



Faculty of Education
Department of EFL
Curriculum and Instruction

**The Effect of Using some Kinesthetic Activities on Developing EFL
Language Performance for the Primary Governmental Language Stage
Students**

A Thesis

*Submitted in Partial Fulfillment of the Requirements for
the M.A Degree in Education
(Curriculum & Instruction)*

Prepared by

Shireen Mostafa Ahmed Abd El kader
Senior Teacher of English

Advisors

Dr. Asmaa Ghanem Gheith

A Professor of EFL Curriculum and
Instruction,
Faculty of Education
Ain Shams University

Dr. Dalia Yahya

A Lecturer of EFL Curriculum
and Instruction,
Faculty of Education
Ain Shams University

2018

Research title: The Effect of Using some Kinesthetic Activities on Developing EFL Language Performance for the Primary Governmental Language Stage Students

Author

Shireen Mostafa Ahmed Abd Elkader

Advisors

1- Dr. Asmaa Ghanem, professor of curriculum and instruction (EFL), Faculty of Education, Ain Shams University.

2- Dr. Dalia Yehya, lecturer of Curriculum and instruction (EFL), Faculty of Education, Ain Shams University.

Source

Faculty of Education, Ain Shams University.

Abstract

The present study aimed at investigating the effect of using some proposed kinesthetic activities on developing EFL oral language performance for the primary governmental language students. Participants of the study were 33 students in primary six from Hassan Abu Bakr governmental language school in the academic year 2016 – 2017. The researcher`s instruments included an oral language performance checklist, a rating scoring rubric and a pre/post oral language performance test. The students received learning their lessons contents through using some proposed kinesthetic activities designed by the researcher that included sports, gallery walks, action songs, acting, miming and take 10 program. Students` scores on the pre and posttest were statistically analyzed using T- test. The researcher also used a qualitative analysis of the students' oral performance. Results of the study revealed the positive effect of using kinesthetic activities on developing the students ' oral language performance.

Keywords: Kinesthetic learning and Oral Language performance

ACKNOWLEDGMENTS

In the Name of Allah, the Most Merciful, the Most Compassionate

My deep gratitude and appreciation are due to:

- Allah, the almighty who supported me and granted me the ability and knowledge that guided me in my way of presenting this study.

- My great supervisor, **Professor Asmaa Ghanem Gheith** whom I have the honor of her invaluable guidance, advice, support and encouragement throughout each step of the study. I would like also to acknowledge her worthy instructions and sincere assistance that enabled me to complete this study. I have to admit owing a deep debt of gratitude to her awesome efforts along my journey to edit and refine this research.

- **Professor Dalia Yehya**, for her kind contribution in supporting, helping and providing me with valuable and constructive feedback to complete this work properly. I really appreciate her thorough comments that helped me to enhance my work.

- **Professor Badr** whom I owe special and sincere thanks for providing me with his kind, valuable assistance and continuous support in this study. My sincerely and hearty pray for him.

I would like also to express my gratitude to **Dr. Magdy Mahdy Ali**, professor of Curriculum and Instruction (EFL), Ain Shams University, for his continuous support and encouragement to refine and edit my research. I

must also thank him deeply for accepting to examine this research and provide me with his valuable time to enhance my work.

I am also very grateful to **Dr. Eid Abd El Wahed Ali**, professor of Curriculum and Instruction (EFL) and Vice Dean for the Students`Affairs, Faculty of Education, Menia University, for accepting to examine my research and be a part of the dissertation committee providing me with his valuable advice and support.

- Special thanks to my principle at Hassan Abu Bakr governmental language school **Miss Magda Ahmed** who always supported and encouraged me to do my best in my study and work. My thanks also to my students who participated in my research study and proved success and excellence.

- Thanks are also extended to the jury members and the teachers participated in the study.

- My deepest thanks and gratitude to my dear husband, Ahmed whose continual encouragement enlightened my way. My sincere gratitude also goes to my parents, my brothers, my son Abd Allah and my daughter Hana for their unconditioned love and their hearty prayers that supported me all the time.

Table of contents

Chapter One

Background and Problem

	<i>Content page</i>
Abstract	i
Acknowledgements	ii
Chapter One	
Background and problem	1
1.1. Introduction	1
1.2. Context of the problem.....	5
1.3. Pilot study.....	13
1.4. Statement of the Problem.....	14
1.5. Study Questions.....	15
1-6. Hypotheses of the study	15
1.7. Delimitations	16
1.8. The significance of the study	17
1.9. Definition of Terms	18
Chapter Two	
Review of Literature and Related Studies	21
2.1. Oral language performance.....	21
2.1.1. Importance of oral language performance.....	22

2.1.2. Oral Performance as Indicator of Achievement.....	23
2.1.3. Factors affecting learners’ oral language performance development.....	24
2.1.3.1. Decoding and encoding processes.....	25
2.1.3.1.1. Performance conditions.....	27
2.1.3.1.2. Affective factors.....	27
2.1.3.1.3. Listening ability.....	28
2.1.3.1.4. Topical knowledge.....	28
2.1.3.1.4.1. Feedback during speaking activities.....	29
2.1.3.2. Guidance.....	29
2.1.3.3. Content material.....	30
2.1.3.4. Learning environment.....	31
2.1.4. Components of oral performance.....	32
2.1.4.1. Linguistic components.....	33
2.1.4.1.1. Aspects of the linguistic components.....	33
2.1.4.1.1.1. Fluency.....	33
2.1.4.1.1.2. Accuracy.....	35
2.1.4.1.1.3. Vocabulary.....	36
2.1.4.1.1.4. Pronunciation.....	37
2.1.4.2. Aspects of the Pedagogical components.....	38
2.1.4.2.1. Problem solving.....	38
2.1.4.2.2. Oral Meaning Construction.....	39
2.1.4.3. Aspects of Personal components.....	40
2.1.4.3.1. Body language.....	40
2.1.4.3.2. Personality and extroversion introversion personalities.....	41

2.1.4.3.3. Pragmatics.....	42
2.1.5. Tips for developing oral language performance.....	43
2.1.5.1 Increasing Oral Communication in the Classroom.....	43
2.1.5.2. Tips to evoke oral language interaction.....	43
2.1.5.3. Stimulate interactions and to foster ownership.....	44
2.1.6. Assessment of EFL learners' oral performance.....	44
2.2. Defining Kinesthetic Movement in Academic Classroom.....	46
2.2.1. Rationale for utilizing kinesthetic activities in EFL classroom.....	47
2.2.1.1. Kinesthetic activities and Retrieval Cues.....	49
2.2.2. Kinesthetic activities as active learning components.....	50
2.2.2.1 Gardner`s kinesthetic intelligence.....	53
2.2.2.2. Bodily-Kinesthetic Intelligence.....	54
2.2.2.2.1. Kinesthetic Learning and Bodily Kinesthetic Intelligence	55
2.2.2.2.2. Vygotsky`s Zone of Proximal Development.....	55
2.2.2.2.3. Vygotsky`s Social Constructivism and kinesthetic activities...56	
2.2.3. Kinesthetic activities and language learning.....	56
2.2.4. Some suggested kinesthetic Strategies.....	58
2.2.4.1. Content and language integrated learning (CLIL).....	58
2.2.4.2. The TAKE 10! Program (ILSI, 2012a).....	60
2.2.4.3. Educational Drama	63

2.2.4.4. Role play and simulation.....	64
2.2.4.5. Puppet Role Play.....	65
2.2.5. Kinesthetic activities and oral language performance.....	67
2.2.6. Promotion of oral language performance through motor activitie...69	
2.2.7. Commentary.....	70

Chapter Three

Methodology.....	72
3.1. Study Design.....	72
3.2. Participants.....	72
3.3 Rationale for selecting the participants.....	73
3.4 instruments of the Study.....	73
3.4.1. Oral language performance checklist.....	73
3.4.1.1. Content of the checklist.....	74
3.4.2. A rating score rubric.....	74
3.4.2.1. Validity of the oral performance rubric.....	74
3.4.3. Pre/post oral performance test.....	74
3.4.3.1. Constructing the Test Items.....	75
3.4.3.2. Consideration for constructing the test items.....	75
3.4.3.3. Content of the Test.....	76
3.4.3.4 Test Steps.....	77
3.4.3.4.1. Warm up stage.....	77
3.4.3.4.2. Test Techniques (items).....	77

3.4.3.4.3. Piloting the Test.....	77
3.4.3.4.3.1. The Purpose of Piloting the Test.....	78
3.3.3.7 Test Administration.....	78
3.3.3.8 Test Feasibility.....	79
3.3.3.9 Test Validity.....	79
3.4.4. Description of the strategy.....	80

Chapter Four

Results and Discussions

4.1 Hypothesis One.....	85
4.2 Hypothesis Two.....	87
4.3 Hypothesis Three.....	88
4.4 Hypothesis Four.....	90
4.5 Hypothesis Five.....	92
4.6. Hypothesis six.....	93
4.7 Discussion of Results.....	96
4.8. Drawbacks and challenges	97

CHAPTER 5

Summary, conclusion and recommendation.....	100
5.1. Summary of the study.....	100
5.2. Conclusion.....	102
5.3. Recommendations.....	103
5.3.1. Recommendations to Teachers.....	103
5.3.2. Recommendations for curriculum developers.....	104
5.4. Suggestions for Further Studies.....	104
References.....	105

Appendices

Appendix (A): Names of Jury Members.....	128
Appendix (B): Oral linguistic performance dimensions checklist	129
Appendix (c): Pre\post oral language performance test.....	134
Appendix (D) : Oral language Performance rubric.....	143
Appendix (E): Outline of the study program.....	145
Appendix (F): The study program.....	147
Appendix (G): 4.3 Qualitative Assessment of students' works.....	169
Appendix (H): Students' participation in learning through kinesthetic activities.....	175

Summary in Arabic

List of Tables

Table (4- 1): T- test results for the first hypothesis.....	85
Table (4-2): T- test results for the second hypothesis.....	87
Table (4-3): T- test results for the third hypothesis.....	89
Table (4-4): T- test results for the fourth hypothesis.....	90
Table (4-5): T- test results for the fifth hypothesis.....	92
Table (4-6): T- test results for the sixth hypothesis.....	94

List of figures

Diagram 1: the difference between the students' scores in the pre and post application of the oral language performance test (vocabulary).....	86
Diagram (2) the difference between the students' scores in the pre and post application of the oral language performance test (fluency).....	88

Diagram (3) the difference between the students' scores in the pre and post application of the oral language performance test (accuracy)..... 90

Diagram (4) the difference between the students' scores in the pre and post application of the oral language performance test (body language).....91

Diagram (5) the difference between the students' scores in the pre and post application of the oral language performance test (oral meaning construction).....93

Diagram (6) the difference between the students' scores in the pre and post application of the oral language performance test as a whole.....95

List of abbreviations

MI	Multiple intelligences
CLIL	Content and Language Integrated Learning
ELL	English Language Learners
ED	Educational Drama
LLS	Language learning Strategies
CLT	The Communicative Language Teaching

Chapter One

Background and Problem

Chapter One

Background and Problem

1.1 Introduction

English is regarded as one of the most important languages in the world. In the last decades, it has played an important role all over the world as the common and the main language for technology, economy, education, science, and entertainment exchange between nations and people. It is well known that the English language has rapidly become a powerful tool that opens the doors for learners in terms of global communication and business, in addition to improving productivity and driving growth where it is used. Furthermore, it has become the most powerful and the main language for international communication among people with different national, cultural, ethnic, and linguistic backgrounds (Crystal, 2003; Hu & McKay, 2012; McKay & Bokhorst-Heng, 2008). Teaching English to youngsters is considered a modern target of the studies that hold a major importance from governments and researchers. (Abello-Contesse, 2009; Cheatham & Ro, 2010; Ellis, 2008).

Language performance is one of the most important factors that learners need to acquire to be able to use the language which is used in all areas of life. It is regarded as the outcome of learning a language and achieving mastery or proficiency in using it. Noam Chomsky used the term of language performance to describe "the actual use of language in concrete situations". Linguists have clarified a distinct difference between the linguistic competence, a speaker's tacit knowledge of the structure of

a language, and the linguistic performance, which is the speaker's actual usage of this knowledge in real life situations.

Kristin(2010) assured Chomsky`s theory that our linguistic competence is our linguistic unconscious knowledge of languages and is similar in some ways to Ferdinand de Saussure`s concept of language, whereas what we actually do or produce as utterances is similar to Saussure's parole, and is called linguistic performance."

The passage of the No Child left behind Act (United States Department of Education, 2010) has obliged school districts to a legal responsibility system, requiring them to raise students' achievement and "increase standardized test scores" (Erwin, Beighle, Morgan, & Noland, 2011, p. 6). As a result of the high accountability for success in standardized testing, teachers tend to present their lessons through lecturing most of the time while their students are just sitting. According to Erwin et al. (2011), "the Obama administration`s reform plan...is for teachers to be held accountable for using innovative strategies to improve the students` outcomes. They are faced with the need of directing their learners to use the language in real life situations. Incorporating movement in lessons may be one such strategy," thus increasing the importance of studying active learning techniques (p. 6). Teachers have to use different kinds of strategies that attract their students' attention to achieve success. According to Stalvey and Brasell (2006), the degree of concentration of students affects how far they are engaged in the learning process. If they are not involved, they will not learn or become Productive.

One of the major challenges that teachers encounter with English Language Learners (ELL) centers on the development of oral language. The oral language is a critical tool for children to express their knowledge, abilities and willing to use the language and how to practise it. It is also well known that English learners can write and read English well but they cannot present orally as most of them inside classroom find the process of speaking a difficult one, even uninteresting and they do not participate in speaking activities. For ELLs, however the lack of opportunities to practise a second language, underlines the need for teachers' attention to their learners' oral language development.

"Oral Language Performance" is one of the trends associated with learning. It is also associated with the modification in teaching strategies from the traditional style which is based on lecturing and memorization to the pattern of learning in which students have practical and effective interaction as well as enjoy what they learn. Hence, we have to give due attention to the ways of teaching and learning and concentrate on the quality not the quantity of the learning process. Here comes the idea of "Kinesthetic activities" as learners enjoy using all its forms and prefer it. So the researcher suggests taking advantage of "physical education" and different kinesthetic activities to make use of the learners' enjoyment and action desires in their learning so as to develop their oral language performance level while learning English. Moreover, it is essential for teachers to think of tasks and learning activities which scaffold the development of students' oral language performance.

There is now a common agreement that language performance is no longer restricted to a mere knowledge of the grammar rules and vocabulary, or linguistic competence. It expands to include the ability to

produce convenient and fruitful reaction in a specific social situation (sociolinguistic competence); the ability to make, participate in, react to, and end a conversation and the ability to do this in a convenient and coherent way (discourse competence); and the ability to participate in effective language communication and overcome the problems of communication disrupts (strategic competence).” (Brandl, 2008, p. 278).

The concept of movement integration has generally been used in the literature to mean incorporating physical activities into usual academic classes’ time, (Webster, Russ, Vazou, Goh, & Erwin, 2015). This concept of integrating movement into the learning process may look like Gardner’s idea of kinesthetic learning (1983), which describes bodily movement as an intelligence. However, movement integration is much wider than that as it is regarded as a benefit for all students both as a means to improve physical fitness and as a means to improve their learning. Thus the blending of content lessons context with the content of physical activities is supposed to facilitate achieving the objectives of both areas.

Curriculum integration, defined by Hall-Kenyon and Smith (2013), integrates objectives from at least two content areas into one lesson. Along with curriculum integration, interdisciplinary integrates subject content from at least two disciplines of knowledge that are typically taught separately (Holley, 2009).

Classrooms are generally known as being sedentary environments that depends on spending the children’s time sitting in the classroom receiving their lessons (Holt, Bartee, & Heelan, 2013). Moreover, the nature of today’s society has become more sedentary as children spend most of their time with technology. Physical activity is supposed to improve students’ academic achievements as using kinesthetic activities in lessons

may also positively affect children's daily physical activity levels (Norris, Shelton, Dunsmuir, Duke-Williams, & Stamatakis, 2015). There is a strong evidence that using physical activity in the classroom can be useful for both the health and academic performance of children (Norris et al., 2015).

Integrating movement provides children with physical benefits as well as cognitive ones as it increases brain function and academic performance. Hall (2007) demonstrates the effect of using kinesthetic activities in lessons on the cognitive process. Allowing the students to use their muscles during movement integration lessons rather than traditional sedentary learning environment causes renewing to the sensory fibers which activates the brain and consequently facilitates and supports the students' learning.

1.2 Context of the problem

Simply, oral language performance is about communicating with other people. It involves a process of utilizing thinking, knowledge and skills in order to speak and listen effectively. As such, it is central to the lives of all people. Although the development of oral language is given an importance in the curriculum, it has been widely acknowledged that the development of Oral Language Performance has proved challenging due to many obstacles and challenges that face both the teachers and the learners. Some of these challenges can apparently appear in our educational system which directs more attention on using the lecture ways of teaching grammatical rules, vocabulary memorization and doing writing exercises.

Piccolo (2010) asserted that language teachers should be more aware of the importance of teaching oral skills through a rich environment that allows practical and meaningful communication. He also urged teachers to improve ways of teaching oral performance through using effective and attractive techniques in their way of developing their students 'oral performance.

In spite of the importance of oral language performance, it is apparently neglected in most schools and the devoted time for teaching in the classrooms is mostly limited to writing and reading. This neglect was obvious in some field studies conducted at different learning stages by Behery(2008), El- Basl(2008) and Al-Sabagh(2009).

On the other hand, active participation and the use of the target language in a more authentic context is a key element to successful instructional process. (Tabber&deKoeijer, 2010).According to Singh and Mohammed (2012), learners' participation in accomplishing the meaning is the best way of acquiring knowledge in developing fluency, vocabulary, syntactic knowledge, discourse knowledge, and metacognitive thinking in a fun and preferable way (Sun,2003).

Friedman, the author of the best-selling *The World Is Flat*, was quoted in *Time Magazine* (Wallis, 2006) saying “Kids also must learn to think across disciplines, since that’s where most new breakthroughs are made. It's interdisciplinary combinations– design and technology, mathematics and art–that produce You-Tube and Google.”

The theory of multiple intelligences is one of the most important theories that had a significant effect in the educational process and called

for the importance of using appropriate educational programs for students to deal with them according to what they have of intelligences.

A school district in Michigan depended on Howard Gardener's theory of multiple intelligences to design integration plans for thematic units, in a yearlong pilot program. The results of the program showed “sustained enthusiasm” from the staff, parents, and students, increased attendance rates, and improvement in standardized test scores, “especially from students with the poorest test results” (Bolak, Bialach, & Duhnphy, 2005).

Bilgin,(2006) explains that the multiple intelligences theory can be easily adapted to the teaching of any educational subject, it also provides an important educational student centered environment in addition to providing a unique way to use cooperative and group learning techniques.

Throughout the researcher`s pilot study, it was found out that bodily-kinesthetic intelligence as it is considered one of the main characteristics of learners. Along with the other modalities that Gardner introduced to, is one of the ways that all people, to a greater or less extent, perceive the universe and express their individuality. The researcher also found out that movement and sport are the most acceptable and attractive kinesthetic activities which the learners prefer and are eager to engage in learning experiences based on their activities.

Clancy and Hruska (2005) discuss that PE settings provide the learners with opportunities and environment that seem similar to those of their first language acquisition process which can be effective in second language learning. The authors also suggest examples of designing language objectives within the context of PE lessons.

Such ideas can be utilized by making use of one of the most accepted active learning ways and design lessons based on using some appropriate kinesthetic activities to be used in language learning. It investigates the degree to which kinesthetic activities and sports help to increase primary school students` oral language performance, encourage learning in an intensive English course and become real active learners. Unlike in the traditional classroom, active learners use more opportunities to decide about aspects of the learning process; they move beyond mere acquisition of information to getting engaged in higher order thinking tasks of analysis, synthesis and evaluation.

The theory of active learning can be linked with the quote of Confucius “I hear, and I forget, I see, and I remember, I do, and I understand” (Braxton, Jones, Hirschy& Hartley, 2008; Nguyen & Trimarchi, 2010). Movement can easily be incorporated into tasks and the researcher`s idea in this study is not a mere an ordinary class movement or TPR model but it is related to using the playground, physical exercises, drama, action songs and movement as a means of both learning English and practice sport and kinesthetic activities at the same time including football matches, basketball matches, jumping ,running competitions, acting and role playing that is to exchange the traditional and usual environment of learning with a new lovable, active and encouraged one.

Most high school graduates all over the world do not usually have the fluency that enables them to properly use and communicate in English language (Alonzo, 2014; Sarwar, *et al.*, 2014; Alharbi, 2015). Even the superior students who get high scores in written examinations do not have

the ability to make conversation, express ideas or communicate orally with their peers in English.

Movement plays a vital role in the learning process. Ratey and Hagerman (2008), Boone (2016) mentioned in their book, “In addition to priming our state of mind, exercise influences learning directly, at the cellular level, improving the brain’s potential to log in and process new information” (p. 35). According to Bright (2008), kinesthetic activities engage the students in high mental tasks that need them to process and analyze information.

Physical Education classes employ the desire of playing to achieve a child’s feelings of importance and foster his internal desire of learning (Clements &Rady, 2012). It employs learners’ intrinsic motivation to engage in a physical movement to promote their willingness to acquire information (Coral, 2010) and this motivation overcomes the obstacles of learning a foreign language. PE provides authentic, real-life situations that increase both language-time exposure and oral interaction.

The power of movement and the enjoyment of play can help to establish the children's concept of team work when they engage as an integral part of a game or a sports competition. In physical education class, sport and fitness games is based on character building, stimulate a significance of social work and foster the use of cognitive skills in students. For the English language learner, this feeling of importance in participation and success is critical for developing friendships and establishing relations with peers and consequently increasing their motivation to use the language, practise and master and therefore help with developing their language performance.

CLIL (Content and Language Integrated Learning) programs have recently emerged widely in Europe as a new educational approach which depends on integrating the learning of content with the medium of a foreign language.

The essence of CLIL depends mainly on getting the advantages of cross-curricular teaching and the learning of content integrated with a foreign language, mainly English. (Mehisto *et al.*, 2008; Coyle *et al.*, 2010; Ikeda, 2011a). The outcomes of CLIL have been discussed in various studies (Dalton-Puffer *et al.*, 2010. 8-11). These studies also investigated the structures that aim at articulating CLIL practices, one of which is the 4 Cs principles of CLIL: Content (subject matter), Communication (language learning and using), Cognition (learning and thinking process) and Culture (the realization of a global citizenship with intercultural understanding) (Coyle, 2007; Coyle *et al.*; 2010:41).

