concepts in Krashen's theory is that second language acquisition happens naturally when learners are exposed to meaningful and comprehensible input in a low-anxiety environment. Krashen makes a distinction between language learning which is a conscious and rule-governed process and language acquisition, which is an unconscious process that develops through communication and experience (Krashen, 1982).

One important concept in this theory is the Affective Filter Hypothesis this hypothesis suggests that affective factors such as anxiety, motivation and self-confidence play an important role in second language acquisition when learners feel anxious, worried about making mistakes or under pressure, the affective filter is high and the input is blocked. However when learners feel relaxed, motivated and confident, the affective filter is low and

language acquisition is more effective (Krashen, 1982). This idea is important for young learners who may choose not to participate in the classroom if they feel stressed or insecure.

The author also highlights the need for comprehensible input which is language that can be understood with the help of context, gestures, pictures and actions. For children movement, facial expressions and physical actions are really important for a meaningful input meaningful. Kinesthetic activities such as acting out instructions or physically reacting to language help learners understand the message without necessarily needing verbal explanations. In this way learners are more encouraged to participate because they can follow the lesson and feel a sense of success.

Therefore, participation is encouraged when learners are not compelled to speak before they are ready. Krashen suggests that speaking will naturally follow after a lot of input has been exposed to the learner. Activities that involve movement and interaction allow learners to participate physically and mentally without necessarily needing to speak immediately. This makes learners feel less anxious and provides a supportive learning environment where learners can gradually feel encouraged to speak.

In conclusion Krashen's theory is a valid theoretical foundation for the use of kinesthetic activities in EFL learning. By reducing anxiety, increasing motivation and facilitating comprehension, movement activities help create a conducive environment for language acquisition to take place. This book validates the idea that young learners from 8 to 10 years old participate actively and learn more when instruction is meaningful, low-stress and action-related (Krashen, 1982).

C. Student-centered and active learning approaches

Teaching Strategies with a Focus on the Student-Centered Approach to Learning

Sulemanoski (2022) analyzed teaching strategies that focus on the student-centered approach to learning in English language education the main purpose of the study was explain how student-centered teaching can improve the learning process by increasing student participation, motivation and autonomy. This article emphasizes the importance of adapting teaching strategies to learners' needs and highlights the role of teachers in creating a supportive and interactive learning environment.

The study followed a descriptive and comparative approach reviewing different language teaching methods and examining their advantages and limitations. Sulemanoski (2022) debated traditional and modern approaches to language teaching a special attention was given to student-centered methods that encourage learners to actively participate in classroom activities, collaborate with peers and construct knowledge through experience. The author highlighted the need of combining methods in order to respond to different learning styles and the reality of the classes.

According to the study student-centered strategies encourage higher levels of engagement and responsibility among pupils. According to Sulemanoski (2022) students become more motivated and confident in their use of English language when they actively participate in conversations, projects, problem solving activities and physical activities. Additionally, the study pointed out that approaches such as Total Physical Response facilitate learning through movement and activity, which helps pupils to comprehend

language meaning and reduces anxiety, especially for those with lower language competence.

In order to improve English language acquisition the article suggests that student-centered teaching strategies are essential. Sulemanoski (2022) effective teaching does not depend on a single method, but on the teacher's ability to select and adapt strategies that encourage interaction, participation and meaningful learning. This study supports the use of active and student centered approaches, focused in techniques including kinesthetic activities to create engaging learning environments and promote students' engagement.

Portraying Young Learners' Language Learning Strategies: A Case Study from EFL Teachers' Voices

The main purpose of this research was to understand teachers' perspectives on effective classroom practices to encourage children's engagement, participation and independence in EFL contexts. Marsevani et al. (2024) research how EFL teacher select and modify strategies for young learners and how these strategies support students' active and autonomous language learning. Aligning teaching strategies with students' needs, interest, and learning characteristics is crucial.

Three experienced EFL teachers were involved for that take on a qualitative methodology. Semi-structured interviews, classroom observations and lesson plan analysis were used to get data. The instruments were used to study how teachers planned lessons, interacted with students and adapted strategies during instruction. Teachers applied student-centered approaches, warm-up activities, visual and digital resources, group work, games,

storytelling and songs. The study emphasized how teachers considered students' backgrounds, learning objectives, classroom facilities and interests when selecting appropriate strategies (Marsevani et al., 2024).

The results indicated that flexible and active teaching strategies raised student engagement and participation. Teachers affirmed that in lessons that included movement, interaction, games, group activities and meaningful tasks young learners were more involved. The results indicated that student-centered strategies reduced inactiveness and encouraged learners to express ideas, collaborate with peers and participate confidently. Teacher-centered practices on the other hand, reduced interaction and resulted in lower engagement. The study also showed that the use of technology, such as videos, audio and educational applications, supported motivation and autonomous learning when guided by teachers (Marsevani et al., 2024).

This study concludes that effective EFL teaching for young learners requires flexible student-centered strategies that can promote active participation and autonomy. According to Marsevani et al. (2024), teachers play a significant role in creating engaging learning environments through adapting strategies to students' learning styles and interests. This study emphasizes the advantages of active, hands-on, and interactive learning experiences for young learners, this complements research on kinesthetic activities.

Active Methods in Teaching EFL for Young Learners

Quryozova (2024) discussed the use of active methods in EFL classes to young learners. The article's main aim was to explain how learner-centered and interactive

approaches can support children's language development and participation. According to the study, young students require teaching strategies that let them move, engage, and express themselves while learning English because they are really creative, energetic and curious.

The article is based on a theoretical and descriptive analysis of active teaching methods supported by previous research and classroom examples. Quryozova (2024) described several active teaching strategies that are frequently used with young learners, including games, storytelling, songs, chants, role play and group work. Through these activities students make connections between language actions and real-world scenarios while development meaningful conversation. The author explained that active methods are grounded in constructivist theory and communicative language teaching which view learning as a social and experiential process.

The study showed that active methods have a positive effect on young learners' motivation, participation and retention of language. According to Quryozova (2024), activities such as "Simon Says," action songs and dramatization help children improve listening and speaking whereas also developing motor coordination. Additionally, role-playing and storytelling help students understand meaning and use terminology more confidently by fostering emotional connections with language. Additionally these techniques encourage sustained concentration throughout English classes and lessen boredom.

The article concludes by highlighting the effectiveness of active approaches for teaching English to young students since they align with their learning demands and developmental

traits. According to Quryozova (2024), incorporating movement, engagement, and creativity into English classes fosters a supportive and stimulating learning environment.

D. Kinesthetic Learning and Movement-Based Activities in Young Learners' EFL Classrooms

Characteristic English Learning Style for Young Learners in the New Normal Era

Aslamiah (2022) analyzed the characteristics and learning styles of young learners in English learning during the new normal era. The main objective was to clarify how teachers may select effective teacher's methods and appropriate learning resources help to understand children's characteristics and learning styles. The article emphasizes the importance of adapting instruction to children's developmental requirements when it comes to learning English at the elementary school level and highlights.

Based on previous research and classroom observations the study followed a descriptive theoretical approach. Conforming to Aslamiah (2022) young learners between 6 and 12 years old are active, curious and highly motivated by fun and meaningful activities. Children learn best through direct experience, physical movement, and sensory input rather than abstract explanation. In addition, three main learning styles were described: auditory, visual and kinesthetic. Kinesthetic learners were identified as students who learn best through movement, hands-on activities, and physical involvement in the learning process.

According to the research many young learners prefer kinesthetic learning activities, especially in English classes. In relation to Aslamiah (2022), children react positively when learning incorporates songs, role play, actions, games and "listen and do" activities, which

are associated with Total Physical Response. These activities help students stay focused, increase motivation and improve participation in class. The article also explains how integrating teaching techniques, such as pair work, storytelling and games, increases students' engagement and benefit teachers manage short attention spans effectively.

The study's conclusion highlights how crucial is to understand characteristics and learning styles of young learners' for effective English teaching. In concordance with Aslamiah (2022) teachers who apply movement-based and interactive techniques can create enjoyable learning environments that encourage participation and reduce learning difficulties. Since physical engagement aligns with children's natural learning preferences and encourages active participation among students aged 8 to 10 this research strongly supports the use of kinesthetic activities in EFL classrooms.