CLIL has proved its effectiveness in helping students in Primary schools in Europe to develop their language proficiency (Serra, 2007; Craen *et al.*, 2008 Hüter and Rieder – Bünemann, 2010). Gonzalez (2011) asserts that CLIL achieved high levels of motivation and positive attitudes towards learning the target language, which is exactly what the English learning in Egypt should aim to achieve.

Figueras, Flores and Gonzalez-Davis (2011) observe in their multiple case study the high level of satisfaction and increased motivation of the students engaged in a pilot experiment presenting CLIL subjects in the Faculty of Psychology, Education Sciences and Sport of Ramon Lull University (Barcelona, Spain). The authors notice that having to learn the

connotation and procedures of PE contents in English created cognitive conflict in the students, thus leading to a learning process based on the principles of constructivist epistemology. The students perceived the positive effect of this process and were completely aware that this was a new technique in learning, although they could not recognize exactly what kind it was.

Moreover, teaching language through drama and movement gives children a context for listening and meaningful language production, provides opportunities for reading and writing development (Chauhan, 2004). Besides, students of different levels and abilities have the opportunity to work at their own speed, even with minimal supervision from their teachers. Being more productive, creative, reflective and communicative in expressing their thoughts and ideas in English can then result in improvements in their academic performance.

Peregoy and Boyle (2008) demonstrated that acting out stories and situations is a highly motivating way for students to comprehend and to exchange information. Wright and her colleagues (2007) approved the same opinion and added that dramatizing stories is not only motivational but allows students to think in more sophisticated ways.

Peregoy and Boyle (2008) stated, “Drama activities provide students with a variety of contextualized and scaffolded activities that gradually involve more participation and more oral language performance; they are also non-threatening and a lot of fun” (p. 128).

In a learner- centered planning model, Bentley (2010) refers to learning outcomes as the concepts which most learners should learn as a

result of the learning process. Throughout the research view, it is found out that most of what goes in the classroom is restricted on visual styles (Look at the board/ your book / watch the teacher) and auditory (Listen and write). Kinesthetic activities make use of the kinesthetic style to engage the learners in more activities that require their active participation and increase their enthusiasm to practise and use the language. It is a way many of us prefer to learn through it.

In order to indicate the importance of Kinesthetic activities, some studies have investigated its impact on students' language learning; Coral (2010) shows the results of a pre-experimental study of a group of learners aged 11-12 in a state school in Catalonia (Spain) that demonstrates that in the context of research, young learners' intrinsic motivation to engage in physical movement has a positive influence on their English language learning. Coral (2012) reports the results obtained in a PE- in CLIL action research project carried out as part of a doctoral program in the research group physical education.

Christopher, Dzakiria and Mohamed (2012) introduce the results of a case study aimed to present the method of teaching and learning English through sports at the Northern university of Malaysia. This study explains an English language teaching and learning method that uses sports to lead learners from indoors to outdoors activities and includes three stages: first immersion and building enthusiasm ,which provides information about the sport and simulates learners' interest; second, the sports activity itself, where learners take part in the sport while teachers observe their use of language; and third, a post activity review which encourages learners to speak while giving feedback about their experience and the learning

process. The authors suggest that it is considered an excellent confidence building exercise for learners who usually shy away from speaking English.

1.3. The Pilot Study

In order to prove the existence of the problem, the researcher has designed two questionnaires and two tests in oral language performance and unstructured interviews with students of the sample to know the level of learners in the English oral Language performance. The results were as follows:

The students' questionnaire included (37) students in primary six at Hassan Abu Bakr Distinguished Governmental Language school. The questions were about the activities that learners use to achieve better results in the English language learning and the activities that develop their abilities in oral performance, inside and outside the school for the aim of improving their oral language performance. The results showed that 9 % of them were excellent and very good at linguistic oral performance while 91% were average and weak.

The questionnaire for all the 5 teachers who teach that stage was about the oral performance level of their students and the teachers' interest in teaching oral communication. The results assured that only about 10% of the students were excellent and good, while 90% were between average and weak. As for the teachers' ways of teaching oral communication, it was found out that there was a lack of teachers' focus on oral language performance and the main focus was on teaching vocabulary and grammar.

The researcher designed an unstructured oral performance test. The test was to evaluate the students' oral language performance. The

researcher put into consideration the mistakes of the students while speaking and hesitation while describing a picture seen for the first time. Speech of the students was recorded and the results showed that 20% were excellent and very good while 80% of them were between average and weak.

The researcher conducted unstructured interviews with students to assess their level of the oral language performance, their ability to express themselves and their preferred way of learning. It was found out that there was almost absence of the ability of oral participation. 90%. Students' opinions of the great and enjoyable class is when they move, act and use their energy movement on learning.

The researcher revised the general aims for teaching English as a Foreign Language in the Primary Governmental Language Schools stage and she found among them: To improve the students' ability to express themselves in various ways; orally and in writing. To communicate with others in various ways. To share in a constructive conversation. To be able to understand what is going around them in English. To share in what happens around them and be able to communicate in different ways whether face to face or in writing and to be interested in learning literature.

1.4. Statement of the Problem

Throughout the researcher's pilot study and observation and due to the importance related to the mastery of English language, it was clear that the problem of the study is summarized in having a clear weakness in the students' ability to express themselves in various ways. Learners usually face difficulties in using English in the classroom especially in oral contexts. Thus the researcher suggested solutions for this problem

through using some kinesthetic activities to develop the students' oral performance in learning English.

1.5. Study Questions

The present study attempts to answer the following main question:-

What is the effect of using kinesthetic activities on developing the students' oral language performance?

This main question elicits the answer of the following sub questions:

- 1- What is the existing level of the oral language performance for the sixth Year Primary Governmental Language School students?
- 2- What are the suggested kinesthetic activities that can be used to develop oral Language performance aspects for the sixth Year Primary Governmental Language Stage students?
- 3- What is the difference of the oral language performance level for the sixth Year Primary Governmental Language School students before and after applying the program?

1.6. Hypotheses of the study

The researcher in this study tried to verify the following hypothesis:

1- "There is a statistically significant difference at the level of $(0.05 \geq \alpha)$ between the mean scores of the experimental group in the post application in the oral Language performance level test for the linguistic component of oral language performance (vocabulary) in favour of the posttest."

2- "There is a statistically significant difference at the level of $(0.05 \geq \alpha)$ between the mean scores of the experimental group in the post application in the oral Language performance level test for the linguistic

component of oral language performance (fluency) in favour of the posttest.”

3- "There is a statistically significant difference at the level of $(0.05 \geq \alpha)$ between the mean scores of the experimental group in the post application in the oral Language performance level test for the linguistic component of oral language performance (accuracy) in favour of the posttest.”

4- "There is a statistically significant difference at the level of $(0.05 \geq \alpha)$ between the mean scores of the experimental group in the post application in the oral Language performance level test for the personal component of oral language performance (body language) in favour of the posttest.”

5- "There is a statistically significant difference at the level of $(0.05 \geq \alpha)$ between the mean scores of the experimental group in the post application in the oral Language performance level test for the pedagogical component of oral language performance (oral meaning construction) in favour of the posttest.”

6- "There is a statistically significant difference at the level of $(0.05 \geq \alpha)$ between the mean scores of the experimental group in the post application in the oral Language performance level test for the three components of the oral performance as a whole in favour of the posttest.”

1.7. Delimitations of the Study:

- Participants of the sixth Year Primary Governmental Language Stage students in one of the Governmental Language Schools in

Qualiobia Governorate. "Hassan Abu Bakr distinguished Governmental Language School."

- Some components of oral language performance required for sixth year primary students including:
 - 1- Linguistic components (fluency – accuracy – pronunciation – vocabulary – oral meaning construction)
 - 2- Pedagogical components (problem solving – team work – presentation skills)
- Some kinetics based activities appropriate for such oral language performance levels.
- The study was limited to teaching the English language textbook " Jump aboard" grade 6 units 9,10,11and 12 for the second semester of the school year 2016- 2017
- Psychological domain resulting from applying the suggested program.
- Cognitive domain that will involve three main process: planning- predicting- analyzing.

1.8. The significance of the study

The study aimed to:

- Identify the effect of using kinesthetic activities on English learning for the following:

For Learners: They are expected to get benefit and develop their oral performance level through using kinesthetic activities in learning that achieve satisfaction, oral performance levels development and increasing motivation for learning.

For instructors: They are expected to have more training to use motor activities technique in English learning model to enable them to improve

their learners' oral language performance. English teachers may experience a paradigm shift from traditional providers of knowledge to facilitators of learning where they lead, show, coach, mentor, and process, as their learners become reflective and communicative practitioners.

For Course Developers: They are expected to put the results of the research into consideration when they design activities for students.

1.9. Definition of Terms

Kinesthetic learning or tactile Learning is a learning style in which learning takes place by the students carrying out physical activities, rather than listening to a lecture or watching demonstrations. People with a preference for kinesthetic learning are also commonly known as "doers".(Walter,L.,Marilla,S. and Yuying,S.:2009).

Kinesthetic Teaching: “The use of creative movement in the classroom to teach across the curriculum” (Griss, 2013, p. 1).

Kinesthetic Learners: “Individuals that learn best with an active “hands-on” approach. These learners favor interaction with the physical world. Most of the time, kinesthetic learners have a difficult time staying on target and can become unfocused effortlessly” (Gilakjani, 2012, p.2).

Physical education based activities are instructional tools teachers can use to improve mood, energy level, and student learning. Early evaluations of active environments have demonstrated positive changes in student classroom behavior, word recognition and reading fluency, math scores, time on task, and concentration levels (U.S. Department of Health and Human Services, 2010).

The researcher believes that: Using kinesthetic activities is an interactive learning model for effective learning that leads to increasing the learner's motivation for learning English, provide an active and practical way of using the language and therefore enhancing their language performance.

Physical activity is referred to as “movement of the body, in general, following no specific curriculum.” (Hall, 2007, p. 2)

Oral Language performance

The term linguistic performance was used by Noam Chomsky in 1960 to describe “the actual use of language in concrete situations”. Matthews, P. H. "performance." Oxford Reference. 30 Oct. 2014. It is used to describe both the production, sometimes called parole, as well as the comprehension of language. Reishaan, Abdul-Hussein Kadhim (2008). Performance describes the actual use of language.

Oral performance is the process of speaking fluently and in a greater accuracy. As Gersten and Baker (2000) have pointed out, students require more opportunities to talk when they participate in learner-centered activities.

According to Larson (2008), oral performance is the successful communication through the ability to speak clearly, freely and confidently.

“Oral Language is the child’s first, most important, and most frequently used structured medium of communication. It is the primary means through which each individual child will be enabled to structure, to evaluate, to describe and to control his/her experience. In addition, and most significantly, oral language is the primary mediator of culture, the way in which children locate themselves in the world, and define

themselves with it and within it” (Cregan, 1998, as cited in Archer, Cregan, McGough, Shiel, 2012).

Besides, the Oxford Pocket Dictionary of Current English (2009) defines oral language performance as the process of conveying information or expressing one`s thoughts and feelings in different spoken situations.

The researcher suggests that: it is the ability of the language learners to apply the second language for communicative purposes and perform in an acquired language through combining all its linguistic and pedagogical components.

Overview of the Remainder of the Thesis:

- Chapter Two: Reviews the literature and the related studies.

Chapter Three: Incorporates the methodology of the study. -

Chapter Four: Shows the study findings and discussion.-

- Chapter Five: Presents recommendations and suggestions for further research.

Chapter Two

Review of Literature and Related Studies

Chapter Two

Review of Literature and Related Studies

This chapter presents the review of literature and prior studies related to the use of some kinesthetic activities for second and foreign oral language performance. It identifies the major gaps in the literature and the issues of importance for future research. This literature review seeks to explore the impact of kinesthetic movement incorporated into lessons and instruction on student academic oral performance. The following main sections are tackled in this chapter:

- Oral Language performance.
- Kinesthetic activities.
- Kinesthetic activities and oral language performance.

2.1 Oral language performance

The main target of learning a language is to provide learners with the required ability to communicate so as to be able to comprehend each other's and consequently maintain their social relationships. With the notion in mind that language is not a goal, but a tool, it has been suggested that the chief purpose of a language learning should be to enhance the students' desire to use the language for communication.

Language is considered an essential mean of communication as it plays a vital role in the development of social interaction between people and each other. Students can express their ideas, feelings and gain understanding through oral communication which is regarded as one of

the most significant components of a language. Oral communication is a necessary and an essential task for effective functioning in the classroom. It is also regarded as a critical tool for children to use when expressing their ideas and a tool through which they ultimately gain knowledge about the world in which they live. It is fundamental for the processes of critical thinking, expressing opinions, and developing language proficiency. This can be attained when teachers allow their students to practise different conversations which enable them to interact in the language through decoding, encoding, processing information and responding to it.

Andryani (2012, p.2) defines oral performance as the process of producing successful communication with others, keeping in mind its accuracy, fluency, grammar, vocabulary, pronunciation, and comprehensibility. Oral language performance is the mean that allows the learner to express himself, ideas and opinions in a given situation in relation to phonology, semantics, and syntax (El- Basel, 2008).

2.1.1. Importance of oral language performance

The emphasis on improving language performance has always been at the forefront in education. Explaining the importance and the need to improve language performance level in the elementary years is the focus of this literature review.

Oral language performance is considered the core of the learners development of learning a language and the learners` progress and levels in learning a language can`t be practically illustrated without its accountability.

The most important reason for the development of oral language performance is enhancing the learners' willingness and efficiency to

convey their ideas fluently, accurately, intelligibly and confidently. They also need to exchange, gain information and effectively participate in society. To achieve this, they should have the opportunity to practise the language freely and effectively.

For many Egyptians communication apprehension is one of the most anxiety producing factors because of the lack of interaction in the classroom. The researcher here corroborated this, showing that the main source of anxiety in the foreign language classroom is oral communication. Individuals with "communicative apprehension" have difficulty not only in speaking but also comprehending messages from others. These difficulties prevent them from understanding others or being understood. The Communicative Language Teaching (CLT) approaches require that learners actively participate by sharing ideas, speaking freely, thus every speaker plays the role of listener and speaker (Tuan and Mai, 2015).

2.1.2. Oral Performance as Indicator of Achievement

In the second/foreign language context, learners' oral performance is considered the main indicator of achievement and proficiency. This is probably due to the real target and effect of communicative learning which is engaging learners in interaction and face to face using of the language. . Dörnyei (2005) states that the quality of how learners' cognitive, affective, and situational variables combine could predict their ultimate achievement and performance. Another major touchstone which can strongly affect language learners' oral performance is individual personality traits. Each learner's personality characteristics and preferences determine his/her reaction to the learning environment and their choice to take active participation in discussions or to remain silent.

(Ehrman, Leaver, & Oxford, 2003).

Numerous field studies stressed the importance of oral language performance to second language learning. In a field study conducted by Chuang (2009), he deduced that the learners' mastery of speaking the target language fluently is considered their end product of learning. It is fundamental to allow the learners to have free discussions to express their thoughts and their real life situations inside their classroom environment. According to Zughoul (2003), English in the Arab world is now related to the development in technology, trade, tourism, the Internet, science, commerce, politics, and so forth which have made English the most important language in various aspects of life, so the ability of using the language in all these fields has become fundamental.

Throughout the previously mentioned studies, it is clear for the researcher that oral language performance has a distinguished nature as it is the medium of expressing oneself, processing information and responding to it, contributes to the learners' development in language use and also strengthens their positive social relationships. Thus the learners need to develop their abilities and their using of the language through being aware of the importance of oral communication.

2.1.3. Factors affecting learners' oral language performance development

Foreign and/or second language teachers have always experienced different levels of language performance inside their classrooms; some language learners achieve high levels of language proficiency, whereas others are considered poor language users or underachieved. This issue

has drawn the attention of experts to investigate, discuss and focus on the factors that may affect foreign/second language attainment.

One of the major challenges that teachers encounter with English Language Learners (ELL) centers on oral language development. As teachers, we are aware that language acquisition starts in the stage of childhood and develops continuously throughout one's life via natural exposure to different daily situations. For ELLs, however, the lack of opportunities to practise a second language, underlines the need for teachers' attention to their oral language development. Oral language requires proficiency in multiple modes of language, such as speaking and listening skills including both, receptive and expressive abilities as well.

According to the previous studies and the researcher's experience in teaching English, the researcher believes that the most important factors that affect the learners 'oral performance development emerge from different sources such as decoding and encoding process, guidance, the content material and the learning environment.

2.1.3.1. Decoding and encoding processes

Meaning exchange is not only determined by the sender as the receiver is not a passive recipient of meaning. The meaning of the text is determined according to its producer (encoder) who encodes it in a specific way and the receiver or the reader (decoder) who decodes it differently according to his/her personal background. Thus in order to produce a meaningful meaning exchange, the receiver has to decode the message correctly. In other words, the message must deliver the intended reaction to the reader or the receiver so as to be correctly comprehended.

Meaning exchange is considered the main process which is responsible for conveying a message. However, many language learners are not able to express themselves orally in the target language because they may face some obstacles that can hinder their oral language use and consequently their oral language performance.

Mwamba (2005) conducted a study in Kenya on students in secondary schools. He found out that many of the participants were shy and did not prefer engaging in activities or participating in oral discussions in class because of their inability to use the language to express themselves properly in spoken English. The same observation was noted by Richards who found that learners who have low linguistic competence often speak slowly, take too long to produce utterances, do not participate actively in conversation, their spoken English language do not seem natural, have poor grammar and pronunciation.

According to the authors, there are several factors that influence learning of speaking skills; for instance use of the mother tongue outside and inside classroom environment, negative attitude towards learning English, use of the mother tongue by teachers to explain difficult concepts, use of teacher-centered methodology and passiveness of learners in classroom. These factors affect productive speaking skills lessons.

Al-Hosni (2014) identifies factors causing speaking difficulties as:

- Fearing of criticism
- Shy Students have no motivation to express themselves.
- Some learners' nature of dominating speech and depriving or affecting others' opportunities of speaking.

- The tendency of using the mother tongue. (Hosni, 2014: 123).

In order to overcome this problem, teachers have to be aware of the factors that affect their students' speaking performance.

These factors are related to performance conditions (time pressure, planning, and standard of performance and amount of support), affective factors (such as motivation, confidence, and anxiety), listening ability and feedback during speaking activities (Tuan & Mai, 2015).

2.1.3.1.1. Performance conditions

Surrounding conditions among students affect their speaking performance. According to Nation & Newton (2009), there are four types of performance conditions which can affect the students' speaking performance. These types include time pressure planning, the criteria of performance and degree of support.

2.1.3.1.2. Affective factors

The affective side of the learner could be one of the most important factors that determine the success or the failure of language learning (Oxford, 1990). Anxiety is one of the affective factors that definitely hinders the learning process. The feeling of worrying about being "wrong, stupid, or incomprehensible" (Brown, 2001, p. 269) definitely affects the learners' speaking performance. Most of EFL learners are perplexed in the class on asking them to speak in class without any preparation (Liu, 2006). Shumin (2002) clarifies learners' too much stress will definitely make them tongue tied or unable to find words to express their ideas which completely affects their achievement in foreign language classroom (Zhang & Jia, 2006).

Numerous studies have investigated the effectiveness of affective variables in second language acquisition through examining the three categories: motivation, self-confidence, and anxiety. Gudu(2015) emphasises the importance of motivating the learners so as to feel more confident and relaxed. Al-Hosni (2014) observes that anxiety and unwillingness to learn by learners in speaking skills lessons are the two main obstacles for learning English. These are caused when learners have fear of being negatively criticized in making mistakes in front of their friends. In addition, those learners with low proficiency and rate self as ‘poor’ become more anxious and are not willing to communicate (Ibid).

2.1.3.1.3. Listening ability

To make a successful conversation, students need to understand the speech they receive from each other by means of a listening process which means that each speaker is a listener at the same time, so being unable to respond depends on listening as well as speaking. Bozorgian (2012) demonstrated in his study about the relationship between listening skill and the other language skills that there is a strong effect of the listening comprehension on the language proficiency. That is, the more listening score was higher, the more speaking score was high too.

2.1.3.1.4. Topical knowledge

Topical knowledge is the information which the speaker has about a specific topic which enables him to use the language in a practical way related to the world around him. (Bachman & Palmer 1996; Tuan & Mai, 2015) state that the speakers` relevant topical knowledge can make

certain test tasks easier for them than those who do not possess this knowledge.

2.1.3.1.4.1. Feedback during speaking activities

It is essential for teachers to provide their students with feedback on their performance. However, when the teacher tends to correct each mistake done by the learner without paying attention to the kind of the mistake, the level of the students or the activities they do, the purpose of the speaking activity will be lost. (Baker & Westrup, 2003) believe that the teachers should encourage and motivate their students to have feedback on their speaking activities and to achieve that, they have to be careful of not giving continuous correction on each mistake so as not to lose the students` enthusiasm and willingness to participate in speaking the language.

2.1.3.2. Guidance

The teacher is regarded as the main guide for the learners in the occurrence of the learning process. He is also an effective source of conveying the meaning of a message. Nevertheless, he may have some obstacles that affect his oral performance and consequently affect his learners. According to Fitt (2001) most of EFL teachers suffer from difficulties that affect their oral performance such as limited vocabulary, inability to make spontaneous conversation which contains grammatical sentences, unfamiliarity with sound combinations, lexis, morphology or syntax, and lack of experience in focusing a specific topic. Consequently, this insufficiency is reflected on the learners` oral performance as well.

2.1.3.3. Content material

The content is considered one of the main sources of the learning process which can direct the learners positively or negatively to the learning process according to the existence of some factors which Yagang(1997) indicates that they are related to content and can affect the speakers` oral performance such as unfamiliarity of the topic, difficult vocabulary, inability of comprehending colloquial words, expressions and the syntactic complexity. The curriculum does not allow the students to have enough time and chances to use language in context due to the large number of students in the class, students` low proficiency and culturally related factors (Al-Hosni 2014; Alharbi, 2015). Consequently, it obliges the teachers to depend on using the traditional way of teaching which enables them to explain the curriculum in the determined time. (Lumala, 2007; Ngagi *et al*, 2014). According to many researchers, the reasons for poor oral language performance could emanate from lack of emphasis on speaking skills in the curriculum since it is not examined in national examinations, teachers` own limited English proficiency, class conditions that do not favor oral activities and limited opportunities outside class for practicing using English language. (Mwamba, 2005; K. I. E, 2002; Alharbi, 2015).