Investigating the Implementation of Kinesthetic Intelligence-based Thematic Learning

In a second-grade elementary classroom at Baros Mandiri 3 Elementary School, Gunawan et al. (2023) explored the use of kinesthetic intelligence-based thematic learning. The study's main goal was to investigate how this approach influences students' engagement and learning outcomes particularly in terms of their ability to understand and retain knowledge. The research focuses on making learning more interactive and aligned with students' natural kinesthetic intelligence with the integration of physical movement into thematic lessons.

The study used a case study method, applying observation and interviews as data collection procedures. Over the course of many classes the researchers observed how kinesthetic intelligence-based thematic was implemented in series of lessons. They also conducted interviews with teachers and students to gather feedback on the effectiveness of the approach. Through actions as role-playing, movement-based tasks and the use of props to reinforce lesson content the thematic learning activities involved physical engagement (Gunawan et al., 2023).

The results indicated that using kinesthetic intelligence-based learning greatly increased student motivation and engagement. Students were more actively involved in discussions, role-plays and tasks that required them to physically interact with the material. Teachers noted that students seemed more focused and excited when lessons incorporated movement and hands-on activities. Additionally, students testified that when they were able to interact with the lesson content, they retained information better. For instance, students were able to comprehend and retain important language and concepts with the use of props and role playing (Gunawan et al., 2023).

The study also identified certain difficulties. Applying several kinesthetic activities that required movement was challenging due to limited classroom area. Furthermore the accessibility of materials and props was an issue because some activities could not be completed because of resource limitations. Even with the challenges teachers and students expressed a strong preference for kinesthetic learning methods, recognizing their positive impact on student participation and teach (Gunawan et al., 2023).

The study concludes highlighting the importance of kinesthetic intelligence-based thematic learning in elementary education. According to Gunawan et al. (2023) this approach can enhance student engagement, make learning more enjoyable and improve retention. On the other hand the authors also recommend addressing challenges such as classroom space and resource availability to fully realize the benefits of this teaching method. This study highlights how crucial kinesthetic activities are to creating an active, interesting and productive learning environment for young learners.

The Importance and Implementation of Kinesthetic Learning in the English Classroom

As mentioned by Crandall (2022), who explore the importance of kinesthetic learning in English education, movement-based activities can be used to teach language, writing and literature. The study, which was create as a senior honors thesis at Liberty University , focuses on the necessity to respond to different learning demands in English classrooms. Its main goal is to demonstrate how kinesthetic activities promote active learning for all students not only kinesthetic learners. The research highlights the importance of creating learning environments where students are allowed to move, interact and actively participate in the learning process.

The study presents a detailed analysis of kinesthetic learning and its role within differentiated instruction. Three main categories are used by Crandall (2022) to classify kinesthetic activities: manipulatives, traditional classroom activities with added movement and activities that are fully centered on physical engagement. Practical examples are

provided for each area, including role-playing, moving during conversations, Total Physical Response gestures and the use of objects to organize ideas. Furthermore the study discusses both the advantages and challenges of implementing kinesthetic strategies, including classroom management and teacher preparation, the author demonstrates with the help of this research that movement may be incorporated into English classes without taking the place of academic rigor.

Based on the study's findings kinesthetic activities increase students' engagement, attention and motivation. As mentioned by Crandall (2022), learners who participate in movement-based tasks tend to stay on task for longer periods and show greater interest in English lessons. In addition, the study reports that children who engage in kinesthetic activities are better able to comprehend concepts more clearly, as they connect learning with physical experience. Active learning benefit even students who are not primarily kinesthetic learners due to movement supports memory, emotional well-being and participation in classroom interaction.

The study comes to the conclusion that kinesthetic learning is a useful teaching strategy and has a significant impact in English education. Effective kinesthetic activities are those that complement learning purposes and promote meaningful participation rather than distraction, according to Crandall (2022). This research supports studies focused on encouraging participation in EFL classrooms, especially with young learners. Kinesthetic activities can help create a positive learning environment where language learning, movement and interaction work together to improve participation and learning outcomes in students from 8 to 10 years old.

Using kinesthetic activities to increase student participation and aid understanding of English as a foreign language in the primary classroom.

The relationship between participation and movement has received increasing attention in English language teaching, especially in primary teaching. Young learners often show higher levels of engagement when lessons include opportunities to move, interact, and respond physically to language. In this context, Lopes da Silva (2022) explored how kinesthetic activities can enhance participation and comprehension in primary EFL classrooms. The study focused on the idea that language learning becomes more meaningful when students actively participate in class activities rather than just passively listening, language acquisition becomes more meaningful.

According to the results, movement-based activities provide pupils more opportunities for participate in lessons. Students became more involved in classroom interactions and showed greater enthusiasm in learning tasks. In order to maintain students' attention and encouraged them to participate more frequently, class activities should include games, gestures, role plays and physical responses. These results support the notion that participation includes active involvement in learning experiences in addition to verbal responses (Lopes da Silva, 2022).

The emphasis on comprehension is an important contribution of the study. The author found that when languages was connected to physical actions, pupils were better to able to comprehend instructions, vocabulary and classroom content. This connection between

movement and understanding reinforces the idea that young learners benefit from concrete experiences that allow them to associate language with meaningful actions. As a result, kinesthetic activities can enhance student involvement in the classroom as well as language development.

The study also emphasizes how crucial is the adaptation of teaching strategies to the characteristics of young learners. In primary education students typically react well to dynamic and interactive lessons. Because of this, teachers can create movement-based activities where students feel more motivated to participate. These findings are theories of cognitive development, social interaction, and language acquisition that highlight the importance of active involvement in the learning process.

All things considered, Lopes da Silva (2022) offers evidence that kinesthetic activities can enhance students' engagement and better understanding in primary EFL classrooms. The study is relevant to the present research because it connects movement-based learning with student engagement, supporting the idea that kinesthetic activities can be a useful strategy to promote participation among learners aged 8 to 10.

Using Movement Activities in Engaging Young Learners

Iswandhary (2021) explored how teachers may interest young learners in English classes through movement activities. When children are able to see, hear, touch, move and interact with their environment their comprehension improves significantly. The article explains that children generally acquire knowledge through sensory experiences.

Nevertheless, the author points out that many teachers still ask young learners to stay seated and quiet for most of the lesson. This can reduce attention and participation because movement is part of how children naturally learn (Iswandhary, 2021).

The research employed a method centered around library investigation. This means that the author reviewed books, articles, and previous studies related to movement activities, young learners. Children in preschool and elementary school are the subject of the article. It also mentions that young learners are often understood as children between 6 and 12 years old, which connects well with research focused on students aged 8 to 10 (Iswandhary, 2021).

The results demonstrate that movement activities can enhance the activity and significant of English classes. According to the author teachers can increase student engagement by songs with actions, games, role play, Total Physical Response activities, coloring, cutting, sticking, and other tasks that involve physical movement. These activities help students use their energy in a positive way. Teachers should use movement as a teaching tool instead of seeing it as a discipline issue.

The article also emphasizes the importance of movement for supports motivation, attention, and understanding. When students are moving while they are learning can make the connection between language and actions this makes the input more concrete and easier to remember. Additionally, movement activities create a more relaxed environment, where children can participate without feeling too much pressure. In EFL classrooms this is important in because young learners may feel insecure when they have to speak in another language.

This study is relevant because it connects movement activities with engagement in young learners. It supports the idea that kinesthetic activities can encourage participation in EFL

classes especially when students are at the primary level. The article provides helpful theoretical background and real-world examples while not being an experimental study. It contributes to the integration of the notion that children's innate urge for movement may be used as a constructive tactic to enhance engagement and learning in English classes.

E. Motivation, Games, and Gamification in Young Learners' EFL Classrooms

The Importance of Game-Based Learning in English Learning for Young Learners in the 21st Century

Ningsih (2023) explored the import of game-based learning (GBL) in teaching English to young learners in the 21st century. Investigate how incorporating games into the classroom can enhance student engagement, language retention and motivation, is the main goal of this research. The study conducted in Indonesia reviewed the challenges of GBL for young learners, focusing on how this approach impacts their ability to learn vocabulary and develop essential language abilities.

Seven relevant studies on the application of GBL in elementary school classrooms were analyzed. The results showed that GBL has many benefits advantages, including increased student motivation, improved language retention and a more enjoyable learning environment. Games, when used in combination with learning materials, make the lesson more interactive and allow students to practice language skills in a dynamic and fun way. The study found that games significantly enhance students' vocabulary mastery and help them create imaginative abilities as well as develop their digital skills, which are crucial in today's technological world (Ningsih, 2023).