Talley and Hui-ling (2014) observe that curriculum for teaching speaking skill should endeavor to expose learners to authentic, practical settings for speaking English and encourage active learning atmosphere in the class. The researchers argue that English speaking curriculum should take cognizance of international and local cultures which should coexist mutually. In addition, Ngagi *et al* (2014) recommend that a curriculum should be designed in a manner that introduces suitable

classroom activities for learners in order to enhance the learning outcomes.

2.1.3.4. Learning environment

The learning environment is considered an essential factor that influences the learning process and consequently the oral performance development. The main function of the learning environment is to support the learner in the comprehension process whether during reading, writing, observing teachers, drawing or doing instructions. Taylor (2009) regarded the physical environment of the classroom as the power that uses different ways to enhance and develop the learning process and considered it as the silent curriculum. Classroom furniture should be designed flexibly to allow movement, as exercise and movement help in improving learning and create a balance between both the brain and the body (Blaydes, 2010). The learning environment has to be multisensory environments which include an enlightening design and decoration that allow flexibility and interaction.

According to Hemmingsson & Borrell (2001) and Ivory(2011) it is important to comprehend the relationship between the learners and the learning environment so as to develop the learners' academic performance. Therefore, having a conducive learning environment that affords good ventilation, pleasant design, allows freedom of movement and increased opportunities of motion for students on learning would affect the learners' engagement, support them to practice the language and interact with each other and consequently enhance their oral performance.

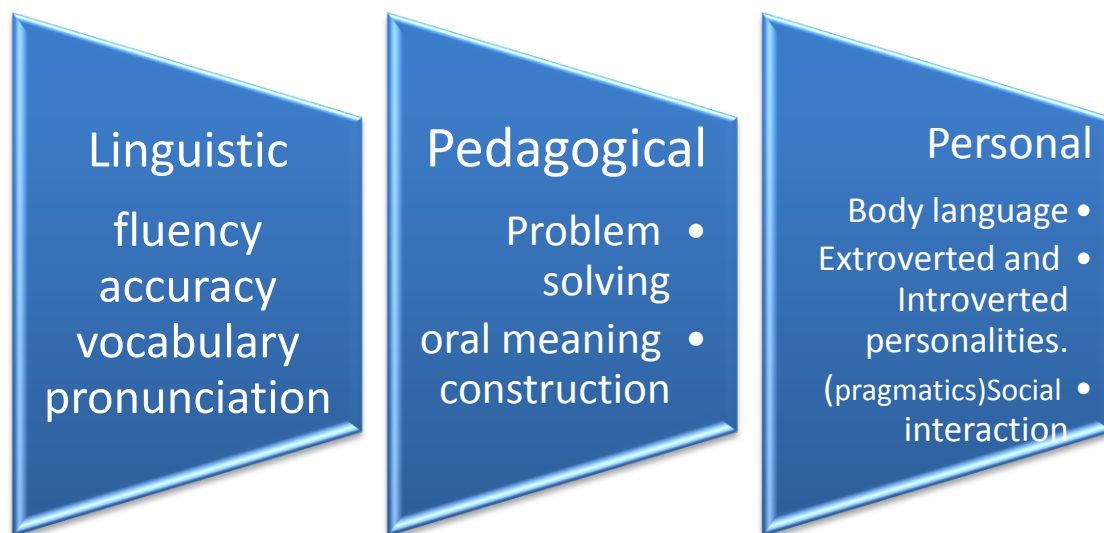
Krashen (1987) identifies two stages with regard to second language performance: acquired language and learned language. The former indicates a state in which a learner focuses on social communication skills, while the latter represents language production informal forms. He further explains that language acquisition requires comprehensible input. Students select what they want to hear and then construct meaning from the messages (Krashen, 1987).

The EFL researchers' experience in working with variety of students attracted their attention to the necessity of rethinking of their approach in relation to constructivists' notion about oral performance, one that was informed by the growing understanding of language, and the perspectives of Snow, et al 2007. Through their experience, they have come to the conclusion that oral language has much to offer in terms of literacy and learning especially to teachers and students in primary schools.

2.1.4. Components of oral performance

In spite of the continuous amendment of the Curriculum to include an effective practice to enhance the level of oral language, the actual application of practice of oral use of the language has been widely proved challenging and “*there is evidence that some teachers may have struggled to implement this component because the underlying framework was unclear to them*” (NCCA, 2012, pg. 10). The ability to communicate in a foreign language involves several components that the language learners need to acquire in order to communicate effectively. For this reason, Janudom and Wasanasomsithi (2004) assert that “Communicative competence must include not only the linguistic form of a language but also knowledge of when, how and to whom it is appropriate to use this

form”. According to that and to afford a structured approach for teachers, a proposed model for effective oral language instruction is designed. It aims at integrating oral language components through activities that encourage authentic communication. Thus the researcher`s suggested a diagram for the oral performance components as follows:



2.1.4.1.Linguistic components

Human interaction is the basis of communication and all the aspects of the interactive process such as grammar, vocabulary, pronunciation, pragmatics, and discourse should work together to achieve successful oral communication in a foreign language.

2.1.4.1.1.Aspects of the linguistic components:

2.1.4.1.1.1.Fluency

Fluency is the ability to speak the language easily, smoothly and automatically. Nunan (2003) defines it as the fast and smoothly way which enables students to produce and generate speech in the target language. It is the result of contextual oral communication practice, not mere using and memorizing isolated words. It combines speaking and

responding fluently for an appropriate length of time, producing essential competencies which are required for everyday life communication.

Segalowitz (2010) suggested that there are three aspects of fluency which are: Cognitive, utterance and perceived. Cognitive fluency is a term which is related to the speed and manner of the underlying mechanics of speech production; perceived fluency refers to the particular reaction from listeners about the cognitive fluency of the speakers and utterance fluency means the measurable aspects of speech fluency which reflect the cognitive fluency and underlying speech production. fluency has for a long time been considered a major component of communicative language ability (Bachman, 1990; Fulcher, 2003). In spite of the inevitable requirement of L2 fluency and pronunciation and realizing their importance as main components of learning a language, teachers and instructors are often neglecting them inside the classrooms. The reason for this neglect could be due to teachers' inability to choose suitable strategies and techniques that aim at their students' oral performance development. (Foote, Holtby, & Derwing, 2011; Rossiter, Derwing, Manimtim, & Thomson, 2010). Moreover, teachers' tendency to depend on commercial materials causes insufficiency in developing these aspects of oral proficiency (Diepenbroek & Derwing, 2013.)

Goh (2007) suggests a four-stage model of extending fluency tasks to focus on accuracy: (1) pre-speaking support: learners are provided with vocabulary and knowledge before speaking; (2) meaning-oriented speaking activity: learners' fluency is mainly developed; (3) language-focused activity: learners raise their awareness of the accurate use of the language; and (4) further practice: by means of task repetition, learners can develop a fluent and an accurate speech.

This four-stage model is valuable to enhance learners' oral English competence. To begin with, through the support of language and knowledge prior to speaking, learners reduce their cognitive load and ease their anxiety. Furthermore, conducting the meaning-oriented activity first helps learners to focus on expressing their ideas efficiently so as to develop their speaking fluency. What's more, the language-focused activity is essential for learners to improve their speaking accuracy. Moreover, the further practice helps learners gradually to achieve a fluent and accurate speech by repeating the same task.

Gorsuch(2011) focused on five characteristics of fluency: Grammatically intact pause groups, pause groups that eliminate phrase or clause boundaries, pause groups with self-repairs containing two or more utterances, one or two - word fillers without semantic meaning; and rate of speech.

Limitations of classroom activities and opportunities that allow developing oral fluency drive the urgent need to emphasis on fluency as well as comprehensibility and that can be through making use of the studies of immersion, study abroad and language instruction that included planning, task repetition, and language instruction.

2.1.4.1.1.2. Accuracy

One of the problems that the Egyptian English learners are facing is their weakness in producing accurate and complex speech. Egyptian teachers and learners often focus on learning grammatical rules and new vocabulary in isolated sentences but they do not know how to use them to express different meanings with accurate or few grammatical mistakes.

Accuracy refers to the mastery of phonology elements, grammar and discourse. It also refers to the linguistic competence that deals with the correction of the utterances to get a correct communication. According Thornbury (2005), speaking English accurately means producing correct pronunciation and expressing ideas through a variety of sentences with no or few grammatical mistakes.

English learners need to be trained not only on having the knowledge of vocabulary and grammar rules, but they should also be aware of how these new vocabulary and structure are segmented into various sounds and situations. In other words having the ability to apply grammar rules accurately in the speech to produce smooth, accurate and unhesitant utterances.

2.1.4.1.1.3. Vocabulary

Vocabulary can be considered the base and the first step of learning any language. Simply it refers to understanding meanings and acquiring the words that engage learners in dialogues or expressing ideas and opinions. Luoma (2004: 16) defines it as: "being able to express oneself precisely and providing evidence of the richness of one's lexicon". In spite of its importance in learning a language, the traditional ways of teaching vocabulary hinder the development of English learners (Yip&K wan, 2006). Besides it is an essential component of oral language (Beck, McKeown, and Kucan 2013; Ouellette 2006). Vocabulary

Vocabulary knowledge has different levels. These levels begin with understanding simple words and develop in higher levels that include a flexible and an accurate use of the words in different ways of communication. (Beck, McKeown, and Kucan 2013).

It's essential to reinforce vocabulary knowledge to all different levels and ages of language learners. EFL learners also have to continuously develop their vocabulary knowledge as it is considered a fundamental tool for a meaningful communication.

2.1.4.1.1.4. Pronunciation

Pronunciation is one of the most important language aspects that learners need to master to be able to use the language appropriately and fluently. It is believed that pronunciation plays a vital role in intelligibility (Goh, 2007).

Different ways of pronunciation surely affect significantly on the delivery of the intended message. It is “the production and perception of the significant sounds of a particular language in order to achieve meaning in context of language use. This comprises the production and perception of segmental sounds of stressed and unstressed syllables and of the speech melody or intonation” (Carter & Nunan, 2004:56). If listeners do not receive correct pronunciation, they will not be able to correctly understand the intended meaning which another person says and this will make the communication process more difficult. Therefore, pronunciation has a central role in both academic and social fields in the way that students can be able to participate and integrate successfully in their community.

In other words incorrect pronouncing of a language results automatically to a cutting off the conversation process. However, most English teachers do not exert enough effort to improve pronunciation in an obvious way.

Throughout the researcher`s experiment in Integrating Pronunciation into classroom activities, it was obvious that processing pronunciation topics regularly during the feedback of the language lessons helps to draw the learners' attention to its importance and lead to more positive attitudes towards improving pronunciation and useful experiences in learning. It was also apparent that pronunciation exercises should be both accessible and enjoyable for students, whatever their level is.

2.1.4.2. Aspects of the pedagogical components

The term pedagogy is used to describe theories and methods of teaching. Oral language performance has been connected to the personality characteristics. Numerous studies have investigated the relationship between personality kinds and learners' oral performance in the target language.

Utilizing different techniques of teaching, practice of appropriate strategies, considering individual differences and engaging the learners into social interaction between each other and between their teachers may be regarded as the main target of the pedagogical components. In other words, pedagogical components of oral language performance is a way of creating suitable opportunities and techniques that allow learners to communicate with each other through doing projects and engaging in team work activities. Pedagogical components include a variety of areas such as problem - solving and oral meaning constructions.

2.1.4.2.1. Problem solving

Problem-solving is a rich learning environment that drives the learners to learn through solving real situations' problems. It means that the learners are engaged in problems, construct their own theories and solutions and reflect on those problems through forming their own ideas

and information. Therefore learners learn through solving real – world problems by series of procedures done during working in groups. The learners should be engaged in different tasks and be aware of the importance of pair and group work. Constructivism theory requires that the teachers have to create a motivating, problem solving and collaborative environment that allows the students to construct their knowledge, reflect on the problem- solving processes and challenge to develop it.

Problem - solving task is regarded as one of the most important techniques that ensures the learners' use of the language through interacting with others to find and discuss solutions. Learners also develop critical learning skills when they learn to negotiate meanings with others to express opinions or suggestions, thus engaging in problem solving activities ensures developing the learners' competence as well as performance.

Problem – solving activities guarantee the students` usage of the target language and consequently improve their communicative skills. They are trained to negotiate meanings and ideas, interact with others and develop critical thinking skills and this will be easy to be achieved in kinesthetic activities as the students communicate with each other while checking the problem and investigating possible solutions for it.

2.1.4.2.2. Oral Meaning Construction

Oral meaning construction is one of the most important targets of the pedagogical components of the oral language performance. The main target of developing the learners' oral performance should not only include developing linguistic aspects such as fluency, accuracy, vocabulary, and pronunciation but it should also extend to include

developing the learners' ability to form and construct meaning in different contexts, that is to be able to create and form the meaning in his way and convey it in a correct manner. This development depends on the teachers' main role in teaching which is being a facilitator to the learning process and a creator of activities and tasks that help the learners to comprehend, exchange and construct meaning.

2.1.4.3. Aspects of personal components:

Today`s learners need to develop their communication in a fluent and an accurate way. In order to achieve this target, teachers have to use new interesting and appropriate techniques that help in engaging their learners in tasks that require group or pair works, encourage effective discussions and provide opportunities for free oral creativity in their paired or group language use which help in improving the learners' oral language performance.

Personal characteristics affect significantly on learners' oral performance level. Many researchers have investigated widely the correlation between the personality affected by anxiety factors and the learners' second language learning achievement (Oya, Manalo & Greenwood, 2004; Dörnyei, 2005; Ellis, 2008).Fields of personal components include body language, extroverted / introverted personalities and pragmatics

2.1.4.3.1. Body language

Gesture and body language can remarkably contribute in communication and can harness it in a number of ways:

(1) Gesture and body language reflect the speakers' thoughts, and consequently can be as a medium onto cognition.

(2) Gesture and body language can affect the speakers' thoughts, so encouraging using gesture and body language can affect the way learners think about a problem.

(3) Gesture and body language build blocks that can be used to construct a language. Observing the way which the learners put those blocks together, we can observe the process of language creation first hand. and thus providing researchers and learners with a permanent tool for understanding how we talk and think.

2.1.4.3.2. Personality and extroversion introversion personalities

A number of studies also postulated that personality and extroversion introversion personalities influence the learners 'oral language performance. For example, Brown (2007) states that the factors correlated to personality as anxiety, self-esteem, risk-taking, extroversion and other personality factors are considered some of the affective factors components that affect the acquisition of learning a foreign language.

Extroverts were found to be more desirable to use the language for oral communication and can perform well in oral language use as they are characterized by being actively social, whereas extroverts tend to be conservative and do not prefer social activities so they were found to be uneager to use the language for oral communication and unwilling for oral practice of the foreign language.

Gan (2008) conducted a study to investigate the effect of extroversion on language learning. The participants were secondary

school students using “40 video-taped performances of Form 4 (Grade 10) who undertook a practice School-Based Assessment (SBA) group interaction task”, the researcher found out through analyzing the relationship between degree of extroversion and assessment scores in a dialogue between two participants, one introvert, and one extrovert that the extrovert generally showed higher levels of participation in the allocated assessment tasks and proved uniqueness in the accuracy and the fluency levels compared to the introvert who revealed considerable forms of hesitation and lower levels of active participation.

2.1.4.3.3. Pragmatics

Pragmatics means comprehending the social rules of communication (Snow and Uccelli 2009). Thus it deals with the way of talking for a specific purpose (e.g., persuading someone versus appeasing someone), ways of communication with different people (e.g., a family member versus an employer), and the content of speech used in a conversation (e.g., engaging in a casual conversation versus delivering a public speech). These usually include the social rules of communication that are not existent in different content areas or even text genres. Pragmatics is related to comprehension as constructing meaning from text relies greatly upon getting the right information about the norms and conventions to communicate, understand feelings, reactions, and dilemmas among people, thus the learner has to interact effectively with the social world of the text for effective comprehension. We want our students to be able to meet their social needs which are important for the aim of communication. They need to be able to communicate their needs, feelings and thoughts.

2.1.5. Tips for developing oral language performance

Developing oral language performance requires applying the following:

2.1.5.1 Increasing Oral Communication in the Classroom

Achieving effective oral communication can be accomplished by having the ability to practice the language in different situations and being able to interact successfully in a conversation. In order to achieve this target Sari (2011: 2) advises teachers to be talk facilitators at all learning levels. Learners need to learn suitable and sufficient amount of vocabulary and expressions that enable them to practice the language. This cannot be achieved without the teacher`s basic role to involve the learners in classroom interaction and discussion.

2.1.5.2. Tips to evoke oral language interaction

Evoking oral language interaction requires providing the learners with continuous opportunities to use the language for oral communication to talk and respond about topics which are familiar to them. According to Donato and Brooks (2004:54), it is necessary for the students to have variety of turns to talk and opportunities to express themselves on trying to produce extended discourse which is a marker of an advanced level. Teachers have to be skillful conductors who provide their students with the chances to participate in interaction. Glisan and Donato (2004: 474) affirm the necessity for students to reach the advanced level of proficiency by affording suitable opportunities for learners to interact and engage in meaningful and pertinent discursive interactions, to provide them with multiple turns in talking, and to develop strategies for self-expression.

2.1.5.3. Stimulate interactions and to foster ownership

Stimulating interactions requires from the teachers to:

- 1- Encourage their students' work, use English most of the time during the class and entuses the students to do so.
- 2- Co- operate with the students to develop scenarios for short role plays, simulation and hot seating or other communication activities linked to each theme.
- 3- Discuss criteria and characteristics of an ideal spontaneous interaction: a good language user, who questions, responds, reacts, suggests, adds, sustains or embellishes.
- 4- Provide basis of standards, rating scales criteria and tools such as those included in this research to be as a guideline for the teachers to conduct oral communication classes. They focus on involving students in their learning and be aware of the standards they are going to be evaluated according.

2.1.6. Assessment of EFL learners' oral performance

Assessing oral language performance has become an essential issue in language testing due to the well-known importance of English language all over the world in all fields and teachers are usually required to evaluate their learners' levels during and after applying a certain course. It is important to be aware of the main target of assessing the learners' levels which is to give them self-confidence that their learning process and their comprehending is going well or to draw their attention that they need more training. It is necessary to use different forms of oral performance tests and authentic assessment to test students' ability to use

the language for communication through providing them with opportunities to practise talking, exchanging information, performing and expressing opinions in authentic, practical real-life situations and interactive environment throughout activities such as retelling stories, role plays, games and summarizing tasks . (Bachman & Palmer, 2010).

One of the ways assessing learners' oral performance was used by Albali (2006). In his experiment, Albali made up a 23kind of reciprocal tasks which included oral speaking situations for learners that allow them to interact orally so as to assess their verbal production with regard to the interactive behavior. The reciprocal tasks utilized by Albali were an information – gap task which required from learners to exchange information with each other and an opinion - gap task which was used to allow the learners to express and share their opinions. Albali assessed the participants' interactive behavior through utilizing the following procedures:

- 1- Conversation initiation.
- 2- Topic initiation.
- 3- Meaning negotiation.
- 4- Restatement and response sequences.

Speech production was measured by using the following criteria: length of utterance – filled pauses and self-corrected utterances.

Story retelling task is also another effective way of assessing oral language performance. In this task, learners are provided with opportunities to practise speaking and language use through listening to a story or a topic and then are asked to retell in their own way the story incidents.

Oral interviews are also regarded as an effective and practical way of learners' oral performance assessment in terms of fluency, accuracy, complexity, and pronunciation. Manalo and Greenwood (2004) measured fluency in terms of speech rate and phonetics devices. These criteria were considered as linguistic variables of the target language although they may vary according to the target of the study.

2.2. Defining Kinesthetic Movement in Academic Contexts

One of the most famous beliefs in learning is the basic role of engaging learners in the learning process as the process of giving information through lecturing will definitely by passing of time be forgotten as a nature of the human mind, whereas Involving learners in their learning process and education has become an essential tool to achieve academic and social development.

Physical activity is referred to as “movement of the body, in general, following no specific curriculum.” (Hall, 2007, p. 2) This paper will present the importance of kinesthetic movement for students as learners as well as ways educators can integrate kinesthetic movement into academic lessons. “Throughout history, educational philosophers from Aristotle through Dewey, Whitehead, and Montessori have all encouraged the use of movement to promote learning” (Skoning, 2008, p. 3). Kinesthetic teaching is defined as “the use of creative movement in the classroom to teach across the curriculum” (Griss, 2013, p. 1; Metzler, 2016). Allowing the students to get out of their seats, engaging them physically in the learning process, increasing oxygen in their minds and consequently achieving emotional and cognitive responses to the learning

process. Another author defined kinesthetic learners as “individuals that learn best with an active “hands-on” approach. These learners prefer interaction with the physical world. Kinesthetic learners usually cannot bear sticking on their seats most of the time and consequently their concentration (Gilakjani, 2012, p.2).

2.2.1. Rationale for utilizing kinesthetic activities in EFL classroom

Most high school graduates all over the world do not usually have the fluency that enables them to properly use and communicate in English language (Alonzo, 2014; Sarwar, *et al.*, 2014; Alharbi, 2015). Even the superior students who get high scores in written examinations do not have the ability to make conversations, express ideas or communicate orally with their peers in English. (Sarwar *et al.*, 2014). Alharbi (2015) in Saudi Arabia agrees to the same opinion as he noticed that learners' oral skills are remarkably low due to lack of opportunities that provide learners with authentic language learning situations inside and outside the classroom. The suggested kinesthetic activities in this study include activities that allow the presence of these required authentic learning situation such as role playing, sports, action songs, acting and miming as an attractive and practical way of using the language and consequently overcoming the problem of low oral language performance.

Movement plays a vital role in the learning process. In their informative book, Ratey and Hagerman (2008), Boone (2016) said, “In addition to priming our state of mind, exercise influences learning directly, at the cellular level, improving the brain’s potential to log in and process new information” (p. 35). According to Bright (2008), kinesthetic

activities engage the students in high mental tasks that need them to process and analyze information.

According to Metzler (2016) integrating kinesthetic movement and tactile experiences into daily academic lessons can be achieved through using peer interactions as a preferred learning style. Peers can be heterogeneously or homogeneously grouped to contribute in producing significant speech, situations, discussions or even Kagan style teaching structures (Ediger, 2013). Some Kagan style teaching activities that include kinesthetic movement include “Hand-Up, Pair-Up”; an activity that promotes meaningful discussions and interactions between heterogeneous pairs of students. Students have to stand up, move inside the classroom till they meet another peer who does not sit near them. Then students need to “high-five” their peer, look them in the eyes and say “Hello, my name is ...” Each student is then given one minute to verbally respond to a question or prompt. At the end of both peer responses, they are required to thank each other for sharing before going back to their seat. This activity promotes manners, social skills and intentional conversation in addition to walking around the classroom. Thus, the body has the opportunity to raise the heart rate and blood flow to the brain. In addition, small groups might be established with members interacting to clarify ideas. In addition to the benefits attained from social interaction, these small group interactions can teach students self-control and how to make motor activities inside their classrooms in a respectful, meaningful and organized way.

2.2.1.1 Kinesthetic activities and Retrieved Cues

It is well known that information is stored in working memory then is transferred to long term memory, and after that it can be retrieved when it is needed. However, it is not guaranteed to simply retrieve this information at any needed time due to the presence of some factors that affect the retrieval process that can affect our ability to remember information when we need it.

One process that can improve the likelihood of remembering previously learned knowledge are retrieval cues. Retrieval cues are any stimulus or words that help us remember stored memories (Goldstein, 2011). These cues can be just about any sort of stimulus, from familiar sounds, to sights, to smells. These cues can be surprisingly powerful and can help us remember events we may not have thought of for years, such as returning to a childhood home and recalling many events from time spent there.

Other kinesthetic lesson structures include gallery walks and board-game templates or tic-tac-toe outlines. Gallery walks allow students to walk around the classroom or a specific area with the purpose of observing and examining work completed by others. With gallery walks, note-taking can be completed allowing for rich discussion following each station visited within the gallery walk. Board-game templates or Tic-Tac-Toe outlines allow for a fun, motivating and educationally beneficial way of reinforcing concepts or important skills. These activities are often most beneficial when the use of colors, pictures, diagrams and other eye-catching images are incorporated (Honigsfeld & Dunn, 2009; Boone 2016). These images allow the students to connect a skill, term,

movement or concept to a color, image or picture in addition to allowing tactile learning to occur.

2.2.2. Kinesthetic activities as active learning components

Active learning is simply regarded as the process of engaging students in thinking and doing based on spontaneous as well as planned way in which students investigate and explore experiences. Active learning strategies are effective techniques that provide students with opportunities for optimal learning and growth regardless of the class size and discipline (Yazedjian & Kolkhorst, 2007). It is the process in which students are engaged in the learning rather than listening to the teacher lecture. This can be accomplished through many different formats, some of which are physical movement, group work requiring socialization, collaboration, music and art. Active learning strategies enable learners to work cooperatively in an active and a motivational environment (Ahmad, & Mahmood, 2010).

Prince (2004) defines active learning as the process of engaging students in higher order thinking and problem-solving activities where activity and engagement are the core elements. Activity and engagement can be of a physical nature, consist of group work, and/or be technology driven. The learning is more student- centered than teacher centered and is more active than passive (Ahmad, 2010; Martlew et al., 2010; Michael, 2006; Prince, 2004). This is in contrast to the lecture style of teaching, in which students sit passively and listen to the teacher. Activity can be incorporated into the lectures, e.g., doing an activity during a pause in the lecture, having students compare notes, or getting out of their seats and doing a movement exercise that aligns with the lecture. This concept may

help with students' attention spans and help them "start fresh" (Prince, 2004, p. 225).

According to Michael (2006), "active learning does not just happen;" the teacher must also become a learner in order to implement the strategies effectively (p. 164). Active learning is teaching that "actively involves the student in the learning process, that focus on problem solving as well as memorization, and that lead to more long-lasting, meaningful learning" (Michael, 2006, p. 159). Michael emphasized the importance of teacher development in helping teachers become familiar with these new approaches in order for them to gain the experience for implementation.

Fink's Model of Active Learning identifies two principle components: experience and dialogue. According to the author, all learning activities involve some kind of experience or some kind of dialogue. Experiences involve either "doing" or "observing." "Doing" experiences are activities where the learner is actually performing the activity that one wants them to learn. "Observing" experiences transpire when learners listen to or watch someone else demonstrate an activity related to what they are learning. Both types of experiences are considered to be valuable to learning and can be further differentiated into direct and indirect engagement. Direct "doing" involves engagement in action in a real life situation.

Flint (2010) showed how active learning works in a cooperative setting using buddies for learning reading. This study served to investigate sixth primary grade students to develop their language performance through cooperative activities and how movement is important in the learning process.

On the one hand, researchers have found positive relationships between LLS use and student academic performance (Andreou, Andreou, & Vlachos, 2004; Bremner, 1999). For example, Griffiths, (2003) and Yang (2007) found high achievers use a range of LLS, whereas underachieving counterparts rarely use LLS. Whereas Ebsworth, Tang, Razavi, and Aiello (2014) found relationships between LLS use and high language proficiency, Fahim and Noormohammadi(2014) and Hong-Nam and Leavell (2006) found high-strategy users outperform low-strategy users in academic success.

The theories related to using active learning strategies to improve language performance are also discussed. Justification is distinguished from future research needs of other studies. Using active learning methodologies is an essential key to provide the students with a deeper understanding of the involved situations as well as increasing their motivation and enthusiasm towards learning.

The researcher suggests combining movement with learning and giving more interest on kinesthetic learning. It is well known that our bodies' nature cannot bear sitting for a long time, so students' obligation to sit in their desks causes them restless and decreased levels of concentration, though the human body can be used as a means for learning by enlivening the text through a variety of movements.

The researcher did not discredit traditional forms of teaching, but rather suggested that the incorporation of new ideas with traditional practices will result in more effective forms of teacher-student

interactions, thus principles of good teaching based on educational research, including the use of active forms of learning, to be incorporated into course design in order to promote quality teaching that in essence will result in significant learning.

Applying the literature gives relevance to the study. Most of the literature indicates that active learning works in many contexts, but few studies apply active learning in the early years to teach literacy skills. This study served to investigate how movement is important in the learning process.

Therefore, it is the researcher's target in this study to embrace the most effective instructional strategies that will positively enhance every student`s language performance.

2.2.2.1 Gardner`s kinesthetic intelligence

[Professor Gardner \(2006\)](#) who is regarded as one of the most distinguished giants in human competence field in Harvard University, has indicated substitutional ways of learning and acquiring knowledge known as multiple intelligences (MI). He defined such intelligences as “The ability to solve problems that one encounters in real life; the ability to generate new problems to solve and the ability to make something or offer a service that is valued within one`s culture” ([Christensen, 2011: pp. 25-26](#)).

“We know that there is a convergence of scholarly opinion that understanding can come more easily and with greater enthusiasm, when an educational approach is well aligned with one`s stronger intelligences” ([Christensen, 2011: p. 27](#)).

Not only are students diverse in their cultures but also in their abilities to learn due to the different intelligences of each student (Gardner, 1993, 2011). He cited eight types of intelligence: linguistic, logical, spatial, kinesthetic, musical, inter-personal, intrapersonal, and naturalist. Since traditional teaching methods put emphasis on logical and linguistic types of intelligence, the possible benefits of adding methods that emphasize kinesthetic intelligence are lacking. Including movement brings words to life rather than leaving them to "lie dead there on the page" (Armstrong, 2003, p. 21).

The traditional way of teaching a classroom with a teacher explaining lessons and students are negatively reacting or engaged and their main tasks are restricted to mere listening and taking notes, has been the norm for centuries. This study endeavors to investigate that the kinesthetic learning strategies(KLA) approach can be a practical alternative. KLA and Bodily Kinesthetic Intelligence are known as learning styles where kids learn best from full-body learning activities. They are active learners. They "prefer to manipulate objects, do physical experiments, and learn by trying," ([Mindtools, n.d.](#)).

2.2.2.2. Bodily-Kinesthetic Intelligence

People who learn best through bodily activities are characterized by their remarkable desire of doing by action using their hands in a skillful way, mastery in using the whole body movement in a coordinated way and prefer controlling the motions of their body. Mckenzie (2009) explains that kinesthetic intelligence enables us to learn through engaging in situations that allow interaction with the surrounding environment. He

also adds that it enhances gaining knowledge and comprehension through engaging in concrete experience.

2.2.2.2.1. Kinesthetic Learning and Bodily Kinesthetic Intelligence

Kinesthetic intelligence is related to the physical movement and the process of the body's knowledge and comprehending through physical experience. This process of learning is not isolated from the brain but it is definitely connected to the brain's motor cortex, which controls bodily motion. Body/kinesthetic intelligence is awakened through physical movement such as in various sports, dance, and physical exercises as well as by the expression of oneself through the body, such as inventing, drama, body language, and creative/interpretive dance. Thus Learning Styles and Kinesthetic learning activities can be really a lot of fun!

2.2.2.2.2. Vygotsky's Zone of Proximal Development

The zone of proximal development is defined as “the distance between the actual developmental levels as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers” (Vygotsky, 1978, p. 86). It is the process of knowing at what point the students are developmentally and in what areas they will mature. Teachers need to know the abilities of their students in order to be effective. Shabani et al. (2010) and Karimi&Shafiee (2014) reported Vygotsky's proximal development theory to be one in which students learn through close proximity and socialization. Further, Shabani et al. reported that students learn best through collaborating with one another and that the lower level students learn from the higher level students.

“They learn and internalize new concepts, psychological tools, and skills” (p. 4).

Flint (2010) studied first grade students in a buddy reading program using this same framework of social interaction and collaboration. Flint’s Study found that the students learn best when working with each other. Social interaction and collaboration provide a meaningful experience when learning to read with a partner.

2.2.2.2.3. Vygotsky’s Social Constructivism and kinesthetic activities

Social constructivism is the process in which the learners Collaboratively construct their own understanding by responding to others’ viewpoints and gain knowledge based on past experiences (Garcia, Pearson, Taylor, Bauer, & Stahl, 2011; Rice, 2016). Socialization and discussion fosters learning and allows the students to problem solve through their interactions with each other. Social constructivism permits social interaction and sharing meanings and ideas among the students and each other’s which results in developing cognitive processes due to students’ engagement in the whole learning process.

2.2.3. Kinesthetic activities and language learning

Howard Gardner (1999) stated, “I believe in action and activity. The brain learns best and retains most when the organism is actively involved in exploring physical sites and materials and asking questions to which it actually craves answers. Merely passive experiences tend to attenuate and have little lasting impact”(p.82).

It is well known that motor activities such as running, jumping, doing sports and acting are the most favourite and attractive activities for learners specially the young learners as their natural characteristics are based on their desire and enthusiasm for moving and doing actions.

Using physical activity in the classroom also activates “neural pathways,” which increases “attention and cognition” (Kahan, 2008, p. 30). The purpose of Kahan’s (2008) report was “to make general recommendations” toward “increasing physical activity throughout the school day through recess, physical activities, and active classrooms” (p. 26). Kahan stated that students do not get enough physical activity during the day, which is leading to increased levels of childhood obesity, and that classroom teachers can help increase physical activity through integrating movement into their lessons.

There are many ways one can incorporate physical activity into the school schedule. For instance, a classroom-based physical activities program that depends on using daily motor activities to energize and engage learners in the learning process is promoting on-task behavior during instruction time (Mahar et al. 2006).

Energizers is a program that aims at stimulating the learners' attention through using about 10 min. of daily physical activities inside the classroom, combining suitable learning materials, and do not need a lot of preparation. For example, one the Energizers program activities includes using total physical response (TPR model), in which the teacher reads aloud a text containing action verbs and the students acting like the verbs (e.g., jump, walk, dive, etc.). Mahar et al. (2006) conducted a study using classroom based physical activity program to investigate its

effects on elementary children`s levels in physical activities and on task behavior during academic lessons. Results proved the positive effect of using the Energizer activities program on the students who participated in learning through it and were more active and enthusiastic in learning during the school day and showed better on-task behavior than the ones who did not receive the Energizers intervention activities.

Physical movement can be used in many ways to teach literacy skills. Getting the students out of their seats can make learning fun, and kinesthetic learning helps to process shapes and letters and brings meaning to words (Armstrong, 2003). Blakemore(2003) reiterated this importance of muscle movement to enhance learning and that many people think best while moving. Further, Blakemore stated that “movement activities that support brain function should be a part of each child’s school day” (p. 6).

2.2.4. Some suggested kinesthetic Strategies

Content and language integrated learning (CLIL), The TAKE 10! Program, educational drama, sports, action songs, pair work and group work are all part of the researcher suggested kinesthetic activities.

2.2.4.1. Content and language integrated learning (CLIL)

It is an educational approach that aims to help students to acquire proficiency in a foreign language learning in addition to their first language. It depends on the process an additional language is used for the learning and teaching of both Content and language.

Coyle, *Hood and Marsh 2010:1*. It is generally defined as a pedagogical approach which has a dual (integrated) aim: learning of the subject matter (content) and learning of the (second/ foreign/ target) language used as the medium of instruction for the content

It proved to be a promising educational approach which integrates learning content along with a foreign language (Mehisto et al., 2008; Coyle et al; 2010; Ikeda, 2011a). Physical education can be a convenient medium to incorporate learning a language through physical education lessons. The integration of content and language does not possess a due to interest in the field of literature especially when the used content is physical education (PE) nevertheless few studies attempt to explain a background for the possibility and the significance of using PE as a medium of developing second language learning.

Figueras, Flores and Gonzalez-Davis (2011) use a multiple case study to show the high level of satisfaction and increased motivation of the students involved in a pilot experience introducing CLIL subjects in the Faculty of Psychology, Education Sciences and Sport of Ramon Lull University (Barcelona, Spain). The authors noticed that the obligation to learn the concepts and expressions of PE in English created cognitive conflict in the students, thereby contributing to a learning process based on the principles of constructivist epistemology. The students saw this process as a highly positive one and were fully aware that this was a different type of learning, even though they were unable to identify exactly what type it was.

2.2.4.2. The TAKE 10! Program (ILSI, 2012a)

It is used in a study actually designed to improve fitness levels in students without impinging on learning time by providing 10- minute movement breaks. It shows teachers how to incorporate active movement into the lessons for ten minutes (ILSI, 2012c, 2012f). The program uses exercises such as squatting and standing to teach opposite words and to spell words. ILSI (2012a) developed this program using all of the learning subjects—language arts, science, math, health, and social studies—for grades kindergarten through five. Samples of the program can be found on the TAKE 10! Website (ILSI, 2012e).

However, in this study, TAKE 10 was used to help teach literacy skills through movement, not just for a break. The program encouraged students to be out of their seats while learning. The theoretical foundation behind this program is the research behind brain-based learning, which suggests Whole-body and cross-lateral movements can stimulate the prefrontal cortex—the area of the brain used in general learning and specifically problem solving in humans. Cross-lateral movements are those that involve one or more limbs being moved repetitively across the body’s vertical mid-line. In theory, this repetition opens up neural pathways that facilitate both the readiness to learn (attention) and the ability of the brain to develop (that is, “learn new information”) (ILSI, 2012g, p. 13).

When teaching reading, art activities can enhance the learning experience. Teachers can implement art through seeing the printed word, acting out the word through role playing, and saying and verbalizing the printed word. The TAKE 10! program implements this type of strategy

by students acting out a printed word such as jump; the students will jump up and down as they say the word (ILSI, 2012f). In a separate example, the students moved to the verbs in a story.

2.2.4.3. Educational Drama

DICE Project (2010) defines drama as a mutual experience among students where they work out their imagination to portray imaginary situations or pretend to be different characters other than themselves.

Using drama in education is one of the most likely teaching strategies to promote language use, as teachers and students use their imagination to create fictional roles in contexts so as to investigate and reflect on topics, opinions, relationships or incidents. Educational drama focuses on meaning and oral expression. Drama techniques focus on other meaning conveyors, such as grammar structures, pronunciation and intonation.

Aski (2003: 2) puts in plain words that students need opportunities ``to interpret and express real-life meaningful messages, negotiate meaning, and exchange information''. Providing the students with the opportunities that allow them to engage in these kinds of exchanges, helps them to communicate interchangeably in the target language as well as making the language more authentic.

In addition, the students` low oral performance levels, reluctance and unwillingness to communicate orally in common situations are the core reasons to reconsider this involvement. To achieve this aim, teachers need to use alternative techniques that may improve our students' achievement level such as the educational drama. Shand (2008:24-25) indicates that

Educational Drama depends on using creative drama techniques in teaching subjects. These techniques include, pantomime, storytelling, story dramatization, role-playing, simulation, hot seating, improvisation, theatre games, process drama, and play production. McCaslin (2006: 8) points out that educational drama provides learners with real opportunities to practise speech. It escalates the learners' motivation to encourage them to be collaborator and positive participants in interacting in English and making full use of the various features of oral communication. It is also an enjoyable, creative and attractive strategy that creates a relaxing learning atmosphere and builds a strong relationship between the students and their teachers. DICE project (2010:6) states that "Drama is more concerned with providing the child with lived-through experience, with the inactive moment, rather than with performing the rehearsed moment. It moves along an educational continuum that embraces many forms, from simple role play that is very close to child's play to fully-structured sharing (including showing); but the focus remains on identifying opportunities for learning and how to organise these."

Mattevi (2005:45) assumes that using drama in teaching English not enables English teachers to explain the English language in an active, communicative, and contextualized way and also provides language teachers with the material that helps them to create realistic situations in which students have an opportunity to learn to use the target language in context.

Cheng (2008) conducted a study to investigate the effectiveness of role play and grammar translation instructional methods on the oral performance motivation toward learning and social skills

"communication skills" for Taiwanese college students learning English. The participants in this study were 100 college students southern Taiwan. Those participants were divided into two groups. The control group that received the grammar translation teaching method and the experimental group that received role play teaching method. Both pre and posttest were conducted in this study as the main instruments for gathering data. The total experimental period involved 8 weeks of instruction, with two hours of instruction per week. After analyzing the data, results showed that implementing the role play instructional model would improve students' learning attitudes towards English learning, social skills ability, and oral performance.

Close to the aim of the previous study, kyriakopoulos (2008) investigated the effect of using drama in improving oral communication skills of ESL learners. The writer proposed that using drama in teaching is remarkably effective as it affords supportive environment for learners. Participants of the study were all native speakers of French and were learning English as a second language in a secondary school in Montreal. The researcher`s instruments included a questionnaire, an observation, an interview, and a recorded material of the learners' work. He was also keen on taking detailed notes on the participant's vocabulary use, use of grammar forms, use of English expression, and fluency. After analyzing the results, it showed that participants were able to use the English language with more effectiveness, fluency, and accuracy. They were also able to use the target vocabulary and English expressions appropriately. Participants were also more engaged and felt less stressed about using the English language to communicate.

2.2.4.4. Role play and simulation

Role playing is another strategy in which the arts can be used and “supports language and literacy achievement” (Grant, Hutchison, Hornsby, & Brooke, 2008, p. 59). It involves the teacher giving roles to the learners to act out in small groups or in pairs. It provides a number of possibilities for communication practice. It also helps students to create and recreate events thereby improving their communicative skills. It helps the students to perform better in aspects of English like oral or written essay.

The teachers in the study by Grant et al. (2008) were apprehensive about using art, but once they implemented it, they found that it was better to do the art first and then move on to the reading.

Cheng (2008) investigated using role-play strategy model and compared it with the traditional instructional model as related to Taiwanese EFL students` attitudes, social skills, and oral performance. The participants in this study were 100 students from two different classes in Physical Therapy department in a private five-year college in southern Taiwan. The results showed that implementing the role-play instructional model would improve students` learning attitude toward English learning, social skills ability, and oral performance. The findings provided evidence to support adopting the appropriate instructional model in increase Taiwanese EFL students` achievement.

Simulation is very similar to role play but here students can bring items to the class to create a realistic environment. For instance, if a pupil is acting as a reporter, he or she can bring a microphone to talk and so on.

Afana's study (2012) investigated the effect of using Educational Drama Intervention (ED) on the Palestinian ninth graders in UNRWA schools. It aimed to investigate the opportunities available for students to promote their speaking skills through ED. The intervention was designed to maximize speaking skills by utilizing three strategies of educational drama: role play, simulation and hot seating. The results indicated that there were statistically significant differences between both groups in favour of the experimental one, in improving speaking skills due to the Educational Drama Intervention.

2.2.4.5. Puppet Role Play

Teachers can help ELLs to become competent English language users while participating in conversations about the content of a lesson they are learning. This can be achieved through using puppet role play activity in which students can use puppets to represent the people or the characters they are learning about.

Rief and Heimburge (2007) believe that students who have difficulties and worries about speaking up in class can find a magnificent opportunity of having a great self-confidence through "hiding" behind a puppet to play the role of another person. When manipulating a puppet with their hands, children feel free and more confident to act out the characters being represented and orally express what they know using their creativity and imagination. The puppets supply immediate visual support for meaning, and provide opportunities for language use in natural contexts as well as practice opportunities for meaningful oral language use. A good way of using puppet role play in social studies content can be through the teacher's using famous historic figures such as

Salah Alden, Christopher Columbus or Aristotle. The same idea can be applied in scientific materials or instruments in science. Teachers can provide puppets for students to select their preferred characters to perform and exchange asking and giving information about the selected person such as who the person is, where and when they lived, and what major contributions and roles he or she played in history. In this situation, students have the opportunity to imagine themselves as the historical person and be able to make their presentation speaking through the puppet. Johnson (2009), Gupta, Lee, (2015) recommended using puppets for creative dramatics with primary grade students, and noted that “a popsicle stick with a figure (face of a person) glued to it is a good starting place for puppet role play.” This activity makes them feel pride and willingness to actively continue to engage in speaking through the puppet role play when incorporated in language arts classrooms. Rief and Heimburge (2007, p.111) affirm that “most children like to get involved in puppet role play. Whether the puppets are created commercially or made by the children, oral language seems natural with a puppet in hand.”

This type of retelling the story and talking from the character’s (puppet) point of view provides opportunities to ELLs to practice English, encourages them to actively participate in the classroom learning community, and can enhance their oral language development (Kampmann & Bowne, 2011; Kirkland & Patterson, 2005).