Moreover, the research indicated that students had positive perceptions of game-based learning. They expressed those games made learning fun, increased their engagement and helped them better understand the material. However, in spite of these benefits, the study identified several challenges. These included limited access to technology, lack of variety in games and teachers' lack of expertise in the efficient use of digital games. It was challenging for teachers who did not know how to include games into their lessons faced difficulties in maximizing the effectiveness of GBL (Ningsih, 2023).

To summary the study confirms that game-based learning is a highly effective and engaging method for teaching young learners in the 21st century. As stated by Ningsih (2023), GBL can increase student motivation and improve language skills, particularly in vocabulary acquisition. To maximize the benefits of GBL, educational institutions must invest in teacher training, technology access, and game resources. This research highlights the importance of incorporating GBL into the curriculum, as it makes learning more interactive and relevant to the modern learning environment.

Gamification as a Didactic Motivator in Low-Resource Public EFL Classrooms in Ecuador

Asanza et al. (2024) studied the use of gamification as a didactic strategy to rise student motivation and participation in low-resource public EFL classrooms in Ecuador. The study emerged from the challenges faced by Ecuadorian public-school teachers, such as limited access to technology, outdated materials, and traditional teaching methods that often

lead to student demotivation. The main objective of the research was to analyze whether gamification could serve as an effective motivational tool to improve English learning in contexts with scarce resources.

The authors analyzed previous research on gamification, motivation, and EFL teaching to identify common patterns and relevant outcomes. The study adopted a qualitative–deductive approach, based on an extensive documentary and literature review of studies conducted in similar educational contexts in Latin America and Asia. The review focused on how game elements such as challenges, rewards, collaboration, and competition can be integrated into English lessons without relying heavily on digital tools, which are often unavailable in low-resource classrooms (Asanza et al., 2024).

The findings show that gamification has a positive impact on student motivation, engagement, and participation, even in classrooms with limited resources. According to the study, gamified activities promote active learning, collaboration, and emotional connection with the content. Students become more involved in the learning process and show greater willingness to participate in English activities. The comparative shows that gamification helps overcome issues associated with traditional education, for example passive learning, lack of feedback and low interaction. Table 1 in the study highlights that gamified classrooms encourage experiential learning, social interaction, and continuous feedback, which are often absent in traditional settings (Asanza et al., 2024).

In summary the research demonstrates that gamification is a powerful and flexible pedagogical tool for motivating students in low-resource EFL classrooms. Following the

argument of Asanza et al. (2024) argue that the lack of technological resources should not limit innovative teaching practices. Instead, to encourage engagement and motivation teachers can adapt gamification strategies using simple materials and creative activities. The integration of active, playful and student-centered strategies is supported by this research, which closely aligns with kinesthetic learning and reinforcing the importance of engaging young learners through meaningful and motivating classroom experiences.

An Investigation of EFL Young Learners' Interest and Motivation in Learning English: A Case Study of Madrasah Ibtidaiyah Students

At a Madrasah Ibtidaiyah in Indonesia the researches Hafizah and Fithriani (2023) investigated the level of interest and motivation of young EFL learners in learning English. The main purpose of the study was to identify students' interest in the four English language skills listening, reading, speaking, and writing and to examine their intrinsic and extrinsic motivation toward learning English. The research highlights the importance of understanding motivational factors in order to improve students' engagement and learning outcomes at the elementary level.

The research applies a quantitative descriptive design. Data were collected through classroom observation, questionnaires and interviews with the English teacher. The participants were 30 fourth-grade students enrolled in an Islamic elementary school. The questionnaire measured students' interest in each language skill as well as their intrinsic motivation, such as personal desire to master English, and extrinsic motivation, including teacher support, teaching methods, use of media, and rewards (Hafizah & Fithriani, 2023).

Students demonstrated a high level of interest in learning English in this study. Among the four language skills, listening received the highest level of interest, followed by reading, speaking, and writing. The results showed that students were generally motivated to learn English however extrinsic motivation was stronger than intrinsic motivation. Teacher-related factors, such as teaching style, classroom activities, and positive feedback, played a major role in increasing students' motivation and participation during English lessons (Hafizah & Fithriani, 2023).

In conclusion, the study highlights that interest and motivation are key factors in successful English learning for young learners. Hafizah and Fithriani (2023) conclude that teachers have a central role in maintaining and increasing students' motivation by creating enjoyable lessons, using varied teaching strategies, and encouraging active participation. This research supports studies on kinesthetic and student-centered learning, as it shows that engaging methods and interactive activities can strengthen students' interest and motivation, which are closely related to active participation in EFL classrooms.

F. Student Participation and Engagement in Young Learners' EFL Classrooms

Student Participation and Task Engagement in Young EFL Learners' Classrooms.

Lena and Nikolov (2025) present a systematic review about motivation and task engagement in young English as a Foreign Language learners. This study is highly useful for research focused on participation because it analyzes how children become involved in

English learning tasks. The authors selected 28 studies from public and private elementary schools in twelve countries and reviewed empirical studies published between 2004 and 2024. The participants were young learners from 6 to 14 years old (Lena & Nikolov, 2025).

Lena and Nikolov (2025) describe engagement as students' active involvement, attention, effort, interest, and investment in a learning task. For that reason, the explanation of task engagement is one main contribution of this study. This idea is useful because participation in an EFL classroom is not only speaking. It includes following instructions, completing tasks, moving, collaborating with classmates, showing interest and staying focused. The study helps understand participation from emotional, social, behavioral and cognitive dimensions.

The review also shows that playful, interactive, collaborative, and technology-based tasks can increase young learners' motivation and engagement. This finding is important for kinesthetic activities because movement-based tasks often include group work, interaction, games and active responses. Students are more willing to participate when they enjoy the task and understand what they have to do. In this sense, motivation and engagement are closely connected with the type of activity used in the classroom (Lena & Nikolov, 2025).

The role of the classroom environment is a relevant point. This is related to kinesthetic activities because movement in class needs organization and guidance. The authors explain that young learners' engagement can improve when teachers provide support, clear instructions, feedback, appropriate pacing, and a balanced variety of activities. When the teacher explains clearly the activity and creates a safe environment, children can participate with more confidence and less anxiety (Lena & Nikolov, 2025).

Overall, this review strengthens the present research because it supports the idea that young EFL learners engage more when tasks are meaningful, playful, interactive, and adapted to their age. It also helps explain that participation can be observed through attention, effort, collaboration, enjoyment, and active involvement. Therefore, Lena and Nikolov's study provides a current and valuable base for understanding how kinesthetic activities may encourage participation in students aged 8 to 10.

Classroom Environment and Student Engagement in EFL Learning

Ye (2024) reviews the role of classroom environment in students' engagement in English as a Foreign Language learning the article explains that engagement is important because students learn better when they take an active part in classroom activities. In EFL classes this is especially relevant because students need to use the language, interact with others and feel safe enough to participate. For this reason the classroom environment can support or limit students' engagement.

One of the most important idea in the article is that engagement is not only about motivation. Motivation is related to the aspiration to do something while engagement is shown through action. In other words students are engaged when they participate, pay attention, make an effort, interact and respond to learning tasks. Ye (2024) explains that engagement includes behavioral, emotional, cognitive and social dimensions. This idea is useful for this research because participation in kinesthetic activities can be observed through movement, attention, enjoyment, collaboration, and active response, not only through speaking.

The article also highlights that the classroom environment has a strong influence on engagement. A positive environment includes teacher support, respect, clear organization, emotional safety, and good relationships among students. All these elements are important in EFL classrooms because learners may feel nervous when they use another language. When students feel respected and supported, they are more willing to take part in communicative and interactive activities (Ye, 2024). This relates to with kinesthetic activities because movement-based assignments require a well-organized and safe classroom where students can participate without fear.

The role of the teacher is relevant. In the opinion of Ye (2024) teachers play an important responsibility in creating a caring classroom environment, friendly and cooperative. The teacher's attitude, feedback, support and classroom organization might become more confident and involved to students. This is important for activities involving movement because the teacher needs to guide the class clearly and maintain a positive environment.