All the previous suggested motor activities are very important for communication which is nothing but language in application and it’s well known that the heart of language lies in communication. Using the language takes place only when the learners are actually sharing the ideas and views of a communicator (a speaker) who performs the speaking with

regards to the level of the background experience of the students in the English language

2.2.5. Kinesthetic activities and oral language performance

The relationship between mind and body is very important and it is one which each student should be given the opportunity to experience. One of the ways this relationship can be explored is through the use of movement. Through movement individuals develop "muscle sense" or kinesthetic perception of bodily movement. They gain a sense of rhythm, as movement is not isolated but is part of a whole.

Using Kinesthetic activities in the ESL classrooms may increase students' opportunities to practise English and increase the motivation to learn English because students may feel more relaxed and encouraged to learn from their peers in groups. To these educators suppose that kinesthetic activities can provide a more supportive, motivating environment for students to practice oral skills as compared to traditional teaching methods. They also point out that in cooperative classrooms, students have greater opportunities to share their ideas and get critical feedback from their group members which can enhance the learning process.

Tuan and Mai (2015) pinpoint the factors that affect students' speaking performance such as motivation, confidence, anxiety, time, planning, amount of support, standard performance, listening ability and feedback during speaking activities. The Communicative Language Teaching (CLT) approaches require that learners actively participate by sharing ideas, speaking freely, thus every speaker plays the role of listener and speaker

(Tuan and Mai, 2015). Teachers should provide learners with authentic language in context (Alharbi, 2015; Hosni, 2014). In addition, the learner centered classroom activities also encourage shy learners to speak by communicating face to face, work independently, minimal involvement of the teacher hence improve their speaking skills through practice (Alharbi, 2015; Achmad and Yusuf, 2014).

Several studies have been conducted to investigate the positive correlation between doing exercises and academic achievement for children, adolescents, young, and old adults (for reviews, see Fedewa and Ahn 2011; Sibley and Etnier2003; Tomporowski et al. 2008). Sibley and Etnier (2003) pinpoint the existence of a remarkable positive relationship between the physical activity and the cognitive function or academic achievement in school-aged children, specially, active learners who achieve higher scores in perceptual skills, IQ, academic achievement, verbal tests, math tests, and developmental level/academic readiness than less active children.

Hillman et al. (2005) found out that aerobic fitness was positively related with the neuro electric function of attention, memory, and interaction levels between learners and their mates in preadolescent children engaged in real life situation tasks.

According to Pontifex et al. (2009), using middle aerobic exercises integrated with learning a content has also proved achieving general improvements in cognitive performance, rather than traditional ways of instructions that achieved remarkably less improvements for the learners' cognitive performance. Thus the more students become active, the more

they have increase in their energy rate, providing their brain with oxygen rich blood that helps in developing their learning performance.

2.2.6. Promotion of oral language performance through motor activities

The English Language is the medium of instruction through which the students are expected to achieve a very large measure of mental, emotional and skillful development. Majority of these students reach secondary schools with very low performance in the language, therefore, their educational development will be retarded. Thus, different motor activities including sport, role- playing, and acting are very important in language learning, giving priorities to the language use and a lovable medium of communication in the English Language and consequently developing their language performance level.

If students are to succeed in their learning, they should be able to understand, read, speak and write the language without much difficulty. It is therefore very important that there should be a thorough teaching of the English Language so as to enhance students` performance and required competence which will help the students to function well in whatever position they find themselves later in life. It must also be emphasized that the English Language provides a body of material for training the students to become intellectual workers in the larger society. In order to achieve this aim, organized English courses should be graded. In addition, a sensible selection of activities and a sensible approach to the teaching of their curriculums will pave way for effective and relevant communication, dealing with problems of generality and significance. Many researchers have also asserted that motor activities instill the willingness of students to have a positive interact with each other with

more flexible responses than with their teacher (Achmad and Yusuf 2014: 151) students feel comfortable working, interacting and making mistakes with their mates as receiving correction and giving feedback from partners are more acceptable than by teachers.

This study, therefore, sought to establish classroom and playground activities employed by teachers to enhance learners' active participation in primary language schools.

2.2.7. Commentary

Reviewing the literature and the previous studies in this chapter enabled the researcher of the present study to clearly perceive the dimensions of the study as well as identifying the benefits and the challenges of applying the suggested strategy of using kinesthetic activities to develop the students' oral language performance.

The studies clarified the inevitability of developing the learners 'oral language performance and the necessity of being aware of its main components during working on its improvement. It also became clear that there is currently a strong emphasis on its development that many researchers supported and were aware of highlighting the importance of developing oral language performance and supported different ways and strategies for enhancing EFL students' oral performance and their practical use of the language in real life situations.

The studies also which investigated the effectiveness of using kinesthetic activities in learning English showed its vital role and appropriateness for different learning contexts, field, stages and levels.

Most of the reviewed studies emphasized the strong relation between using exercises and movement to achieve positive attitudes towards learning and the stimulation of the brain to acquire information and practise the language. Consequently the literature supported the relation between the study`s dependent and independent variables and proved a rationale for integrating them.

However, rare studies made use of the importance of integrating sports and physical activities to develop the learners` language use and performance. The researcher also came to the conclusion that skills can`t be separated and they should work integrally to get a real language use and a high proficiency.

Additionally, reviewing the principles of the oral language performance was of great use for the researcher in designing the proposed program in the light of kinesthetic activities approach, the researcher`s instruments , the experimental design and the suitable kinesthetic activities.

The present study is different from the previous ones in that it tackled a new technique of developing oral language performance through integrating movement and sports as kinesthetic activities to be the researcher`s vision for achieving the target of the study and at the best of the researcher`s knowledge, it was found out that this research could be one of pioneer researches to tackle the positive effect of kinesthetic activities specifically sports activities on developing oral language performance.

Chapter Three
Methodology

Chapter Three

Methodology

This chapter commences with the participants of the study, then it tackles the research design, justifying tools, participants and duration of the study. It also depicts the experimental procedures of the study and data statistical treatment.

3.1. Study Design

To achieve the aim of this study, the researcher adopted the quasi experimental design with a pre - post test for one group. The selected group was taught through kinesthetic activities and the effect of the treatment was measured by the scores differences between the pre-test and posttest of the selected group. A pre–post observation checklist was applied on the participants (N= 33) to determine their oral performance level before and after using the program.

3.2. Participants

The participants of the study included 33 students (boys and girls) in sixth primary grade , forming one experimental group. They were selected from Hassan Abu Bakr Distinguished Governmental Language School in Alqanater city, Qalubeya governorate where the researcher works in the school year 2016- 2017.

3.3 Rationale for selecting the participants

- There is a great need for developing students' oral performance.
- It seems so appropriate and interesting to develop and improve the students' oral performance using favourite and interesting kinesthetic strategies such as sports, acting, and miming and action songs

3.4 instruments of the Study

The current study aimed at developing the EFL oral language performance by using some suggested kinesthetic activities. Therefore, the researcher employed the following instruments:

- 1- Oral language performance checklist.**
- 2- A rating score rubric.**
- 3- Pre/post oral performance test.**

3.4.1. Oral language performance checklist

The checklist was designed by the researcher to determine the most important oral language performance dimensions required for the sixth grade students. It included oral language performance dimensions through reviewing some previous literature and related studies focusing on developing oral language performance, considering the required oral language performance aspects included in the teacher's guide book, students' book and workbook for the sixth grade students "Jump aboard 6". It also included the procedural objectives of teaching EFL oral language performance included in the Ministry of Education directives (2016-2017) for 6th year primary students.

3.4.1.1. Content of the checklist

The checklist in its primary form (Appendix B) included five oral performance components and fourteen sub-skills.

3.4.2. A rating score rubric

An analytical oral performance rubric was designed by the researcher to indicate the EFL oral performance components and determine the extent of their development, consequently scoring the designed oral performance test (Appendix D). The rubric included vocabulary, fluency, accuracy, body language and oral meaning construction. These evaluation criteria were based on the three oral performance components. Each criteria composed of four levels; excellent, moderate, acceptable and poor. The estimated value of excellent value was from (76 to 100), acceptable was from (51-75), acceptable from (26 to 50) and poor from (0 to 25).

3.4.2.1. Validity of the oral performance rubric and checklist

The Oral performance rubric and checklist were submitted to the jury members who indicated their validity and suitability (appendix A).

3.4.3. Pre/post oral performance test

Oral performance test was designed by the researcher of the current study to investigate the effectiveness of using the kinesthetic activities Strategy on developing the oral performance. The

researcher applied the oral performance test on one group (Experimental group). The group was tested before the experimentation to identify the students' oral performance level. After the experimentation, the experimental group administered again the same oral performance test to prove the effectiveness of using the kinesthetic activities strategy to develop their oral performance level.

3.4.3.1. Constructing the Test Items

The pre/post oral performance test was constructed in the light of the following procedures:

- Reviewing previous studies that dealt with oral performance components.
- Identify the needed dimensions to be measured by the test through the result of the checklist.
- Identifying the appropriate technique of test according to the ministry of Education objectives of EFL oral language performance.

3.4.3.2. Consideration for constructing the test items:

- 1- The test is appropriate to the students' level.
- 2- The items should be relevant to the test objectives.
- 3- The pictures should be clear and attractive to encourage students
To speak and enable them to notice the items of the pictures.
- 4- Encourage students to use body language which is appropriate to their responses and give more attention to encourage shy and worried

students to speak.

5-The listening exercises are of attractive topics that suit their levels and interests.

6- Due attention to the warming up stage to prepare the students to communicate and use the language.

7- Encourage the students to use body language during communication.

3.4.3.3. Content of the Test

After reviewing the test, the researcher designed the final form of the test and followed the suggestions and modifications of the supervisors. The researcher used clear items appropriate to the context during the kinesthetic activities strategy training.

1- Describing Pictures

The participants were asked to:

a. Describe a picture and answer the guided questions. The researcher presented these pictures with the aid of the laptop screen. This way saved time and effort of collecting the pictures and allowed attractive display of them. After posing each question, students would have a limited time to answer.

b. Work in pairs to complete a conversation which the researcher had just given them its main idea and they worked in pairs to complete.

2- Listening to different topics

The experimental group were asked to:

- a. listen to a short story, concentrate on the details and try to retell what they had listened to : and answer the guided questions.
- b. Listen to a song and put the missing words in the correct place.
- c. Listen to two different topics and choose suitable answers for questions related to the topics information.

The researcher recorded the students' answers so as to have accurate evaluation after the test, have the chance to listen to their answers and observe their responses properly.

3.4.3.4 Test Steps

3.4.3.4.1. Warm up stage

The researcher's role aimed at preparing and encouraging the students who feel shy or unmotivated to have the test and make them feel motivated and appreciating the importance of determining their oral performance level through having the test and arguing them to get benefit from the suggested kinesthetic learning strategy to develop their linguistic level. Besides, the researcher explained the nature of the test and gave more attention to shy students.

3.4.3.4.2. Test Techniques (items)

- The pictures

The researcher used some suggested pictures as a source of testing students' ability for oral communication. The topics of pictures included: an expensive car, a running competition, a football match, a tennis match, a basketball match, skiing and a picnic

3.4.3.4.3. Piloting the Test

After designing the activities and modifying them according to the supervisors' opinions, a small pilot study was carried out. Therefore

35 students were randomly chosen from 6th year primary grade at Hassan Abu Bakr distinguished governmental language school and those students did not belong to the experimental group. They were excluded from the whole experiment.

3.4.3.4.3.1. The Purpose of Piloting the Test

- Timing the test.
- Testing the practicability of the test.
- Identifying the items that might be misunderstood to be modified.
- Indicating to what extent the students enjoyed the tasks.
- Assessing the linguistic level of students to make sure that using the kinesthetic activities Strategy is suitable to the students' linguistic level.

Test Time

Throughout the results of the pilot study, it was found out that the sufficient period for a student to complete the test was seven minutes; the time was estimated in the following way:

The time taken by the fastest student + the time taken by the slowest student

$$8+6 = 14 \text{ minutes} \ \ 2 = 7$$

3.3.3.7 Test Administration

The administration of the test involved:

□ **Test Instructions;** the researcher tried to organize healthy and comfortable test sessions. The instructions were given to students in English clearly and the researcher made sure of the students' comprehension and willingness of the test.

These are the instructions that the researcher put into consideration

- Avoid correcting students' mistakes or making comments during their oral communication practice.
- Avoid interrupting students' performance or making comments to their mistakes.

The following instructions are for the students:

- Keep closer to the recorder to give clear voice.
- Answer questions in English only.
- Listen carefully so as to be able to reflect what they would listen.

3.3.3.8 Test Feasibility

Throughout applying the pilot study, the researcher made sure that the test of EFL oral performance was convenient to the students in terms of content and task type. The first form of the test was administered to the pilot sample of 6th primary students at Hassan Abu Bakr Governmental Language School.

3.3.3.9 Test Validity

It's essential that the test should measure what is supposed to measure. So, the researcher submitted the test of the study to a jury of specialists in teaching EFL to evaluate the test in order to ensure the following:

1. Appropriateness of pictures items to students' level.
2. Appropriateness of questions to the picture items.

3. Number of the pictures was appropriate to the test.
- 4- Relevance and significance of the listening topics.
- 5- Relevance of the listening questions and tasks.

The jury approved of most of the test questions and few suggestions were carried out as follows:

1. To clarify the picture items, it should increase the questions to achieve more students` responses.
- 2- To add more tasks to the listening questions such as including conversation task to the students to get more opportunities to help students to talk.

3.4.4. Description of the strategy

The suggested kinesthetic activities strategy included the following:

1- Creating the kinesthetic Strategy Activities

The researcher designed some suggested kinesthetic activities that were selected through reviewing previous studies dealt with bodily kinesthetic intelligence, gallery walks, total physical response theory(TPR), role playing and simulation, acting ,miming, action songs, integrating sports and movement into learning, Take 10 program and puppet role playing. The researcher created motor activities that help with teaching the topics included the students' book. These activities were implemented in teaching, photographed and videos recorded.

The researcher suggested lesson plans for teaching 4 units (32 lessons). Each lesson plan contained the following steps: learning

objectives, warming up, aids, procedures, practice, evaluation and homework.

2-Time

The experimental sessions started in the middle of March 2017 till the end of April. They lasted for six weeks and took about 36 hours .The researcher carried out the activities during the English classes.

2- Organization

The researcher divided the class into five groups; every group had five students, allowed every group to choose their mates as students in this age usually like to play with their close friends .The researcher also tried hard to make a balance of distribution in every group.

Warm-up

The researcher talked to the students about the kinesthetic activities Strategy, the nature of these activities, how much they admired and willed to learn through them.

Procedures

Applying the kinesthetic activities teaching strategy was carried out in the following steps as follows:

Step one: (Presentation)

The researcher presented the nature of the kinesthetic activities, persuading and encouraging the students to participate in these activities so as to practise using the language while enjoying at the same time. The researcher also promised the students to have prizes in case of winning the competitions of their activities.

Step two: (The Students Groups)

The researcher asked the participants to divide themselves into five groups, observed and interfered to engage shy students to join active ones.

Step three: (Presenting Topics to the Students)

During each lesson's procedures, the researcher adopted a suggested some kinesthetic activities that achieve the target of each procedure. These kinesthetic activities included: learning through physical exercises in the playground, acting, miming, simulation, pair work and some suggested motor songs from "You tube'

Step four: (Rules of the activities)

For the playground activities:

The researcher informed the students at the beginning of the period about the kind of sports which they are going to encounter before and during learning the target lesson and the procedures which they had to follow such as:

- 1- Each group stand in the playground in a row so that there were five groups in five rows.
- 2- On hearing the physical education teacher`s whistle they get ready to do the physical exercises required from them for 10 minutes.
- 3- Each participant had to go back quickly to his group on hearing the whistle of stopping.
- 4- Group members get ready to compete in a running competition or a required physical exercises they had to carry out before collecting cards to the other side of the playground to form a word or a sentence or answer a question orally in 1 minute after doing a required exercise such as running, jumping or squatting.

- 5- Each group had to keep discipline and group norms so as not to lose their competition points.

Action songs

The researcher presented a suggested and convenient action song from "You tube" and allowed the students to watch, sing and act as an additional exercise each week to have more willingness and motivation to listen and practise using the language.

Acting, miming, simulation and role playing

The researcher presented a model of the required activities such as miming, acting, hot seat or pair work, pronounced the guided vocabulary many times and taught the participants the intonation stress patterns. Also she briefly explained the target structure of the lesson and how to use them in the required activities. After that the researcher asked the students to act out in the form of acting, miming or role playing. The researcher paid more attention to the shy and poor participants during sessions.

Step five: (Observing the Participants' Levels)

The researcher recorded, observed the participants' levels in every group and encouraged the shy and weak ones to improve their levels through active participation and language use.

Step six: (practice)

This phase depended on information processing through applying the acquired tasks in the form of problem solving, positive interaction, making conversations or answer worksheets' questions.

Step seven :(assessment)

The researcher focused on creating a positive interaction environment through involving tasks for assessment that depended on practicing the language such as role playing, retelling stories or completing a conversation. The evaluation of the kinesthetic activities for developing oral language performance consisted of using formative and summative evaluation. The researcher discussed the students' mistakes during the lesson (formative evaluation) and at the end of the experiment, the participants' performance was evaluated through the observation card and manifested in the oral performance test (summative evaluation).

Duration of the Study Sessions

The study sessions were 48. The activities took place four times a week. The sessions lasted for six weeks (36 hours in class and the playground).

Chapter Four
Results and Discussions

Chapter Four

Results and Discussions

This chapter verified the researcher's hypotheses through analyzing the results of the pre and post applications of the test. It also aims to the discussion of the results. The statistical analysis was made using Statistical Package for Social Sciences (SPSS) computer software.

The discussion of the results would depend on verifying the following hypotheses:

4.1 Hypothesis One

Hypothesis one stated **"There is a statistically significant difference at the level of $(0.05 \geq \alpha)$ between the mean scores of the experimental group in the post application in the oral Language performance level test for the linguistic component of oral language performance (vocabulary) in favor of the posttest."**

To test this hypothesis, mean scores of the experimental group results of the pretest and posttest were computed. T- Test Paired Sample statistics was used to analyze the data statistically. The results are shown in table (4.1).

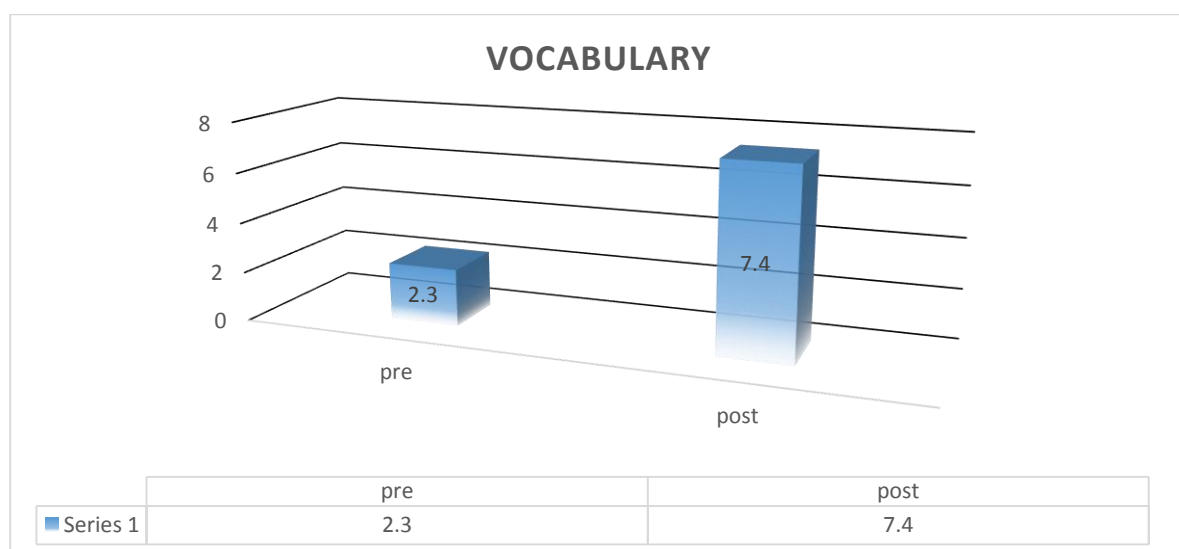
Table (4.1)

Dimension	Measurement	N	Mean	Std.Deviation	Std.Error mean	T.value	D.F	sig
Vocabulary	Pre	33	2.3	1.9324	0.3528	-	29	0.001
	post	33	7,4	2.0465	0.3736	13.156		

Results of table (4.1) indicate that the students' mean score in vocabulary in the pre application of the researcher's suggested program has reached (2.3), whereas the students' mean scores in the post application of the program has reached in the oral performance test (7.4). Thus the students' mean scores in the post application of the oral performance test was higher than their mean scores in the pre application of the oral performance test. This shows that using the kinesthetic activities Strategy resulted in improving the first linguistic component (vocabulary) of each for the experimental group in favor of the posttest.

The table also shows that the calculated t-value, which reached (13.156) indicates a significant difference between the students' mean scores in the pre and post applications of the first linguistic component 'vocabulary' in favor of the oral performance test at the significance level(0.001). This means that the students achieved progress in vocabulary as a result of the training program, so the first hypothesis of the study is supported and the following diagram clarifies these results:

Diagram (1) the difference between the students' scores in the pre and post application of the oral language performance test (vocabulary)



4.2 Hypothesis Two

Hypothesis two stated "There is a statistically significant difference at the level of $(0.05 \geq \alpha)$ between the mean scores of the experimental group in the post application in the oral Language performance level test for the linguistic component of oral language performance (fluency) in favor of the posttest."

To test this hypothesis, mean scores of the experimental group results of the pretest and posttest were computed. T- Test Paired Sample statistics was used to analyze the data statistically. The results are shown in table (4.2).

Table (4.2)

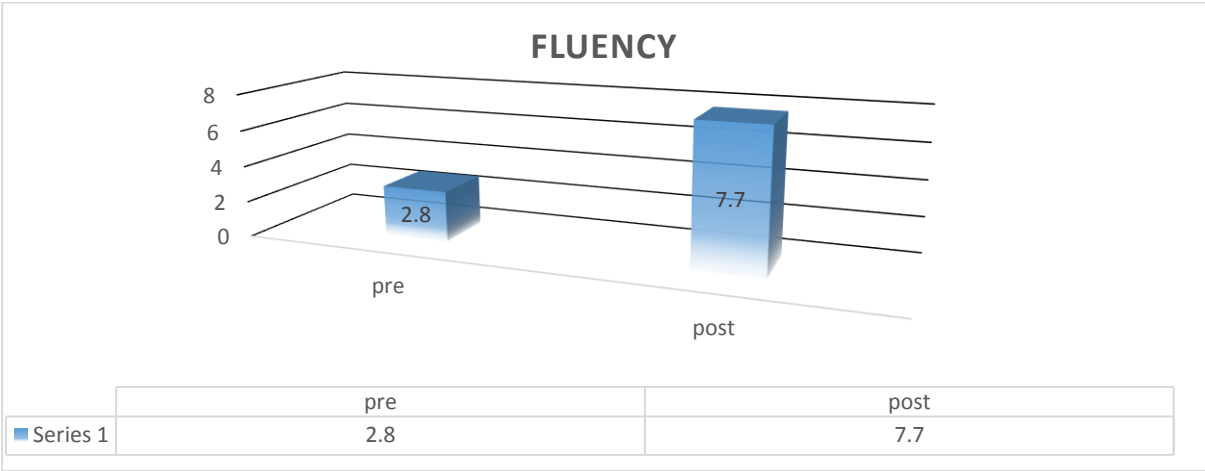
Dimension	Measurement	N	Mean	Std.Deviation	Std.Error mean	T.value	D.F	sig
Fluency	Pre	33	2.8	2.0356	0.3716	-12.868	29	0.001
	Post	33	7,7	1.8510	0.3379			

Results of table (4.2) indicate that the students 'mean score in the third component of oral language performance(fluency) in the pre application of the researcher's suggested program has reached (2.8), whereas the students 'mean scores in the post application of the program has reached the oral performance test (7.7). Thus the students' mean scores in the post application of the oral performance test was higher than their mean scores in the pre application of the oral performance test. This shows that using the kinesthetic activities Strategy resulted in improving fluency as one of the linguistic components of the oral language performance of each for the experimental group in favor of the posttest.

The table also shows that the calculated t-value, which reached (12.86) indicates a significant difference between the students` mean scores in the pre and

post applications of the oral language performance linguistic component ‘fluency’ in favor of the post oral performance test at the significance level(0.001). This means that the students achieved progress as a result of the training program, so the third hypothesis of the study is supported and the following diagram clarifies these results:

Diagram (2) the difference between the students’ scores in the pre and post application of the oral language performance test (fluency)



4.3 Hypothesis Three

Hypothesis three stated **"There is a statistically significant difference at the level of $(0.05 \geq \alpha)$ between the mean scores of the experimental group in the post application in the oral Language performance level test for the linguistic component of oral language performance (accuracy) in favor of the posttest."**

To test this hypothesis, mean scores of the experimental group results of the pretest and posttest were computed. T- Test Paired Sample statistics was used to analyze the data statistically. The results are shown in table(4.3).

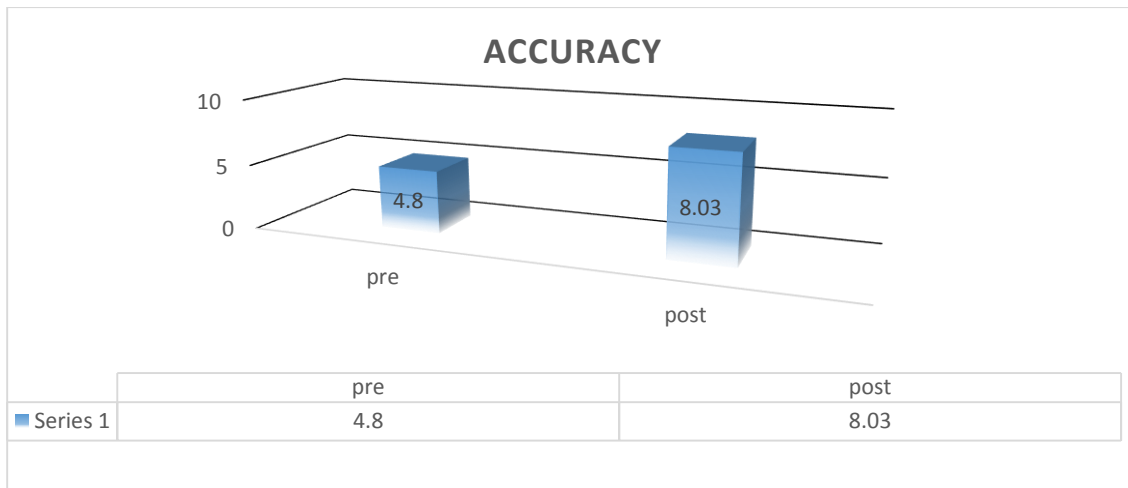
Table (4.3)

Dimension	Measurement	N	Mean	Std.Deviation	Std.Error mean	T.value	D.F	sig
Accuracy	Pre	33	3.1	2.2337	0.4078	-	29	0.001
	Post	33	8,03	1.9736	0.3603	11.0995		

Results of table (4.3) indicate that the students 'mean score in the third component of oral language performance(accuracy) in the pre application of the researcher's suggested program has reached (3.1), whereas the students 'mean scores in the post application of the program has reached the oral performance test (8.03). Thus the students' mean scores in the post application of the oral performance test was higher than their mean scores in the pre application of the oral performance test. This shows that using the kinesthetic activities Strategy resulted in improving accuracy as one of the linguistic components of the oral language performance of each for the experimental group in favor of the posttest.

The table also shows that the calculated t-value, which reached (11.099) indicates a significant difference between the students` mean scores in the pre and post applications of the oral language performance linguistic component ‘accuracy’ in favor of the post oral performance test at the significance level(0.001). This means that the students achieved progress as a result of the training program, so the third hypothesis of the study is supported and the following diagram clarifies these results:

Diagram (3) the difference between the students’ scores in the pre and post application of the oral language performance test (accuracy)



4.4 Hypothesis Four

Hypothesis four stated "There is a statistically significant difference at the level of $(0.05 \geq \alpha)$ between the mean scores of the experimental group in the post application in the oral Language performance level test for the personal component of oral language performance (body language) in favor of the posttest."

To test this hypothesis, mean scores of the experimental group results of the pretest and posttest were computed. T- Test Paired Sample statistics was used to analyze the data statistically. The results are shown in table (4.2).

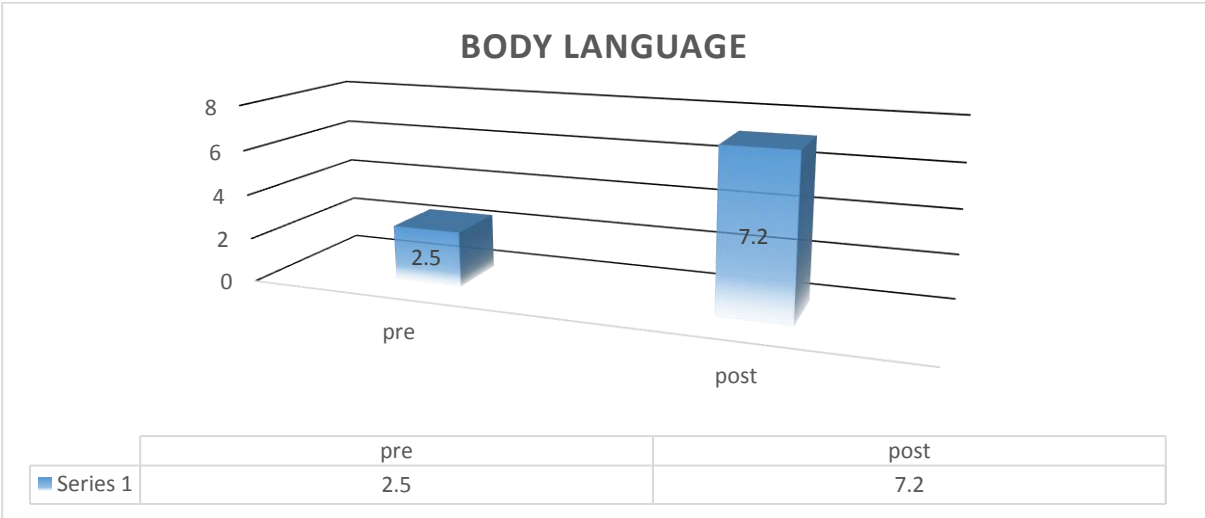
Table (4.4)

Dimension	Measurement	N	Mean	Std.Deviation	Std.Error mean	T.value	D.F	sig
Body language	Pre	33	2.5	1.8888	0.3448	-14.1471	29	0.001
	Post	33	7,2	2.2345	0.4079			

Results of table (4.4) indicate that the students 'mean score in the body language personal component in the pre application of the researcher's suggested program has reached (2.5), whereas the students 'mean scores in the post application of the program has reached in the oral performance test (7.2). Thus the students' mean scores in the post application of the oral performance test was higher than their mean scores in the pre application of the oral performance test. This shows that using the kinesthetic activities Strategy resulted in improving the personal component of the oral language performance (body language) of each for the experimental group in favor of the posttest.

The table also shows that the calculated t-value, which reached (14.14) indicates a significant difference between the students `mean scores in the pre and post applications of the personal component of the oral language performance ‘body language’” in favor of the oral performance test at the significance level(0.001). This means that the students achieved progress in the personal component of oral language performance as a result of the training program, so the second hypothesis of the study is supported and the following diagram clarifies these results:

Diagram (4) the difference between the students’ scores in the pre and post application of the oral language performance test (body language)



4.5 Hypothesis Five

Hypothesis five stated "There is a statistically significant difference at the level of $(0.05 \geq \alpha)$ between the mean scores of the experimental group in the post application in the oral Language performance level test for the pedagogical component of oral language performance (oral meaning construction) in favor of the posttest."

To test this hypothesis, mean scores of the experimental group results of the pretest and posttest were computed. T- Test Paired Sample statistics was used to analyze the data statistically. The results are shown in table (4.5).

Table (4.5)

Dimension	Measurement	N	Mean	Std.Deviation	Std.Error mean	T.value	D.F	sig
Oral meaning construction	Pre	33	3.4	2.8	0.5196	-9.2213	29	0.001
	Post	33	7,9	2.1	0.4009			

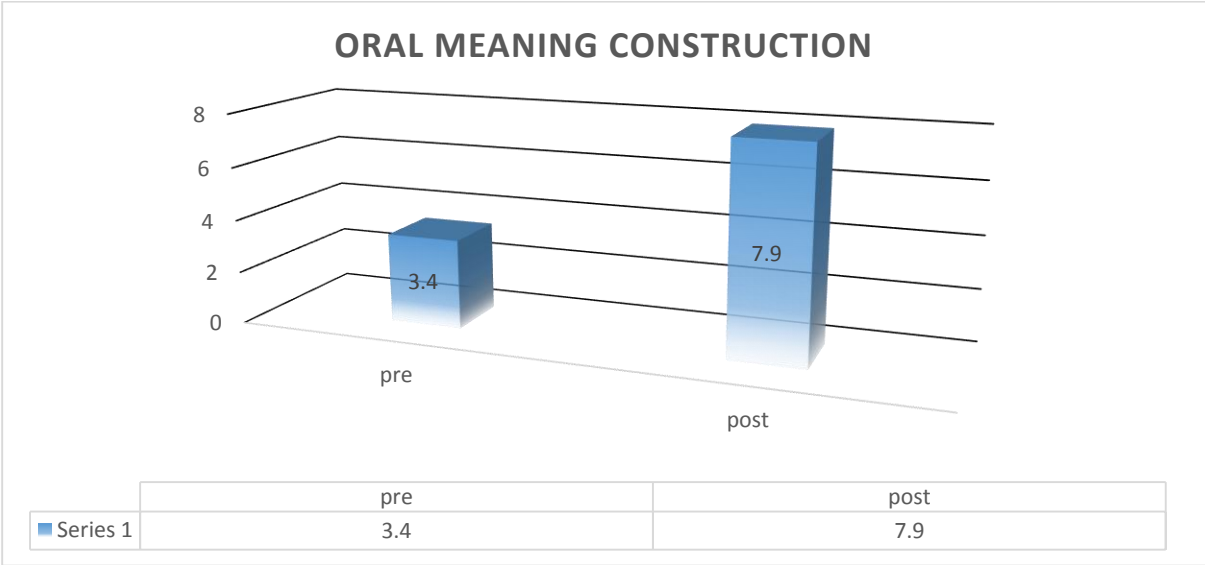
Results of table (4.5) indicate that the students 'mean score in the pedagogical component of oral language performance (oral meaning construction) in the pre application of the researcher's suggested program has reached (3.4), whereas the students 'mean scores in the post application of the program has reached in the oral performance test (7.9. Thus the students' mean scores in the post application of the oral performance test was higher than their mean scores in the pre application of the oral performance test. This shows that using the kinesthetic activities Strategy

resulted in improving the pedagogical component of the oral language performance (oral meaning construction)

of each for the experimental group in favor of the posttest.

The table also shows that the calculated t-value, which reached (9.22) indicates a significant difference between the students` mean scores in the pre and post applications of the pedagogical component of the oral language performance ‘oral meaning construction’ in favor of the oral performance test at the significance level(0.001). This means that the students achieved progress in the pedagogical component of oral language performance as a result of the training program, so the fifth hypothesis of the study is supported and the following diagram clarifies these results:

Diagram (5) the difference between the students’ scores in the pre and post application of the oral language performance test (oral meaning construction)



4.6. Hypothesis six

Hypothesis six stated "**There is a statistically significant difference at the level of (0.05 ≥ α) between the mean scores of the experimental group in the post**

application in the oral Language performance level test for the three components of the oral performance as a whole in favor of the posttest.”

To test this hypothesis, mean scores of the experimental group results of the pretest and posttest were computed. T- Test Paired Sample statistics was used to analyze the data statistically. The results are shown in table (4.6).

Table (4.6).

Test	Measurement	N	Mean	std.Deviation	std.Error mean	T.value	D.f	sig.
Oral language performance as a whole	Pre	33	14.0	8.1	1.4812	-22.4802	29	0.001
	Post	33	39.1	6.8	1.2485			

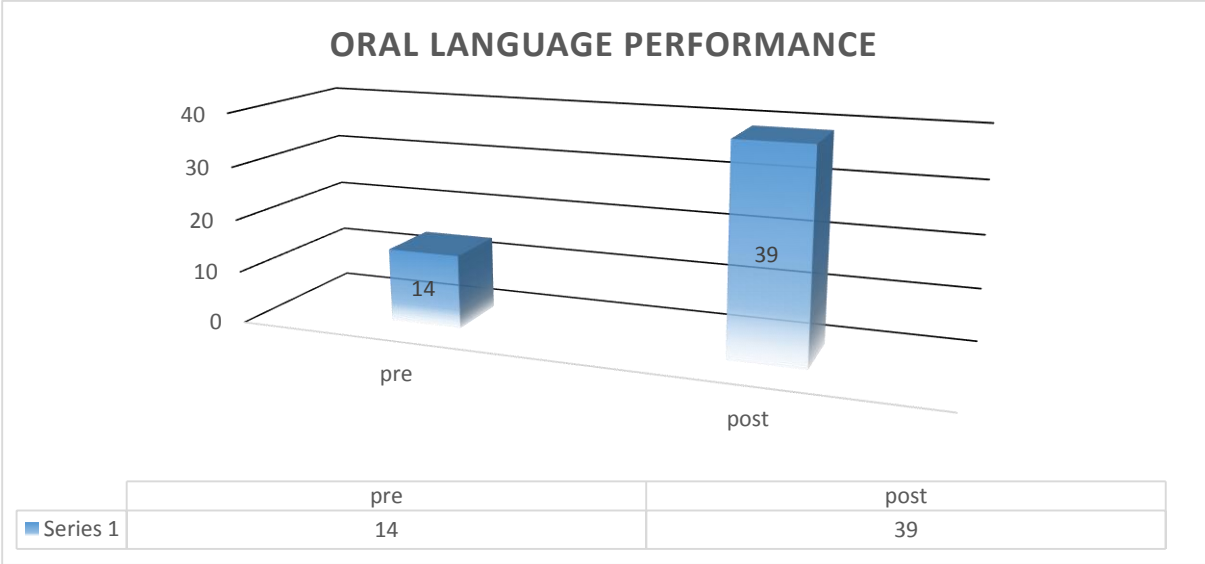
Results of table (4.6) indicate that the students 'mean score in the oral language performance as a whole in the pre application of the researcher's suggested program has reached (14), whereas the students 'mean scores in the post application of the program has reached in the oral performance test (39). Thus the students' mean scores in the post application of the oral performance test was higher than their mean scores in the pre application of the oral performance test. This shows that using the kinesthetic activities Strategy resulted in improving the oral language performance of each for the experimental group in favor of the posttest.

The table also shows that the calculated t-value, which reached (22.48) indicates a significant difference between the students ‘mean scores in the pre and post applications of the oral language performance in favor of the oral performance test at the significance level (0.001). This means that the students achieved progress in their

oral language performance as a result of the training program, so the sixth hypothesis of the study is supported and the following diagram clarifies these results:

Diagram (6) the difference between the students' scores in the pre and post application of the oral language performance test as a whole.

Mean



This result supports the results of” (Kahan, 2008, p. 30) as he stated that learning through using motor activity in the classroom also activates “neural pathways,” which increases “attention and cognition”. (Armstrong, 2003). Blakemore(2003) Figueras, Flores and Gonzalez-Davis (2011). (ILSI, 2012g, p. 13). (Kampmann & Bowne, 2011: Kirkland & Patterson, 2005). Pontifex et al. (2009) found out through their studies that aerobic exercise of moderate intensity has also been proven to cause general improvements in cognitive performance. It also proves Mckenzie (2009) as he maintains that this the kinesthetic intelligence and motor activities allow us to learn through interaction with one's environment. The results also agree with Figueras, Flores and Gonzalez-Davis (2011) which supported the effectiveness of integrating physical education into learning English in a pilot experience introducing CLIL subjects in the Faculty of Psychology as they noticed that having to learn the conceptual and procedural contents of PE in English generated

cognitive conflict in the students, thereby contributing to developing the student's language learning level. So, the hypothesis was accepted in this study.

4.7 Discussion of Results

Based on the findings of this study, results revealed that using kinesthetic activities as a Strategy to improve students' oral performance had a significant impact on achieving this target and developed their oral performance level. Applying the study provided the learning process environment with a positive atmosphere that helped in reducing affective barriers to language learning. Quantitative and qualitative data mutually supported the positive conclusions of the study and pointed out that a noticeable amount of improvement occurred along different areas of the five required domains of the oral performance components : the linguistic component (vocabulary, fluency and accuracy) – the pedagogical component (oral meaning construction) – the personal component (body language). Thus all the study findings were positive and confirmed that:

1. Using kinesthetic activities can achieve a better improvement in the students' interaction with each other and with their teacher. They made effective participation in different kinesthetic activities that included sports as running competitions, total physical response, and sports exercises .In addition to acting, miming, role playing, action songs and other suggested kinesthetic activities which increased the students' participation and at the same time decreased the amount of the teacher`s talking time.

2. The activities and procedures used in the kinesthetic activities Strategy can maximize students' motivation and willingness to practise using English to be able to engage most of the time in the sports games which they enjoy and prefer

and which depend on using English. The students have strong reasons to interact in English and loveable tasks to fulfil.

3- Using the kinesthetic activities in teaching English encouraged the students to be more confident as a result of having good opportunities for practice using the language freely to express their opinions, describe feelings and activities.

3- Another important advantage resulted from using the kinesthetic activities strategy in learning was creating the cooperative relationships among students which attracted the students' attention not only to the intended meaning, but also to the social context of the situations.

4.8. Drawbacks and challenges

In spite of the positive results that proved the effectiveness of using the suggested program, the researcher also faced some challenges and obstacles during application and can be summarized as follow:

1- The existence of some shy students among the experimental group whose engagement was a challenge to the researcher who exerted a lot of effort to motivate them to be highly engaged and interested in fulfilling the required tasks.

2- One of the biggest problems that faced the researcher also was the students' tendency to use their mother tongue language during carrying out the suggested activities which needed the researcher to exert a lot of efforts to train the students and assist them to use English language.

3- Applying some of the kinesthetic activities mainly the sports games in the playground needed a lot of time for preparation and took much time. That was a challenge for the teacher to afford the required time for preparing and executing the playground activities which obliged the researcher to minimize the number of playground sessions application so as not to affect the students' required curriculum.

In conclusion the results of this study confirmed the effectiveness of using the kinesthetic activities to provide the students with enjoyable atmosphere that permits them to be happily engaged in the activities, concentrating on communication rather than mere memorizing vocabulary and grammatical rules. Besides the students use of the language without being under pressure resulted in minimizing their mental barriers and internal resistance and consequently enhancing their oral performance level unconsciously.

Chapter Five

Summary, conclusion and recommendation

CHAPTER V

Summary, conclusion and recommendation

This chapter is devoted to present the summary and conclusion of applying the study that have been carried out as well as presenting the findings, recommendations and suggestions for further research that are based on analyzing the results of the study.

5.1. Summary of the study

The ability to use language to communicate across different cultures has become one of the most important skills that should be there for the 21st century students. One of the major challenges that teachers encounter with English Language Learners (ELL) centers on the development of oral language. Throughout the researcher's experience in teaching English for about 15 years, it was clear that there are lack of opportunities for students to use the language to communicate effectively. This problem may be regarded to traditional ways of teaching English depending on memorization, learning grammatical rules and doing writing exercises. Also teachers' neglect to urge their students to communicate and to do activities that require oral language communication.

As a result of having this problem of poor oral language performance level among our students in Egypt, the current study was executed to try to suggest a convenient solution to the problem through investigating the effect of using some kinesthetic activities on developing EFL students' oral performance.

The study was a one group design in which the researcher adopted the quasi experimental design with a pre - post test for one group from 6th primary students at Hassan Abu Bakr Governmental Language School. The program took about 36 hours. The study attempted to answer the following main question:

What is the effect of using kinesthetic activities on developing the students` oral language performance?

To be more specifically to answer this question, the following sub questions needed to be answered:

- 1- What is the existing level of the oral language performance for the sixth Year Primary Governmental Language School students?
- 2- What are the suggested kinesthetic activities that can be used to develop oral Language performance aspects for the sixth Year Primary Governmental Language Stage students?
- 3- What is the difference of the oral language performance level for the sixth Year Primary Governmental Language School students before and after applying the program?