This article is useful for this research because it reinforces the concept of student engagement in EFL classrooms. Even if it does not focus only on children aged 8 to 10, it provides a current theoretical base to explain why classroom environment matters when the goal is to increase participation. Its main contribution is that engagement depends not only on the activity itself, but also on the emotional and social conditions created in the classroom.

5. Materials and methods

This chapter explains the materials and methods used in the study about kinesthetic activities and student participation in EFL classes. The research took place during March 2026 at the Children's University Program of the Pontificia Universidad Católica del

Ecuador, Ibarra. Students from 8 to 10 years old of the Movers 1 and Movers 2 levels where the participants and two teachers. The chapter describes how the study was carried out, including the tools used to observe students, the way activities were applied and the interviews conducted with the teachers. This section gives a clear view of how the research was organized in the classroom.

5.1. Method

The study followed a mixed-method approach. Researchers applied a total of 8 observation sheets to record student participation during the kinesthetic activities. All these sheets included a Likert-type scale to measure participation as high, moderate, low or very low. They recorded indicators such as behavior, speaking in English, volunteering, engagement, collaboration and attention. In addition, semi-structured interviews were applied to both teachers. These interviews had five open-ended questions about their experiences of the use kinesthetic activities. This approach allowed the collection of both quantitative and qualitative information in the classroom.

5.2. Methodology

The methodology involved direct observation and guided application of activities in the EFL classroom. During each class, students participated in kinesthetic activities while researchers filled out the observation sheets in real time. The sheets allowed researchers to measure how students acted, spoke and interacted with each other during the activities. After the lessons, the interviews with both teachers collected their reflections on how the activities influenced students' participation, motivation, attention, and collaboration. This method

ensured that the study captured the students' responses in a natural classroom setting and collected detailed information from the teachers' perspective.

5.3. Population and Sample

The population of this study consisted of 42 students from the Movers 1 and Movers 2 levels and 2 teachers from the Children's University Program at Pontificia Universidad Católica del Ecuador, Ibarra. Therefore, the total population was 44 participants.

In this research, the researchers did not work with a sample, because the total number of participants was manageable and accessible for the study. For that reason, the researchers decided to work with the complete population including all the students and teachers involved in the selected groups.

This decision allowed the researchers to collect information directly from all the participants connected to the research context. Since the whole group was included, the study provides a more complete view of the effect of kinesthetic activities on student participation in EFL classes during the Saturdays of March 2026.

5.4. Instruments

In this study two instruments were used: a structured observation sheet (annex 3) and a semi-structured teacher interview guide (annex 4). Both instruments were designed specifically for this research and were focused on the topic of kinesthetic activities and student participation in EFL classes.

The first instrument was the observation sheet these has two parts the first part collected general class information such as date, start and end time, duration, classroom setting, level, age, number of participants, teacher, lesson topic, language focus, observation objective, class organization, class atmosphere and resources used. The second part of the observation sheet focused on student participation indicators through a Likert-type scale from 1 to 4, where 1 represented very low participation and 4 represented high participation. The indicators assessed were: behavioral participation, oral participation in English, voluntary participation, engagement or enthusiasm, peer interaction and attention and persistence. This structure was appropriate for the study because it helped the researchers observe students' participation in an organized and measurable way while the lessons were taking place.

The second instrument (annex4) was the teacher interview guide, which was utilized with the two teachers taking part in the study. The first part was a section with teachers' details such as date, place, program, interviewers, grades taught, years of teaching experience, class size and EFL level. Additionally, it included an introductory script outlining the interview's goal, the voluntary nature of participation, confidentiality, and the choice to accept or reject audio recording. This helped to guarantee that the interview was ethical, respectful and clear for the participants.

The interview guide contained five open-ended questions related to the topic of the research. These questions explored: teachers' understanding of kinesthetic activities and participation, the types of kinesthetic activities they had used, the differences they observed in students' participation when movement was included, the difficulties they had faced when

implementing these activities and their suggestions for an adaptable guide of kinesthetic activities for EFL classes. Each question also included prompts to encourage deeper answers about aspects such as speaking, attention, teamwork, motivation, behavior, time, space, discipline, materials, and classroom organization. For this reason, the interview guide was suitable for collecting detailed perceptions and professional reflections from the teachers.

5.5. Procedure

The procedure of this research was carried out during the Saturdays of March 2026 in Children's University Program. First the researchers coordinated the operation of the study with the corresponding academic context and identified the groups that would participate in the research, namely Movers 1 and Movers 2. Once the groups were established the researchers prepared the observation sheets and the interview guide that would be used during the data collection process.

After this preparation stage the researchers attended the English classes and observed the students during the development of the lessons in which kinesthetic activities were used. During each session each observation sheet was completed while the class was taking place, and field notes were written to register relevant situations related to participation, engagement, and interaction. The observations were conducted collectively in the classroom setting, since the purpose was to analyze students' behavior in their natural learning environment and not in isolated conditions.

Once the classroom observations were completed, the researchers conducted the semi-structured interviews with the two teachers, these interviews were used to complement

the classroom evidence and to obtain deeper information about the teachers' perceptions of the impact of kinesthetic activities in student participation. The interview responses were later reviewed together with the observation data in order to identify common patterns and meaningful connections between both sources of information.

Finally, the collected information was organized for analysis. The data from the observation sheets were grouped according to the participation indicators, while the interview responses were reviewed to identify recurring ideas and relevant perceptions. In this way, the researchers were able to compare the classroom evidence with the teachers' viewpoints and build a more complete interpretation of the effect of kinesthetic activities on participation.

6. Results and Discussion

In this chapter the data triangulation of the study is presented through the connection between the observation sheets, teachers' interviews, the state of the art and the researchers' perspectives. Fourth items from the observation sheets and three questions from the teachers' interviews were selected because they are related to students' involvement, motivation, interaction, and reactions during kinesthetic activities.

Figure 1

Behavioral participation

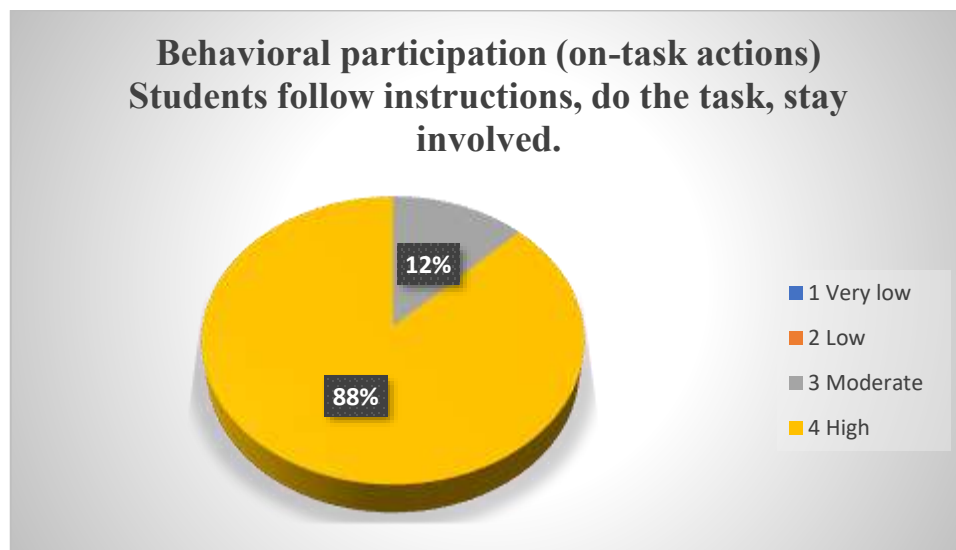
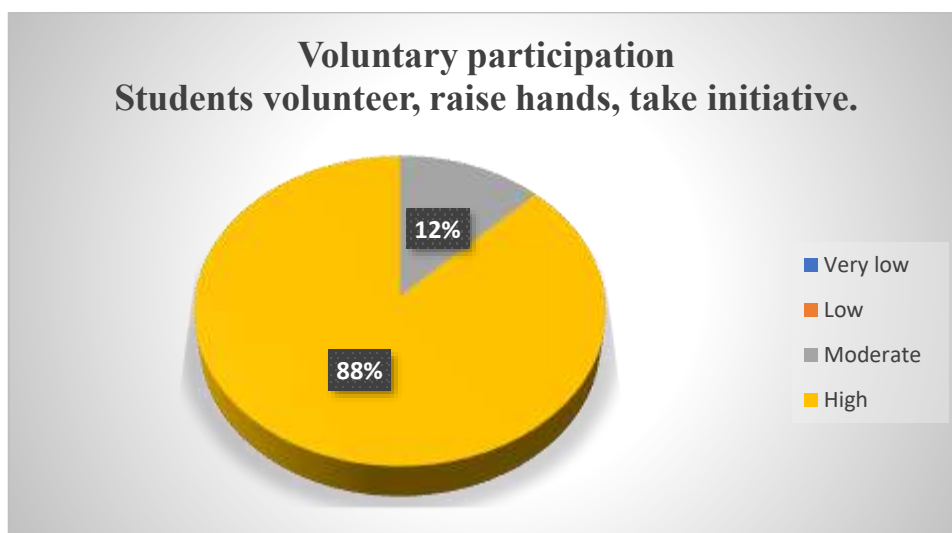


Figure 2

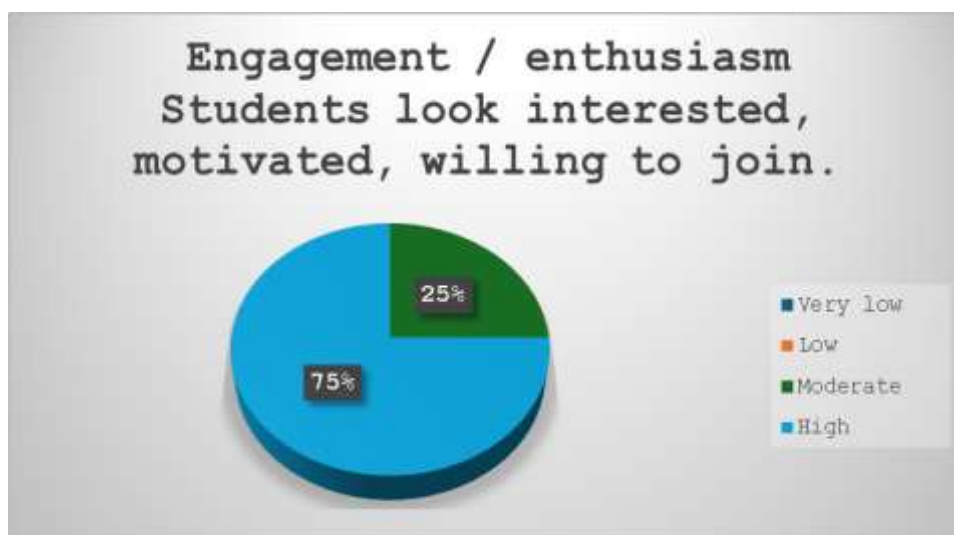
Voluntary participation



The first triangulated aspect connects Interview Question 3 with the observation sheet results on Behavioral Participation and Voluntary Participation. In the observations students showed strong participation during kinesthetic activities. Behavioral Participation reached 88% in High and 12% in Moderate, while voluntary participation reached 88% in High and 12% in Moderate. These results agree with the teachers' answers. Both teachers explained that students paid more attention, felt motivated, collaborated, and also used English with more confidence when movement was part of the lesson. They noticed important changes in shy students, low-level learners and very active children. This concept aligns with Shin and Crandall's (2014) explanation that young learners need enjoyable, active and meaningful activities. Similarly, Garton and Tekin (2022) highlight that English teaching for children should consider their age, needs and natural ways of learning. Marsevani et al. (2024) also support the idea that movement, games, and group work can help young learners participate with more confidence.

Figure 3

Engagement / enthusiasm



In the Item 4 of the observation sheet: Engagement / Enthusiasm, is related with Interview Question 1. This item showed a positive response from students during the kinesthetic activities. The observation sheet reported 75% in High and 25% in Moderate, which means that most students looked interested, motivated, and ready to join the English class. In the interviews, the teachers explained that movement helps children stay focused, feel confident, and participate through actions, games, and interaction. This idea agrees with Garton and Copland (2018), who explain that young learners need to move, play, explore, and communicate while learning English. Similarly, Aslamiah (2022) states that actions, songs, and games keep children active and motivated. Crandall (2022) also supports this idea because kinesthetic activities can increase attention and classroom participation. In addition, the Ecuadorian EFL curriculum highlights motivation and active participation as important parts of meaningful English learning (Ministerio de Educación del Ecuador, 2016). This

result shows that movement was not only a fun element. It helped students feel more comfortable and ready to participate in the lesson.

Finally, Interview Question 5 focused on what an adaptable guide of kinesthetic activities need to have in order to be useful in EFL classes. Time, materials, clear steps, class organization, useful language chunks, assessment ideas and adaptations for different levels and needs should be included according to both teachers. They also mentioned that technological resources as videos, audio, digital flashcards and interactive games could help students understand the activities better. This idea matches with Marsevani et al. (2024) who explain that teachers need to adapt strategies according to students' interests, objectives and classroom conditions. Correspondingly Crandall (2022) states that kinesthetic activities need clear learning goals, so movement supports learning and does not become a distraction. Sulemanoski (2022) complements the idea saying that teachers should choose and adapt strategies that promote interaction, participation and meaningful learning. For this reason, the guide should not be only a list of games, it should be a simple tool that helps teachers apply movement-based activities with confidence and purpose.

Proposal

This proposal was created with the idea of designing a practical guide that helps teachers find useful ideas to apply kinesthetic activities in EFL classes. For 8- to 10-year-old student the guide offers ten activities that make learning English more engaging by utilizing movement, interaction and active participation. Each activity was designed based on a specific language skill some activities combine two or more skills because in real classroom practice, students often listen, speak, read and write at the same time while they participate.

Link: <https://canva.link/r10pegayap04n5d>

7. Conclusions

- The application of kinesthetic activities had a clear and positive impact on students. These activities, increased attention, motivation and active participation. Even shy students engaged more because they could participate without only speaking. This shows that movement helps students feel confident and involved. Such results support the idea that kinesthetic strategies are effective in promoting participation in young learners.
- Before kinesthetic activities, students participated by raising hands or songs but some songs were not engaging and participation was limited. Kinesthetic activities required clear instructions to guide students and group work increased motivation and collaboration. Long activities affected attention so well-timed and structured tasks worked best. These results show that kinesthetic strategies improve participation, engagement and teamwork.
- Both teachers perceived kinesthetic activities as highly effective for encouraging participation. They observed that students became more active, motivated and confident, especially shy, very active or lower-level learners. Clear instructions, a proper timing and organized group work were essential for success. These perceptions show that well-planned kinesthetic activities can create a dynamic and inclusive learning environment.
- The creation of a well-structured guide is useful because teachers can find activities according to the skill they want to work. These activities help students participate more actively because they are engaging, age-appropriate and designed to capture their interest. The guide allows teachers to organize lessons effectively and adapt

activities to different needs, supporting learning, motivation and the development of all English skills in young learners.

8. Recommendations

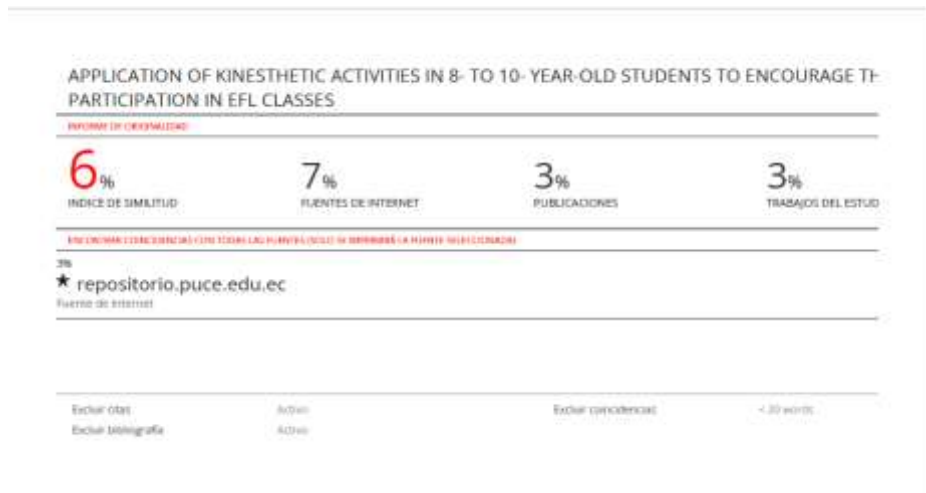
- To students who participate less such as shy learners or those with lower English levels, teachers should use these activities to support them. Group work, movement, acting, pointing and following simple instructions help these students engage before expecting extended oral responses.
- Each activity should be carefully planned through a well-designed lesson plan that includes clear objectives, timing, materials, classroom organization, language support, assessment strategies, and adaptations for different proficiency levels. A well-prepared lesson plan ensures that kinesthetic activities are purposeful and contribute to meaningful learning rather than serving only as entertainment. In addition, creativity is a key component of successful kinesthetic activities, as it helps engage students, increases motivation, and promotes active participation while supporting the achievement of the lesson objectives.
- Future research should focus on developing and evaluating effective ways to assess the four language skills through kinesthetic activities in EFL classrooms. In addition, English teachers at all educational levels should deepen their knowledge of kinesthetic learning strategies and continuously develop their expertise to implement these activities effectively, creating engaging and meaningful learning experiences for students.