In order to answer the first question, the researcher designed a pretest to assess the experimental group members` oral language performance level.

To answer the second question the researcher made a plan of the suggested kinesthetic activities that would be carried out in teaching to the experimental group to help in developing the students' oral language performance. These activities were discussed in details in chapter two.

To answer the third question, the same pretest was given to the experimental group after applying the suggested program, then the researcher calculated the difference between the students' oral performance level before and after applying the program. The results showed that the oral performance level of the experimental group members after applying the program was remarkably higher than their level before application.

Having the answers of the three sub questions and reaching the deduction of the positive effect of using kinesthetic activities on developing the students' oral language performance, the main question was answered.

5.2. Conclusion

The data gathered from this study were used to investigate the impact of kinesthetic activities on developing the students' oral language performance and throughout analyzing the results of these data, it could be concluded that:

- Using kinesthetic activities had a positive effect in developing the students' oral language performance.
- Kinesthetic activities had obviously achieved positive attitudes and remarkable courage from the students to use the language in free conversations.
- An important consideration was the developmental level of the participants and their highly noticed willingness to engage in communicative activities that depended on using the language in real life situations.

5.3. Recommendations

As a result of the attained results and conclusions of the current research, the researcher is suggesting the following recommendations:

5.3.1. Recommendations to Teachers

- 1- Teachers should be aware of the importance of creating a rich and interactive learning environment besides being able to implement kinesthetic activities into the learning process so as to attain not only students' health benefits but also increasing their language practice.
- 2- It is important for teachers to comprehend and be aware of the importance of developing oral language performance for their students through affording all the possible opportunities for oral language practice inside and outside the classroom.
- 3- Teachers should encourage shy students to participate orally using different kinesthetic activities that depend on team work.
- 4- Teachers need to do more efforts to train their students on developing oral language components in an interesting and motivational technique.
- 5- Teachers should continuously motivate their students and encourage them to communicate in English, make competitions and prizes for distinguished competitors and praise their achievement in public and in the school English broadcast.

5.3.2. Recommendations for curriculum developers

The researcher hopes that the curriculum developers would make use of result of the study on designing the curriculum, so as to include variety of kinesthetic activities that are integrated into the learning process to provide the students with opportunities to develop their oral language performance level in an active and attracting way.

5.4. Suggestions for Further Studies

In the light of applying this study and throughout its results, there are some further research that are suggested to be investigated, including the following:

- 1- Conducting other studies similar to the present study in the preparatory and secondary stages.
- 2- Conducting more studies on the importance of kinesthetic intelligence and integrating sports into learning English.
- 3- More studies that use the same idea of using kinesthetic activities in learning English but to develop other language aspects such as writing or reading performance.

References

References

- Abello, C. (2009). Age and critical period hypothesis ELT. *Journal*, 63, (2), 170-172.
- Achmad, D., & Yusuf, Y. Q. (2014). Observing pair-work in an English speaking class. *International Journal of Instruction*, 7 (1).
- Ahmad, Z., & Mahmood, N. (2010). Effects of cooperative learning vs. traditional instruction on prospective teachers' learning experience and achievement. *Journal of Faculty of Educational Sciences*, 43(1), 151-164.
- Albali, F. (2006). *The effect of personality traits extroversion/introversion on verbal and interactive behaviors of learners*. (Master`s thesis). Bilkent University, Ankara.
- Afana, S. M. (2012). *The impact of educational drama intervention on Palestinian ninth graders' English language speaking skills at Gaza UNRWA schools*. (Master`s thesis), The Islamic University of Gaza.
- Alharbi, A., Heba, (2015). Improving students' English speaking proficiency in Saudi public schools. *International Journal of Instruction*. 8, (1) Jan 2015.
- Al Hosni, Samira, (2014). Speaking difficulties encountered by Young EFL Learners. *International Journal on Studies in English Language and Literature (IJSELL)* 2, (6), June 2014, 22-30.
- Alonso, A. Rosa, (2014). Teaching Speaking: An exploratory study in two academic contexts. *PORTA LINGUARUM* 22, junio 2014, 145-160.
- AL Sabagh, A. A. (2009). *The effectiveness of multimedia short stories in*

- developing the speaking skill of first year secondary school students.*
(Unpublished Master`s Thesis). Faculty of Education, Tanta University.
- Andreou, E., Andreou, G., & Vlachos, F. (2004). Studying orientations and performance on verbal fluency tasks in a second language. *Learning and Individual Differences, 15*(1), 23–33.
doi:10.1016/j.lindif.2004.05.001
- Andryani,L. (2012). Improving speaking skill through socio drama [Online]: *Journal of instructional psychology*.37.(2). Retrieved from: www.proquest.com
- Archer, P., Cregan, A., McGough, A. and Shiel, G. *Oral Language in Early Childhood and Primary Education (3-8 years)*. Dublin, NCCA, 2012.
- Armstrong, T. (2003) *Multiple intelligences in the classroom in the classroom*, VA: ASCD
- Aski, J. M. (2003). Foreign language textbook activities: Keeping Pace with Second Language acquisition research. *Foreign Language Annals, 36*,(1), 57-65.
- Bachman, Lyle (1990). *Fundamental considerations in language testing*. Oxford: Oxford University Press. pp. 84–92. ISBN 978-0-19-4370035.
- Bachman, L., & Palmer, A. S. (1996). *Language testing in practice*. Oxford: Oxford University Press.
- Bachman, L. F., & Palmer, A. S. (2010). *Language assessment in practice: Developing language assessments and justifying their use in the real world*. Oxford: Oxford University Press.
- Baker, J., & Westrup, H. (2003). *Essential speaking skills: A Handbook for English Language Teachers*. London: Continuum.

- Beck, Isabel, McKeown, Margaret .G., and Kucan, Linda. (2013). *Bringing words to life* (2nd Edition). New York: Guilford.
- Beheery, F. E. (2008). *The effectiveness of a program based on interactive teaching on developing the oral expression of second year students in the preparatory school: An experimental study*. (Unpublished Master`s Thesis), Institute of Arab Research and Studies, Cairo University.
- Bently, k.(2010) *The TKT teaching knowledge Test Course CLIL module*. Cambridge, Cambridge University Press.
- Bilgin, ElmasKoken.(2006) . *The Effect of multiple intelligences based instruction on ninth grades chemistry achievement and attitudes toward chemistry*. (Unpublished master thesis). Middle East Technical University. Ankara.
- Blakemore, C., Movement is essential to learning, *Journal of Physical Science*, 74 (9), 6. Retrieved December 5, 2016, from ProQuest database.
- Blaydes, J. (2010, November 15). Action based learning: Active kids make better learners. Lecture presented at NCAAHPERD State Convention in Four Seasons, Greensboro.
- Bolak, K., Bialach, D., &Dunphy, M. (May 2005). Standards-based, thematic units integrate the arts and energize students and teachers. *Middle School Journal*, 31(2), 57 - 60.
- Boone, N. (2016). *On the Move: A mixed-methods study to examine the impact of kinesthetic learning tables on student on-task behavior and academic growth* (Doctoral dissertation). Gardner-Webb University.

- Brandl, Klaus (2008). *Communicative language teaching in action: putting principles to work*. Upper Saddle River, N.J. Pearson/Prentice Hall
- Braxton, J. M., Jones, W. A., Hirschy, A. S., & Hartley III, H. V. (2008). The role of active learning in college students' persistence. *New Directions for Teaching and Learning*, 20(115), 71- 83. doi: 10.1002/tl.326
- Bremner, S. (1999). Language learning strategies and language proficiency: Investigating the relationship in Hong Kong. *Canadian Modern Language Review*, 55(4) 490–514. doi:10.3138/cmlr.55.4.490•
Web of Science. Times Cited: 9
- Bright, R. (2008). *Kids who can't sit still*. Retrieved from [Http://www.nea.org/tools/47003.htm](http://www.nea.org/tools/47003.htm)
- Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy (2nd ed.)*. White Plains, NY: Longman.
- Brown, H. D. (2007). *Teaching by principles: An interactive approach to language pedagogy (3rd ed.)*. White Plains, NY: Pearson Education.
- Brown, H. D. (2007). *Principles of language learning and teaching*. Englewood Cliffs: Prentice- Hall Inc.
- Bozorgian, H. (2012). The Relationship between listening and other language skills in international English language testing system. *Theory and Practice in Language Studies*, 2(4), 657-663. <https://doi.org/10.4304/tpls.2.4.657-663>
- Carter, R., & Nunan, D. (2004). *Teaching English to speakers of other languages*. Cambridge: Cambridge University Press.

- Chastain, K. (1988). *Developing second-language skills: Theory and practice (3rd ed.)*. Orlando, FL: Harcourt Brace Jovanovich Publishers.
- Chauhan, V. (2004). Drama techniques for teaching English. *The Internet TESL Journal*, 10(10).
- Cheatham, G. A. & Ro, Y. E. (2010). Young English learners' inter language as a context for language and Early literacy development. *Young Children*, 18-23.
- Cheng, M., 2008. Student perceptions of interactive drama activities. *Journal of Interactive Drama* 3(3), 1-26
- Christensen, C. M. (2011). *Disrupting class: How disruptive innovation will change the way the world learns*. New York: McGraw Hill.
- Christopher, A.A.; Dzakiria, H.b, Mohamed, A.H.b (2012) "teaching English through sports: A Case Study" *Asian EFL Journal*, 59. 20-29
- Chuang, Y. Y. (2009). Foreign language speaking assessment: Chinese Taiwanese college English teachers' scoring performance in the holistic and analytic rating methods. *Asian EFL Journal*, 11(1), 1-248
- Clancy, M.E.; Hruska, B.L. (2005) Developing language objectives for English learners in physical education. *Journal of Physical Education, Recreation & Dance*, 76(4), 30-35.
- Clements R. L. & Rady, A. M. (2012). *Urban physical education: instructional practices and cultural. Activities*. Champaign Il, Human Kinetics.

- Coral, J. (2010) L'aprenentatge de l'anglès a través de l'Educació Física: el programa "Mou-te i apren". *English Language acquisition through physical education* *Temps d'Educació*, 39, 149-170
- Coyle, D.: 2007, Content and language integrated learning: Towards a connected research agenda for CLIL pedagogies, *The International Journal of Bilingual Education and Bilingualism* 10, 543- 562.
- Coyle, D.; Hood, P.; Marsh, D. (2010) *CLIL: Content and language integrated learning*. Cambridge, Cambridge University Press.
- Craen, P., Ceuleers, E., Mondt, K. and Allain, L.: 2008, *European multilingual language policies in Belgium and policy-driven research*, in K. Lauridsen and D. Toudic (eds.), *Language at Work in Europe, Festschrift*, (139-151). V&R Press, Göttingen.
- Crawford, J. (1987). *Language-acquisition theory revolutionizing instruction*. Retrieved On September 10, 2007, from www.edweek.org/ew/articles/1987/04/01/27theory.ho6.html
- Crystal, D. (2003). *English as a Global Language (2nd ed.)*. Cambridge: Cambridge University Press.
- Dalton-Puffer, C., Nikula, T. and Smit, U.: 2010, Charting policies, premises and research on Content and Language Integrated Learning, in C. Dalton-Puffer, T. Nikula and U. Smit (eds.), *Language use and language learning In CLIL classrooms*, (1-19). John Benjamins, Amsterdam.
- Denham, K. & Anne, L. (2010). *Linguistics for everyone: An introduction*. Boston, MA: Wadsworth, Cengage Learning, 534. - 40 Issue 4 -

Available from:

<https://www.researchgate.net/publication/274472553> [accessed Nov 29 2017].

Diepenbroek, L. G., & Derwing, T. M. (2013). To what extent do popular ESL textbooks incorporate oral fluency and pragmatic development? *TESL Canada Journal*, 30, 1–20

DICE (2010). *Drama improves Lisbon Key competences in education*. DICE consortium, Belgrade: Bergen Birmingham Brussels Bucharest Budapest Gaza Gdansk Lisbon Ljubljana Prague Umea Wageningen

Donato, R.& Brooks, F. (2004). Literary discussions and advanced speaking functions: Researching the (Dis) connection. *Foreign Language Annals*, 37 (2), 183-199.

Dornyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition*. Mahwah, NJ: Laurence Erlbaum Associates, Inc.

Ebsworth, M., Tang, F., Razavi, N., & Aiello, J. (2014). Variation in second language learners' strategies among non-native English speakers from three language/culture backgrounds. *Applied Language Learning*, 23(24), 23–46.

El-Base1,R. (2008). *The effectiveness of multimedia program using animation to develop the speaking skill in English for the pupils of the primary stage*.(Unpublished Master`s Thesis) Institute of Educational Studies, Cairo University.

- Ediger, M. (2013). *Managing the classroom: A very salient responsibility in teaching and learning situations is classroom management. 134 (1)*. 15-18. Retrieved from Ebscohost. Web. 17. Oct. 2014.
- Ehrman, M. E., Leaver, B. L., & Oxford, R. L. (2003). A brief overview of individual differences in second language learning. *System, 31*(3), 313-330.
- Ellis, R. (2008). *The study of second language acquisition*. (2nd Ed.). Oxford, England: Oxford University Press.
- Erwin, H. E., A. Beighle, C.F. Morgan, and M. Noland.2011. Effect of a low- cost, teacher- directed classroom intervention on elementary students` physical activity. *Journal of school health 81* (8):455-461.
- Etmad, M. (1994). The role of kinesthetic in learning: *The importance of active engagement and the connected process of reflection*. Retrieved from ERIC. Web. 17. Oct. 2014.
- Ellis, R. (2008). *The study of second language acquisiton*.USA: Oxford University Press.
- Essays, UK. (2013). The importance of pronunciation for English students English language essay. Retrieved from <https://www.ukessays.com/essays/english-language/the-importance-of-pronunciation-for-english-students-english-language-essay.php?cref=1>
- Fahim, M., & Noormohammadi, R. (2014). An investigation into perfectionism as a moderator of the links between language learning styles and strategies. *Journal of Language Teaching and Research, 5*, 1121–1131. doi:10.4304/jltr.5.5.1121-1131

- Fedewa AL, Ahn S. The effects of physical activity and physical fitness on children's achievement and cognitive outcomes: a meta-analysis. *Research Quarterly for Exercise and Sport*, 82(3), 521–535.
- Figueras, S.; Flores, C.; González-Davies, M. (2012) *Educació Física en anglès: Percepcions dels estudiants entorn d'una experiència metodològica en el marc universitari*. *Aloma. Revista de Psicologia, Ciències de l'Educació i de l'Esport* (Barcelona, Universitat Ramon Llull), 29, 61-80.
- Fitts, E. (2001). Linguistic discrimination: A sociolinguistic perspective. ERIC Document Reproductive Service No.ED 477 341.
- Flint, T. K. (2010). Making meaning together: Buddy reading in a first grade classroom. *Early Childhood Education*, 38, 289–297. doi: 10.1007/s10643-010-0418-9
- Foote, J. A., Holtby, A. & Derwing, T. M. (2011). Survey of pronunciation teaching in adult ESL programs in Canada, 2010. *TESL Canada Journal*, 29, 1-22
- Fulcher, G. (2003). Testing second language speaking. London: Pearson American council on the teaching of foreign languages (ACTEFL) (1986). Standards summary Alexandria, VA: ACTEFL. Available at: <https://www.actfl.org/publications/all/world-readiness-standards-learning-languages/standards-summary> (accessed April 2017)
- Gan Z. 2008. Extroversion and group oral performance: A mixed quantitative and discourse analysis approach. June 19, 2010, Retrieved from Retrieved from www.ameprc.mq.edu.au/docs/prospect_journal,23 (23).

- Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. New York: Basics Books.
- Gardner, H. (1999). *Intelligence reframed: Multiple intelligences for the 21st Century*. New York: Basic Books.
- Gardner, H. (2006). *Multiple intelligences*. New York: Basic Books.
- Gersten, R., & Baker, S. (2000). What we know about effective instructional practices for English-language learners. *Exceptional Children*, 66(A), 454-470.
- Gilakjani, A.P. (2012). Visual, auditory, kinesthetic learning styles and their impacts on English language teaching. *Macrothink Institute*. 2. (1). Retrieved from Ebscohost. Web. 17. Oct. 2014.
- Glisan, E & Donato, R. (2004). It's not "just a Matter of Time:" a response to Rifkin. *foreign language annals*, 37(3), 470-476.
- Goh, C. C. M. (2007). *Teaching speaking in the language classroom*. Singapore: SEAMEO Regional Language Centre.
- Goldstein, B. E. (2011). *Cognitive Psychology: Connecting mind research and everyday experience (3rd ed.)*. Boston, MA: Cengage Learning.
- González, A.V.: 2011, Implementing CLIL in the primary classroom: Results and future challenges, in C. E. Urmeneta, N. Evnitskaya, E. Moore and A. Patino (eds.), *AICLE--CLIL--EMILE Educacio Plurilingue: Experiencias, Research & Politiques*, (151-158). Universitat Autònoma de Barcelona, Barcelona.

- Gorsuch, G. 2011a. Improving speaking fluency for international teaching assistant by increasing input. *TESL-EJ*, 14: 1-25. <http://www.teslEj.org/wordpress/issues/volume14/ej56/ej56a1/> Natalie, 2016.
- García, G. E., Pearson, P. D., Taylor, B. M., Bauer, E. B., & Stahl, K. (2011). Socioconstructivist and political views on teachers' implementation of two types of reading comprehension approaches in low-income schools. *Theory Into Practice*, 50(2), 149-156.
doi:10.1080/00405841.2011.558444
- Graham, G., Holt/Hale, S. A., &c Parker, M. (2013). Children moving: A reflective
- Grant, A., Hutchison, K., Hornsby, D., & Brooke, S. (2008). Creative pedagogies: “art-full” reading and writing. *English Teaching: Practice and Critique*, 7(1), 57-72.
- Griffiths, C. (2003). Patterns of language learning strategy use. *System*, 31, 367–383. doi:10.1016/s0346-251x(03)00048-4 CrossRef
- Griss, S. (2013). The power of movement in teaching and learning. *Education Week Teacher*. Retrieved from www.edweek.org.
- Gudo, B.O. (2015). Teaching speaking skills in English language using classroom activities in secondary school level in Eldoret municipality, Kenya. *Journal of Education and Practice* 6 (35).56 Retrieved from <https://files.eric.ed.gov/fulltext/EJ1086371.pdf>.
- Gupta, A, Lee, G.-L (2015). Dialogic teaching approach with English language learners to Enhance oral language skills in the content areas. *International Journal of Language and Linguistics* 2

- Hall, E. (2007). Integration: Helping to get our kids moving and learning. *Physical Educator*, 64. (3).123-28. Retrieved from Ebscohost. Web. 17. Oct. 2014.
- Hall-Kenyon, K., & Smith, L. (2013). Negotiating a shared definition of curriculum integration: A self-study of two teacher educators from different disciplines. *Teacher Education Quarterly*, 40 (2), 89–108.
- Hemmingsson, H., & Borell, L. (2001). Environmental barriers in mainstream schools. *Child: Care, Health and Environment*, 28, 57-63.
- Hillman, C. H., Erickson, K. I., & Kramer, A. F. (2008). Be smart, exercise your heart: exercise effects on brain and cognition. *Nature Reviews Neuroscience*, 9(1), 58-65.
- Holley, K. A. (2009). Special issue: Understanding interdisciplinary challenges and opportunities in higher education. *ASHE Higher Education Report*, 35(2), 1–131.
- Holt, E., Bartee, T., & Heelan, K. (2013). Evaluation of a policy to integrate physical activity into the school day. *Journal of Physical Activity and Health*, 10(4), 480–487.
- Hong-Nam, K., & Leavell, A. G. (2006). Language learning strategy use of ESL students in an intensive English learning context. *System*, 34, 399–415. doi:10.1016/j.system.2006.02.002
- Honigsfeld, A., & Dunn, R. (2009). Learning-style responsive approaches for teaching typically performing and at-risk adolescents. *Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 82(5), 220-224. Retrieved from <http://ezproxy.gardnerwebb.edu/login?url=http://search.ebscohost.co>

m.ezproxy.gardnerwebb.edu/login.aspx?direct=true&db=eric&AN=EJ848261&site=edslive;http://heldref.metapress.com.ezproxy.gardnerwebb.edu/openurl.asp?genre=article&id=doi:10.3200/TCHS.82.5.220-224

Hu, G., & McKay, S. L. (2012). English language education in east Asia: Some recent developments. *Journal of Multilingual and Multicultural Development*, 33, 345-362. <http://dx.doi.org/10.1080/01434632.2012.661434>.

Hüter, J. and Rieder --- Bünemann, A.: 2010 A cross-sectional analysis of oral narratives by children with CLIL and non-CLIL instruction, in C. Dalton-Puffer, in C.T. Nikula U. Smit (eds.), *Language Use and Language Learning in CLIL Classrooms (61-80)*. John Benjamins, Amsterdam.

Ikeda, M.: 2011a, The basic principles of CLIL, in Watanabe, Y., Ikeda, M. and Izumi, S. (eds.), *CLIL (Content and Language Integrated Learning): New Challenges in Foreign Language Education at Sophia University 1: Principles and Methodologies, (1-12)*. Sophia University Press, Tokyo.

Ivory, D.M. (2011) *The impact of dynamic furniture on classroom performance: A pilot study*. Master of Science, university of Puget Sound.