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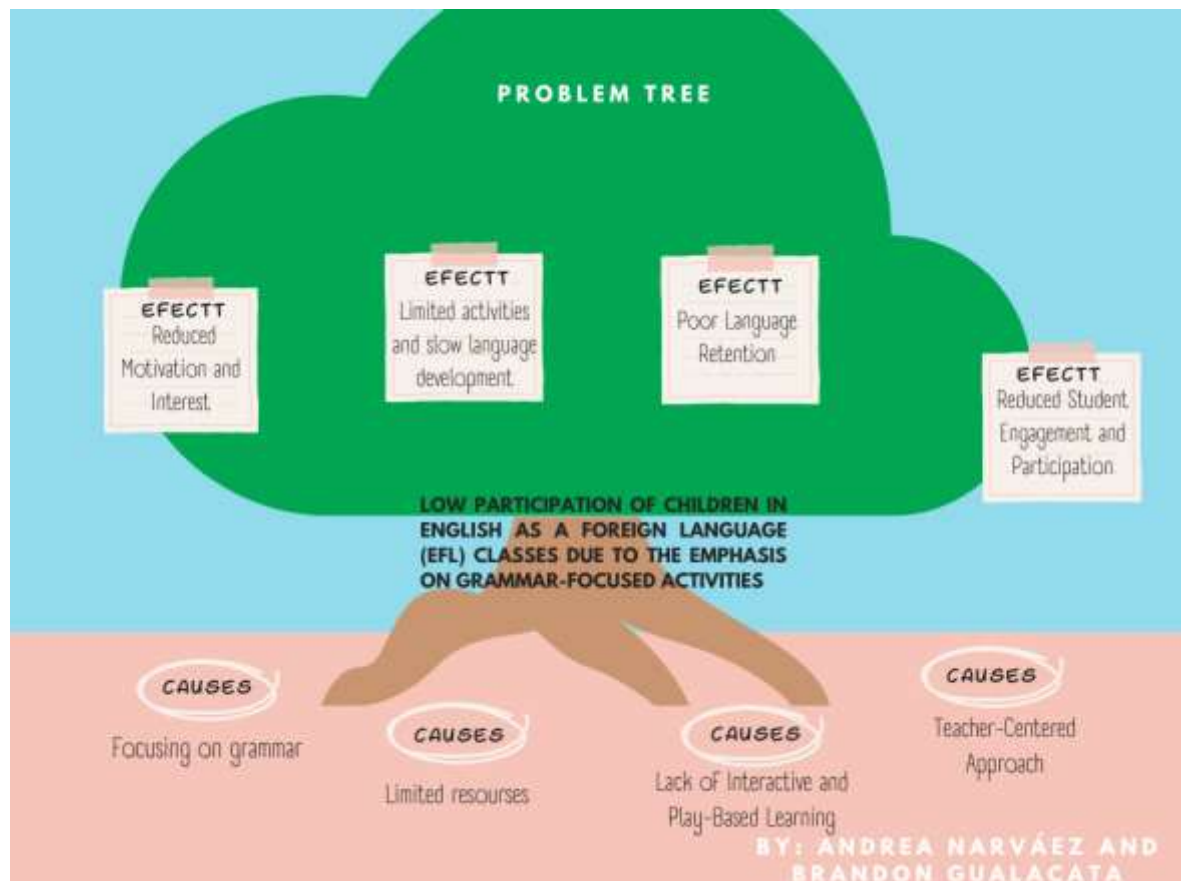
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10. Certificado Anti Plagio



11. Anexes

Problem Tree



Time planning

YEARS	2025												2026																								
MONTHS	Septembe	October				November				December				January				February				March				APRIL				MAY				JUNE			
WEEKS	start of period September 29	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
ACTIVITIES																																					
1. Preliminary pages (Resumen abstract, Introduction, objectives and Variables)	X	X	X	X																																	
1.1 State of the Art					X	X	X	X																													
2. Materials and Methods.								X	X	X	X																										
2.1 Design of Instruments.													X	X																							
2.2 Application of Instruments.														X	X	X																					
2.3 Interpretation and Analysis of Results.																	X	X	X	X	X	X															
3.Discussion.																						X	X	X													
4.Proposal Development.																									X	X	X										
5. Conclusions and Recommendations																												X	X	X							
6 References and Anexes																															X						

Authorization



**Pontificia Universidad
Católica del Ecuador**
Seréis mis testigos

IBARRA



ESCUELA DE CIENCIAS SOCIALES
Y HUMANIDADES

Ibarra 27 de Febrero 2026

Magister

Carlos Chavarrea

COORDINADOR DEL CENTRO DE IDIOMAS

De mi consideración:

Reciba un cordial saludo y mis mejores deseos de éxito en las funciones que desempeña. Por medio de la presente, me permito solicitar muy comedidamente su autorización para llevar a cabo un proyecto de investigación en la Pontificia Universidad Católica del Ecuador Sede Ibarra, "Children's University".

El proyecto, titulado "*Application of Kinesthetic Activities in 8 to 10 Years Old Students to Encourage Their Participation in EFL Classes*", contempla la aplicación de técnicas de investigación tales como entrevistas y fichas de observación.

La ejecución de esta investigación en la PUCE-I tiene como objetivo contribuir al fortalecimiento de las destrezas necesarias para la enseñanza y el aprendizaje del idioma inglés.

Anticipo mi sincero agradecimiento por la atención brindada a la presente y quedo atenta/o a su favorable respuesta.

Atentamente,

Brandon Fabian Gualacata Narvaez

Estudiante de la PUCE-I de la carrera de

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27/02/2026*

*Inicio Clases: 07/03/26
Fin: 20/03/2026*

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Observation sheet



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INSTITUTO ECUATORIANO DE INVESTIGACIONES
PSICOLÓGICAS Y SOCIOLOGICAS

“CHILDREN'S UNIVERSITY”

Observation Sheet

Application of Kinesthetic Activities and Student Participation in EFL Classes (Ages 8-10)

A) Class and Lesson Information:

OBSERVATION RECORD CARD			
Record No.:	Date: / /	Start time:	End time:
Duration (min):	Classroom setting: ☐ Inside ☐ Outside	Level:	Age:
No. of participants:	Teacher:	Lesson topic:	Language focus:
Observer(s): Brandon Guatacá, Andrea Romero		Observation moment: ☐ Pre ☐ During kinesthetic ☐ Post	
Observation objectives:		Class organization: ☐ Whole class ☐ Pairs ☐ Groups ☐ Stations	
Observation category / focus (tick): ☐ Behavioral participation ☐ Oral participation ☐ Engagement ☐ Collaboration ☐ Attention			
Class atmosphere: ☐ Very calm ☐ Calm ☐ Neutral ☐ Energetic ☐ Very energetic			
Resources used (tick): ☐ Flashcards ☐ Chalk ☐ Worksheet ☐ Audio ☐ Video ☐ Projector ☐ Other:			
Brief description of the observation (what happened):			

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B) Student Participation Indicators (Whole-Class Rating)

Scale: 1 = Very low 2 = Low 3 = Moderate 4 = High

Rate what you observed in this moment (Pre / During / Post).

Indicator	1	2	3	4	Evidence / notes (short)
Behavioral participation (on-task actions) Students follow instructions, do the task, stay involved.	☐	☐	☐	☐	
Oral participation in English (L2 production) Students speak English (answers, repetition, short sentences).	☐	☐	☐	☐	
Voluntary participation Students volunteer, raise hands, take initiative.	☐	☐	☐	☐	
Engagement / enthusiasm Students look interested, motivated, willing to join.	☐	☐	☐	☐	
Peer interaction (collaboration) Students help each other, communicate, cooperate, take turns.	☐	☐	☐	☐	
Attention and persistence Students maintain attention and continue even if challenging.	☐	☐	☐	☐	

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Interviews guide



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Ibarra

ESCUELA DE EDUCACIÓN SOCIAL Y HUMANIDADES
FACULTAD DE LAS CIENCIAS SOCIALES Y DE LA COMUNICACIÓN

Teacher Interview Guide

Topic: Kinesthetic Activities to Encourage Participation in EFL Classes (Ages 8–10)

A) Interview Details

Interview No.:		Date:	
Start time:		End time:	
Place:		Program:	Children's University (PUCE-I)
Interviewers:	Brandon Gualacate and Andree Narvaez	Teacher code/name:	
Grade(s) taught:		Years of teaching:	
Class size (students):		EFL level (A1/A2/etc.):	

B) Introduction (Read to the Teacher)

Dear Teacher,

This interview aims to collect information about your experience and opinion at the Pontificia Universidad Católica del Ecuador, Ibarra campus (Children's University). Your answers will be used only for a research project that will be applied in a school.

Please answer the questions honestly. Your responses will be used for research purposes only. Your participation is voluntary. You may skip any question, and you may stop the interview at any time. Your name will not appear in the final report; your answers will be treated confidentially.

Consent (mark one):

☐ I agree to participate in this interview.

☐ I do not agree to participate.

Audio recording (optional):

☐ Yes, you may record the interview.

☐ No, please do not record.

Investigación: Ar. Jorge Henríquez Basso y MSc. Andree Narvaez Pineda, Ecuador "La Voz del Niño".
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ESCUELA DE EDUCACIÓN SOCIAL Y HUMANIDADES
FACULTAD DE LAS CIENCIAS SOCIALES Y DE LA COMUNICACIÓN

Teacher Interview Guide

Topic: Kinesthetic Activities to Encourage Participation in EFL Classes (Ages 8–10)

1. What do you understand by kinesthetic activities in an English class, and why do you think they can (or cannot) encourage participation in students aged 8 to 10?

Prompts (optional):

- When you say "participation", what do you mean (speaking, attention, teamwork, doing the task)?
- Why do you think movement helps (or does not help) in English learning?

2. What kinesthetic activities have you used to encourage participation? Please describe one activity that worked well (steps, materials, and results).

Prompts (optional):

- In which part of the lesson did you use it (warm-up, practice, production, review)?
- What English language goal did you practice (vocabulary, speaking, grammar, listening)?

3. What differences do you notice in students' participation when you use kinesthetic activities compared to when you do not use them?

Prompts (optional):

- What changes more: attention, motivation, speaking in English, collaboration, behavior?
- In which students do you notice the biggest change (shy, very active, low level)?

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FACULTAD DE LAS CIENCIAS SOCIALES Y DE LA COMUNICACIÓN

Teacher Interview Guide

Topic: Kinesthetic Activities to Encourage Participation in EFL Classes (Ages 8–10)

4. What difficulties have you faced when using kinesthetic activities, and what strategies help you manage those difficulties?

Prompts (optional):

- Time, space, class size, discipline, safety, materials, instructions, mixed levels.
- What do you do to keep the class organized during movement?

5. If you had an adaptable guide of kinesthetic activities, what should it include so it is practical and easy to use in your EFL classes?

Prompts (optional):

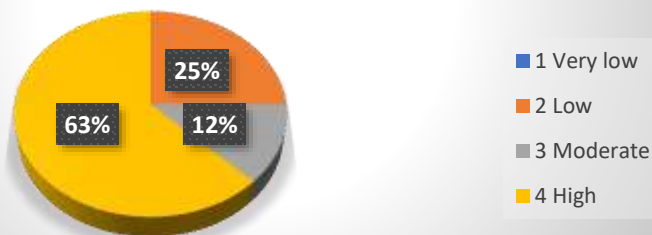
- Clear steps, time, materials, class organization, language support (chunks), assessment ideas.
- Adaptations for different levels and needs.
- Optional: How could technology support these activities (tablet, audio, digital flashcards)?

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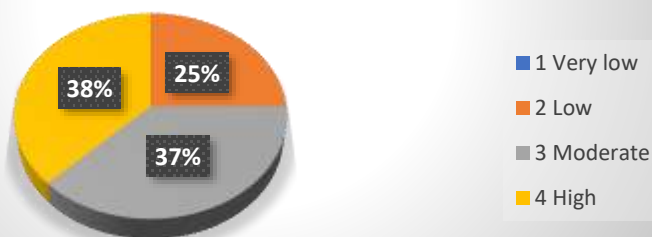


Figures

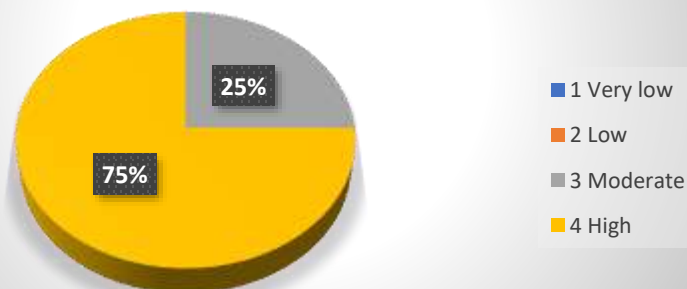
Oral participation in English (L2 production)
Students speak English (answers, repetition, short sentences).



Peer interaction (collaboration)
Students help each other, communicate, cooperate, take turns.



Attention and persistence
Students maintain attention and continue even if challenging.



Interview consents



ANIVERSARIO 50 PUCE Ibarra
Pontificia Universidad Católica del Ecuador

ESCUELA DE CIENCIAS SOCIALES Y HUMANIDADES
PEDAGOGÍA DE LOS ENSEÑANZAS NACIONALES Y EXTRANJERAS

Teacher Interview Guide

Topic: Kinesthetic Activities to Encourage Participation in EFL Classes (Ages 8-10)

A) Interview Details

Interview No.:	1	Date:	28-07-2022
Start time:		End time:	
Place:	Ibarra	Program:	Children's University (PUCE-I)
Interviewers:	Brandon Guatacota and Andrea Narváez	Teacher code/name:	Miguel Valencia Acuña
Grade(s) taught:	Primaria 2	Years of teaching:	15 years
Class size (students):		EFL level (A1/A2/etc.):	

B) Introduction (Read to the Teacher)

Dear Teacher,

This interview aims to collect information about your experience and opinion at the Pontificia Universidad Católica del Ecuador, Ibarra campus (Children's University). Your answers will be used only for a research project that will be applied in a school.

Please answer the questions honestly. Your responses will be used for research purposes only. Your participation is voluntary. You may skip any question, and you may stop the interview at any time. Your name will not appear in the final report; your answers will be treated confidentially.

Consent (mark one):

☒ I agree to participate in this interview.

☐ I do not agree to participate.

Audio recording (optional):

☒ Yes, you may record the interview.

☐ No, please do not record.



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Teacher Interview Guide

Topic: Kinesthetic Activities to Encourage Participation in EFL Classes (Ages 8-10)

A) Interview Details

Interview No.:	1	Date:	28-07-2022
Start time:		End time:	
Place:	Ibarra	Program:	Children's University (PUCE-I)
Interviewers:	Brandon Guatacota and Andrea Narváez	Teacher code/name:	Miguel Valencia Acuña
Grade(s) taught:	Primaria 2	Years of teaching:	30
Class size (students):		EFL level (A1/A2/etc.):	

B) Introduction (Read to the Teacher)

Dear Teacher,

This interview aims to collect information about your experience and opinion at the Pontificia Universidad Católica del Ecuador, Ibarra campus (Children's University). Your answers will be used only for a research project that will be applied in a school.

Please answer the questions honestly. Your responses will be used for research purposes only. Your participation is voluntary. You may skip any question, and you may stop the interview at any time. Your name will not appear in the final report; your answers will be treated confidentially.

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Interview transcript

1. What do you understand by kinesthetic activities in an English class, and why do you think they can (or cannot) encourage participation in students aged 8 to 10?

TEACHER 1: Kinesthetic activities are learning strategies that involve movement, physical interaction, and hands-on tasks to support English learning. In this context, participation refers to students actively speaking, paying attention, collaborating with others, and completing tasks. These activities encourage participation in students aged 8 to 10 because movement makes learning more engaging and meaningful. At this age, students are naturally active, so physical involvement helps maintain attention and motivation. Additionally, movement reduces anxiety and increases confidence, which promotes more active use of the English language.

TEACHER 2: Okay, I believe that a kinesthetic activity in an English class is learning activities that involve movement, physical actions, interaction. Students can learn English by doing things such as acting, moving around the classroom, using gestures or playing games. These activities help children connect language with actions and experience. Also, I think kinesthetic activities can strongly encourage participation in students aged 8 to 10 because children at this stage are usually active, energetic and they like to learn better than they are involved physically and emotionally. Movement makes lessons more fun and help maintain their attention for longer periods of time. I consider this activity also could be increased motivational confidence, also create opportunities for teamwork and communication, help students remember vocabulary and expressions more easily, also reduce fear of making mistakes because learning feels like a game. However, kinesthetic activities may not always encourage participation in every student. Some children can feel shy, sometimes distracted or uncomfortable participating in front of others. In addition, if the activity is not well organized, students may become too excited and lose focus on the learning objective that you want to get.

2. What kinesthetic activities have you used to encourage participation? Please

TEACHER 1: I have used activities such as Total Physical Response (TPR), role-plays, and movement-based games. One effective activity is "Action Stations". Students move around the classroom to different stations with flashcards. At each station, they read, act out, or say vocabulary words. The materials include flashcards and simple instructions. This activity is usually used in the practice stage and focuses on vocabulary and speaking skills. The results show high engagement, better retention of vocabulary, and increased student participation.

TEACHER 2: In this case, I consider that when kinesthetic activity that I have used to encourage participation in my case is a vocabulary scavenger hunt. This activity worked very well with children aged 8 to 10 because the students were active, excited and highly engaged during the lesson. I use this activity during the practice stage of the lesson to reinforce vocabulary about classroom objects and prepositions of place. I am going to explain you some steps of this activity: First of all, for class, I hide picture cards and word cards around the classroom. I divide students into small teams, depends on the number of the students. I give the students simple clues in English such as look under the chair, find something next to the window. Next step, students move around the classroom searching for the cards. When they found a card, they had to say the word or make a

TEACHER: Okay, in these questions, when we are using kinesthetic activities in English classes, I have faced some difficulties related to time, management, or classroom space, discipline, sometimes mixed language levels, and giving clear instructions. However, however, very, with good planning and organization, this challenge can be managed successfully. One common difficulty I was thinking is discipline and noise. Remember, students often become very excited, active during movement activities, especially this kind of children aged 8 to 10. To manage this, I established clear classroom rules before starting the activities such as walk, don't run, listen when the teacher speaks, use English during the game. I also use signals like clapping patterns, hand gestures, or calm down to quickly regain students' attention. Another challenge is limited classroom space or large class size. In these situations, I organize students into small groups or a station to avoid overcrowding and accidents. Sometimes I have activities so students can move safely around their desk instead of moving around the room. Mixed language levels can also be difficult because some students finish faster or understand instructions more easily than others to solve this. I pair stronger students with lower-level classmates, use visual aids and demonstrations, give simple and clear instructions, model the activity before starting, that is really, really important. Also, regarding materials and preparation, kinesthetic activities may require flashcards, objects, and printed resources to save time. I prepare materials in advance and keep reasonable classroom resources organized. To keep the class organized during the movement activities, I usually set time limits, divide students into teams, assign roles within groups, monitor students constantly while they move, stop the activity briefly if students lose focus. Overall, although kinesthetic activities can present challenges, they are very valuable because they increase participation, motivation, and communication in the English classroom. Carefully planning is really, really important. Clear instructions and the classroom management strategies help make these activities effective and enjoyable for students.

3. If you had an adaptable guide of kinesthetic activities, what should it include so it is practical and easy to use in your EFL classes?

TEACHER 1: An adaptable guide should include clear step-by-step instructions, time allocation, required materials, and classroom organization strategies. It should also provide language support (useful phrases or chunks) and assessment ideas. Additionally, it should offer adaptations for different proficiency levels and learning needs. Technology can support these activities through videos, audio resources, and digital flashcards, making lessons more interactive and accessible.

TEACHER 2: Okay, for example, if I had an adaptable guide of kinesthetic activities for EFL classes, it should include practical and easy to follow information that teachers can quickly apply in different classroom contexts. The guide should be flexible for different ages, English levels and class size could be two. First, each activity should include clear step-by-step instruction so teachers can understand and apply the activity easily. Estimate time for preparation and implementation. Materials such as class flashcards, spreadsheets, bowls, pictures, or digital resources. Class organization explaining if students work individually, various groups, or teams. Language support with at full chunks of expressions students can use during the activity.

For example, can you help me? Where is the cat? I found it. It is next to the desk, etc. The guide should also provide learning objectives connected to English skills such as vocabulary, speaking, grammar, listening, or pronunciation. Assessment ideas is too important to help teachers evaluate participation and language use through observation,

sentence using it. At the end, teams share their answer with the class. I would like to explain that it's important to take care with the materials. The materials that you need in this activity could be flashcards, word cards, paper, sticky notes, small pieces or stickers. This could be optional but you can use it. Results: The activity is very successful because all the students participate actively. Even the shy learners. Students participate in English naturally while moving and cooperating with classmates. They also remember the vocabulary more easily because they connect words with actions and locations. The main language goals that we can find this time, we can use vocabulary practice, speaking, listening, and comprehension. As always, students listen to instruction, speak with their teammates and use vocabulary in context. The activity also involves teamwork and classroom interaction.

3. What differences do you notice in students' participation when you use kinesthetic activities compared to when you do not use them?

TEACHER 1: When I use kinesthetic activities, students show higher attention, motivation, and willingness to speak in English. There is also more collaboration and positive behavior, as students interact actively with their peers. The biggest change is observed in shy and low-level students, who become more confident and participate more. Even very active students benefit, as their energy is directed in a productive way.

TEACHER 2: Okay, according to this question, when I use kinesthetic activities in English classes, I notice a significant increase in students' participation. Compared to lessons without movement-based activities, students become more involved, energetic and willing to use English during the class. The biggest challenge I observe is attention, for example, students stay focused for a longer period because they are actively doing something instead of only listening and listening some podcast or something. Motivation. Children enjoy moving and playing, so they participate with more enthusiasm. Speaking in English, students use more English naturally during games, role plays, team activities, collaboration, kinesthetic activities, encouraged teamwork and communication between classmates. Behavior. Although students may become more excited, they are usually more engaged and less bored, which reduces this routine behavior when the activity is well organized. I notice the biggest change, especially in shy students. For example, they often feel less pressure because the focus is on the activity, not only on speaking individually. As a result, they participate more confidently. Very active students. These learners benefit greatly because they can move and use their energy positively while they are learning. Low-level students. Physical movement and visual support help them understand instructions and vocabulary more easily, even if their English level is limited. Overall, kinesthetic activities create a more dynamic and inclusive learning environment where students feel comfortable participating and practicing English actively.

4. What difficulties have you faced when using kinesthetic activities, and what strategies help you manage those difficulties?

TEACHER 1: Some difficulties include limited space, large class size, classroom management, and mixed proficiency levels. Students may also become overly excited during movement. To manage these challenges, I give clear and simple instructions, establish rules before the activity, and organize the classroom space carefully. I also assign roles and use signals to maintain order, ensuring that movement remains structured and safe.

checklist, peer assessment, or simple rubrics. Another important aspect is adaptation for different levels and needs. The guide should explain how to simplify instructions for beginners, challenges for advanced learners, adapt activities for shy students or students with special educational needs, modified activities for small or large classroom. Technology could also support kinesthetic activities in many ways. For example, videos and songs with actions can model movements and pronunciation. Audio recordings can improve listening activities. Digital flashcards and interactive games can increase motivation too. Also, you can apply quizzes or classroom games. This could combine movement with technology in an engaging way. Another table guide should be practical, organized, flexible, and easy to use so teachers can confidently apply kinesthetic activities that encourage active participation and meaningful English learning in EFL classes.

Photos of the application of kinesthetic activities