Januod, R. and Wasanasomsithi, P. (2004). Drama and questioning techniques: Powerful tools for the enhancement of students' speaking abilities and positive attitudes towards EFL learning. Available: www.espworld.info

- Johnson, A. P. (2009). *Making Connections in Elementary and Middle School Social Studies*, SAGE.
- Kampmann, J. A., & Bowne, M. T. (2011). Teacher, here's an elephant in the room! An inquiry approach to preschoolers' early language learning. *Young Children*, 66(5), 84-89.
- Karimi, M.N.,& Shafie, Z.(2014) Iranian EFL teachers 'perceptions of dynamic assessment: exploring the role of education and length of service. *Australian Journal of Teacher Education* ,39.(8). 144
- Kirkland, L. D., & Patterson, J. (2005). Developing oral language in primary classrooms. *Early Childhood Education Journal*, 32(6), 391-395.
- Krashen, S. (1997). *Why bilingual education? ERIC Digest*. Charleston WV: ERIC
- Krashen, S.D. (1987). Principles and practice in second language acquisition. Retrieved from ThoughtCo:<https://www.thoughtco.com/what-is-linguistic-competence-1691123>.
- Learinghouse on Rural Education and Small Schools. (ERIC Document Reproduction Service No. ED 403101). Kuo,
- Kyriakopoulos, P. (2008). Using practiced improvisation and role-play to improve oral communication skills for English second language learners. ProQuest dissertations and theses; 2008; ProQuest dissertations & theses (PQDT) pg. n/a
- Larsson, S. (2008). Oral expression across the curriculum. Retrieved January 21- 2009, from <http://www.ohio.edu/gened/help/oe.cfm>

Learning-Styles Inventory: Learning Styles (2006): A Multiple intelligences approach, (n.d.). University of Vermont Website. Retrieved September 9, , from http://pss.uvm.edu/pss162/learning_styles.html.

Liu, M. H. (2006). Anxiety in Chinese EFL students at different proficiency levels. *System*, 34(1), 301-316.

<http://dx.doi.org/10.1016/j.system.2006.04.004>

Lumala, F. M. Peter, (2007). *Towards the reader-text interactive approach to teaching imaginative texts: the case for the integrated English curriculum in Kenya*. PhD Thesis, University of Nottingham, United Kingdom.

Luoma, S. (2004). *Assessing Speaking*. Cambridge: Cambridge University Press.

Mahar, M. T., Murphy, S. K., Rowe, D. A., Golden, J., Shields, A. T., & Raedeke, T. D. (2006). Effects of a classroom-based program on physical activity and on-task behavior. *Medicine and Science in Sports and Exercise*, 38(12), 2086–2094.

Manalo, T. & Greenwood, J. (2004). The Influence of personality and anxiety on the oral performance of Japanese speakers of English. *Applied Cognitive Psychology*, 18, 842-855.

Martlew, J., Ellis, S., Stephen, C., & Ellis, J. (2010). Teacher and child talk in active learning and whole-class contexts: Some implications for children from economically less advantaged home backgrounds. *Literacy*, 44(1), 12–19. doi:10.1111/j.1741-4369.2010.00545.x

- Mattevi, Y. (2005). Using drama in the classroom: The educational values of theatre in second language acquisition.[Online]. Available from: <http://proquest.umi.com/pqdwebndex> [2016, June 9]
- Matthews, P. H. "performance." Oxford Reference. 30 Oct. 2014. <http://www.oxfordreference.com.ezproxy.library.ubc.ca/view/10.1093/acref/9780199202720.001.0001/acref-9780199202720-e-2494>
- Matthews, P. H. "performance." Oxford Reference. 30 Oct. 2014. <http://www.oxfordreference.com/view/10.1093/acref/9780199202720.001.0001/acref-9780199202720-e-2494>.
- McKay, S. L., & Bokhorst-Heng, W. D. (2008). *International English in its sociolinguistic contexts: Towards a Socially Sensitive EIL Pedagogy*. New York: Routledge.
- McCaslin, N. (2006). In a Supplement to Interactive and improvisational drama: Varieties of applied theatre and performance. Edited by Adam Blatner, M.D. And Daniel Weiner, Ph.D. Chapters, 8,9,10, and 16. Relflections on Creative Drama, Process Drama-in-Education, Theatre-in-Education, and Drama Therapy. Posted September 28, 2006 www.interactiveimprovisation.com/mccaslinwb.html. Retrieved January 11, 2015.
- Mckenzie, W., 2009. Walking the walk: Multiple intelligences in educator professional development. Massachusetts Computer Using Educators: 11-29.
- Mehisto, P., Marsh, D. and Frigols, M.: 2008, *Uncovering CLIL: Content and language Integrated Learning in Bilingual and Multilingual Education*. Macmillan, Oxford.

- Metzler, (2016). *The Academic effects of Kinesthetic movement with multiplication fact acquisition instruction for students in third grade*. Masters of Education Graduate Program in Education - Goucher College.
- Michael, J. (2006). Where's the evidence that active learning works? *Advances in Physiology Education*, 30(4), 159–167. Retrieved from <https://doi.org/10.1152/advan.00053.2016>
- MindTools. (n.d.). Learning styles – learn effectively by understanding your learning preferences. Retrieved September 9, 2017, from <http://www.mindtools.com/mnemlsty.html>
- Mwamba, Richard, (2005). *An investigation into factors that hinder the instruction of oral communication skills in English Kenyan secondary schools: A case of Kisii district*”. Eldoret Moi University; (Unpublished M.Phil thesis)
- Nation, I. S. P., & Newton, J. (2009). *Teaching ESL/EFL listening and speaking*. ESL & applied linguistics professional series. Routledge Taylor & Francis Group.
- National Council for curriculum and assessment (NCCA), *Assessment in the Primary School Curriculum: Guidelines for Schools* Dublin, NCCA, 2007
- Nguyen, T., & Trimarchi, A. (2010). Active learning in introductory economics: Do econlab and alpha make any difference? *International Journal for the Scholarship of Teaching and Learning*, 4(1), 1-18.
- Njagi, M.W., Muriungu, C. K. & Peter, C. .A. (2014). Effectiveness of professional development on English and literature teachers in

selected schools in Tharaka-Nithi and Meru County, Kenya. *American International Journal of Contemporary Research*. 4 (8) 56

Norris, E., Shelton, N., Dunsmuir, S., Duke-Williams, O., & Stamatakis, E. (2015). Physically active lessons as physical activity and educational interventions: A systematic review of methods and results. *Preventive Medicine*, 72, 116–125.

Nunan, D. (2003). The Impact of English as a global language on educational policies and practices in the Asia – Pacific Region. *TESOL Quarterly*, 37(4), 589-613.

Oxford University Press. (2009). Oxford Pocket Dictionary of Current English, OUP.

Oya, T., Manalo, E., & Greenwood, J. (2004). The Influence of personality and anxiety on the oral performance of Japanese speakers of English. *Applied Cognitive Psychology*, 18, 841-855.

Peregoy, S., & Boyle, O. (2008). *Reading, writing, and learning in ESL*. (5th ed.) Boston: Pearson.

Piccolo, L. (2010). Teaching speaking to English second language students. Retrieved July 15, from <http://www.suite101.com/content/teaching:speaking-to-english-language-students-a261761>

Pontifex, M. B., Hillman, C. H., Fernhall, B., Thompson, K. M., & Valentini, T. A. (2009). The effect of acute aerobic and resistance exercise on working memory. *Medicine & Science in Sports & Exercise*, 41(4), 927- 934.

- Prince, M. (2004). Does active learning work? A review of the research. *Journal of Engineering Education*, 93(3), 223-231.
- Ratey, J., & Hagerman, E. (2008). *Spark: The revolutionary new science of exercise and the brain*. New York: Little, Brown.
- Reishaan, Abdul-Hussein Kadhim (2008). The relationship between competence and performance: Towards a Comprehensive TG Grammar. *Adab Al – Kufa Journal* 2.35-75
- Rice, D. (2016). *Elementary general education teachers' knowledge of and experience teaching students with disabilities in science and social studies* (Doctoral dissertation). Walden University
- Rief, S. F., & Heimburge, J. A. (2007). *How to reach and teach all children through balanced literacy*. John Wiley & Sons.
- Rossiter, M. J., Derwing, T. M., Manimtim, L. G., & Thomson, R. I. (2010). Oral fluency: The neglected component in the communicative language classroom. *Canadian Modern Language Review*, 66 (4), 583-606.
- Rule, A., Dockstader, C. C., & Stewart, R. (2006). Hands-on and kinesthetic activities for teaching phonological awareness. *Early Childhood Education Journal*, 34(3), 195-201.
- Sarwar, M., Alam, M., Hussain, A. , Shah, A.A., & Jabeen, M. (2014). Assessing English speaking skills of perspective teachers at entry and graduation level in teacher education program. *Language Testing in Asia a Springer Open Journal*.
- Sari, D (2011). Drama as a Tool in Interpretation: Practitioner Perceptions of Its Strengths & Limitations.[Online]: Australian

Journal of Environmental Education. 23 (2) Available:
www.proquest .com

Segalowitz, N. (2010). Cognitive bases of second Council of Europe.
(2011). Common European Framework of Reference for Languages:
Learning, Teaching, and Assessment. Strasbourg: Council of Europe

Serra, C.:2007, Assessing CLIL at primary school: A longitudinal study,
International Journal of Bilingual Education and Bilingualism
10,582-602.

Shabani, K., Khatib, M., & Ebadi, S. (2010). Vygotsky's zone of
proximal development:

Instructional Implications and Teachers' Professional Development.

English Language Teaching, 3(4), 237-248.

<http://dx.doi.org/10.5539/elt.v3n4p237>

Sibley, B. A., & Etnier, J. L. (2003). The relationship between physical
activity and cognition in children: a meta-analysis. *Pediatric Exercise
Science*, 15, 243-256.

Skoning, S. N. (2008). Movement and dance in the inclusive classroom.
Teaching Exceptional Children Plus, 4(6)

Singh, T. K. R., & Mohammed, A. R. (2012).Secondary students'
perspectives on the use of the interactive whiteboard for teaching and
learning of Science in Malaysia. *Journal of Education and Practice*,
3(7), 9-15.

Shand, J. (2008). *The use of drama to reduce anxiety and increase
confidence and motivation towards speaking English with two groups*

of English language learners. (Electronic Thesis).The University of Arizona

Shumin, K. (2002). Factors to consider: Developing adult EFL student speaking abilities. In J. C. Richards & W. A. Renandya (Eds.), *Methodology in language teaching: An anthology of current practice* 204-211. Cambridge: Cambridge University Press.

<http://dx.doi.org/10.1017/CBO9780511667190.028>

Snow, C. E., Porche, M. V., Tabors, P. O. & Harris, S. R., eds. (2007). *Is literacy enough? Pathways to academic success for adolescents.* Baltimore, MD: Brookes.

Snow, C. E., & Uccelli, P. (2009). The challenge of academic language. In D. R. Olson & N. Torrance (Eds.), *The Cambridge handbook of literacy* (pp. 112–133). New York: Cambridge University Press. doi:[10.1017/cbo9780511609664.008](https://doi.org/10.1017/cbo9780511609664.008).[CrossRefGoogle Scholar](#)

Stalvey, S., & Brasell, H. (2006). Using stress balls to focus the attention of sixth-grade learners. *Journal of at-Risk Issues*, 12(2), 7-16. Retrieved from <http://ezproxy.gardnerwebb.edu/login?url=http://search.ebscohost.com.ezproxy.gardnerwebb.edu/login.aspx?direct=true&db=eric&AN=EJ853381&site=eds-live>

Sun, Ping-Yun (2003). Using drama and theater to promote literacy development: Some basic classroom applications. Retrieved from <https://www.ericdigests.org/2016-1/drama.htm>

Tabbers, H. K., & de Koeijer, B. (2010).Learner control in animated multimedia instruction. *Instructional Science*, 38, 441-453

- Taylor, A. (2009). *Linking architecture and education: Sustainable design for learning environments*. Albuquerque: University of New Mexico Press.
- Talley, P.C. & Hui-ling, T. (2014). Implicit and Explicit Teaching of English Speaking in the EFL Classroom. *International Journal of Humanities and Social Science*. 4, (6); April 2014.
- Thornbury, S. (2005). *How to teach speaking*. Harlow: Longman.
- Tomporowski, P. D., Davis, C. L., Miller, P. H., & Naglieri., J. A. (2008). Exercise and children's intelligence, cognition, and academic achievement. *Educational Psychology Review*, 20, 111–131.
- Tuan, N.H., & Mai, T.N. (2015). Factors affecting students' speaking performance at LE Thanh high school. *Asian Journal of Educational Research*. 3 (2)
- Yagang, F. (1997). *Listening: problems and solutions*. In T. Krai (Ed.), *Teacher development: Making the right moves*.189-106, Washington,D.C.: United states information agency.
- Yazedjian, A., & Kolkhorst, B. B. (2007). Implementing small- group activities in large lecture classes. *College Teaching*, 55(4), 164-169.
- United States Department of Education (2001). No Child left behind Act. Retrieved on October 30, 2016 from <http://www.ed.gov/nclb/accountability/ayp/testingforresults.html>
- U.S. Department of Health and Human Services. (2010). The association between school-based physical activity, including physical education, and academic performance. Atlanta, GA: Author.UNESCO (2013a).

- Declaration of Berlin MINEPS V, Berlin, Germany, May 28-30. (Accessed 20/11/2014)
- Vygotsky, L. S. (1978). *Mind in Society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.
- Wallis, C. (2006). How to bring our schools out of the 20th Century.
- Walter, L., Marilla, S. and Yuying, S.: 2009, Attempted Validation of the Scores of the VARK: Learning Styles Inventory With Multitrait–Multimethod Confirmatory Factor Analysis Models, p. 2. SAGE Publications.
- Webster, C. A., Russ, L., Vazou, S., Goh, T. L., & Erwin, H. (2015). Integrating movement in academic classrooms: Understanding, applying and advancing the knowledge base. *Obesity Reviews*, 16(8), 691–701. doi:[10.1111/obr.12285](https://doi.org/10.1111/obr.12285).
- Wright, C., Bacigalupa, C., Black, T., & Burton, M. (2007). Windows into children’s thinking: A guide to storytelling and dramatization. *Early Childhood Education Journal*, 35, 363-369.
- Yazedjian, A., & Kolkhorst, B. B. (2007). Implementing small-group activities in large lecture classes. *College Teaching*, 55(4), 164-169.
- Yang, M. N. (2007). Language learning strategies for junior college students in Taiwan: Investigating ethnicity and proficiency. *Asian EFL Journal*, 9(2), 35–57.
- Yip, F., and Kwan, A. (2006). Online vocabulary games as a tool for teaching and learning English vocabulary. *Educational Media International*, 43(3), 233-249.

Zughoul, M. R. (2003). Globalization and EFL/ESL pedagogy in the Arab world. *Journal of Language and Learning*, 1(2), 106-140.

Zhang, Y. L., & Jia, G. Z. (2006). Anxiety in foreign language classroom. *CELEA Journal*, 29(6), 96-103.

Appendices

Appendix (A)

Names of Jury Members

Names of Jury Members

Dr. Eid Abd El Wahid	Professor of Curriculum and Instruction (EFL) and Vice Dean for the Students` Affairs, Faculty of Education, Menia University.
Dr. Mohamed Abd El Wahid	Professor of Curriculum and Instruction (EFL), Dean of New Valley, Faculty of Education Assiut University.
Dr Badr Abdel Fatah Abdel Kafy	A lecturer of curriculum and Instruction (EFL) Faculty of Education Ain Shams University.
Dr Mohamed Safwat Hassan	Assistant professor of EFL, English Language Center, Saltanat Oman
Dr Abo Bakr Abdel Haleem	Lecturer of EFL, Faculty of Education, Menia University.

Appendix (B)

Oral performance dimensions checklist

Oral performance abilities checklist

Cover Letter

Dear jury members,

The researcher is conducting a study in partial fulfillment of a master degree in curriculum and instructions. The study title is:

“The Effect of Using some Kinesthetic Activities on Developing EFL Language Performance for the Primary Governmental Language Stage Students”.

This study aims to examine the impact of making use of using some suggested kinesthetic activities on developing oral language performance for the primary governmental language stage students

Following is a list of Oral performance abilities checklist determined by the researcher after reviewing the previous studies and literature related to oral language performance and kinesthetic activities.

This will be a precious opportunity to benefit from your valuable experience and creditable feedback so as to indicate if these abilities are appropriate to primary six students in language schools.

Thanks in advance

Researcher,

Shireen Mostafa Ahmed

The primary form of oral linguistic performance abilities

Oral Linguistic performance abilities	Very important	important	Less important
<p>1- Extensive use of vocabulary such as:</p> <p>a- academic vocabulary.</p> <p>b- Metaphoric vocabulary.</p> <p>c- Literally vocabulary.</p> <p>which are significant to the sentences of situations.</p>			
<p>2- Use the appropriate body language such as gestures and facial expressions to :</p> <p>a- produce successful statements and oral questions.</p> <p>b- Engage in conversations and dialogues.</p>			
<p>3- Fluency in expressing:</p> <p>a- likes, dislikes, wishes and desires.</p> <p>b- Kinds of sports, general information about places and their characteristics.</p>			

<p>4- Accuracy in:</p> <p>a- sequencing events after listening to illustrated story.</p> <p>b- Producing and responding to correct pronunciation, intonation and sounds</p> <p>c- Decoding and encoding language appropriate to the context (e.g., topic, purpose, audience).</p>			
<p>5-Grammar</p> <p>Present ideas and respond in correct structure and grammar forms.</p>			
<p>6- Oral communication through :</p> <p>a- Sharing meaning</p> <p>b- free conversations</p> <p>c- Interacting orally</p>			

The final form of oral linguistic performance abilities

Linguistic performance abilities	Very important	important	Less important
<p>1- Extensive use of vocabulary such as:</p> <p>a- academic vocabulary.</p> <p>b- Metaphoric vocabulary.</p> <p>c- Literally vocabulary.</p> <p>which are significant to the sentences of situations.</p>			
<p>2- Use the appropriate body language such as gestures and facial expressions to :</p> <p>a- produce successful statements and oral questions.</p> <p>b- Engage in conversations and dialogues.</p> <p>c- Emphasize intended meaning.</p>			
<p>3- Fluency in expressing:</p> <p>a- likes, dislikes, wishes and desires.</p> <p>b- Kinds of sports, general information about places and their characteristics.</p> <p>c- creative use of the language</p>			

and participate in imaginative situations and imaginary actions in different situations			
4- Accuracy in: a- sequencing events after listening to illustrated story. b- Produce and respond to correct pronunciation, intonation and sounds			
5- Oral meaning construction through : a- Sharing meaning b- free conversations c- Interacting orally			

Appendix (c)

Pre\post oral language performance Test

Pre\post oral language performance Test

Cover Letter

Dear jury members,

Following is an oral language performance test prepared by the researcher to measure the oral language performance abilities specified in the previous checklist for the target students.

You are kindly requested to review this test and modify it in order to determine the appropriateness of each item for the target students and its relevance to the oral language abilities which it measures.

Thanks you.

Shireen Mostafa Ahmed

Part one

Look at the following pictures and respond to the oral questions you are going to hear:



1. What do you think of the picture of this car?
2. How much do you think it costs?
3. Will you decide to buy such a car if you have a lot of money?
4. What would be the first thing you do if you had it?
5. Would you enjoy driving it by yourself? why? Why not?



- 1- What do you think this picture is about?
- 2- Have you ever been in a running competition?
- 3- Were you beaten before in a running competition?



- 4- Where do you practise this sport?



1. What do you think these pictures talk about?
2. What are the most popular sports in your country?
- 3- What is your favourite sport?
4. How often do you play this sport?

5. Are there lots of sports shown on TV?



1- What do you think this picture is about?

2- What kind of sport is it?

3- What equipment is needed for this sport?

4- What tricks can the skiers do during playing?

6- What clothes are suitable for this sport?



- 1- What do you think this picture is about?
- 2- Where do you wish to have a picnic?
- 3- Who do you go on a picnic with?
- 4- What do you do in a picnic?
- 5- When do you have a picnic?

Part Two

Task (1)

Total: 25

Complete the following conversation:

(6 Marks)

A: Yesterday I went to a wedding party.

B: Really! Whose wedding was it?

Task (2) Retell the story:

(5 Marks)

You will listen to a short story, concentrate on the details and try to retell what you have listened to :

The baby birds sat in the nest. There were two baby birds. They were in the nest. The nest was in the tree. The baby birds were waiting for mama bird. They were hungry. When would mama bird be back? Then they saw mama bird. She landed on the nest. She had two worms in her mouth. She gave one worm to each baby bird. The worms were delicious. The baby birds ate the worms very fast. Then they opened their mouths. They wanted another worm. Mama bird flew away. She went to get more worms.

Task (3)

(6 Marks)

Listen to the song and put the missing words in the correct place:



04- راسم-4.mp3

(blow daughters forgets game pets players)

Whatever the weather, she never ...1.....to watch every.....2... of the New York Jets.

Go Jets, go Jets, go Jets, go!

Your biggest fan is watching the show.

The sun may shine or the wind may ...3.....

But go Jets, go Jets, go Jets, go!

Her sons and her.....4.....

And all of her.....5.....

Are named after ...6..... Of the New York Jets! Go Jets.

Task (4)

(4 Marks)



Listen and choose:

05-رأسم-5.mp3

Sports in Japan

1- What are the three most popular sports in Japan?

Volleyball () basketball () athletics ()

Football () tennis ()

2- Do people in Japan watch a lot of sport on TV?

Yes, they do. () No, they don't ()

3 – What sport do a lot of Japanese boys play at school?

Volleyball () table tennis () football ()

4- What other popular sports in Japan?

Table tennis () Sumo wrestling () Swimming ()

**Listen to Beth, Daniel, Marcus, and Gina tell about (4 Marks)
their spending habits. Then choose the correct answer.**

1. Beth is saving for buying a.....

a) house b) car c) villa d) shop

2. Daniel is saving for his.....

a) account b) family c) retirement d) relatives

3. Marcus is saving for a trip to.....

a) Germany b) Toronto c) Greece d) Japan

4. Gina is saving for paying on a

a) farm b)firm c) house d) yacht

Appendix (D)

Oral performance Rubric

The Researcher's Oral performance Rubric for testing oral performance abilities

Evaluation Criteria	High Achievement level (76-100 marks)	Demonstrating Achievement level (51- 75 marks)	Demonstrating Progress towards Achievement level (26- 50 marks)	Low Achievement Level (0 – 25 marks)
Vocabulary	Using excellent vocabulary to convey the message	Using good vocabulary to convey the message	Using limited vocabulary to convey the message	Using extremely limited vocabulary to convey the message
Fluency	Sequencing almost or all events after listening to illustrated story.	Sequencing some events after listening to illustrated story.	Sequencing few events after listening to illustrated story.	- Narrate a story based on a personal experience. Sequencing a few key events after listening to illustrated story making so much pauses.
Accuracy	Excellent	Good ability to	Some response	No or Little

	ability to response to icon words, sentences, pictures, role play activities	response to icon words, sentences, pictures, role play activities	to icon words, sentences, pictures, role play activities	response to icon a-words, b- sentences, c-, role play activities
Body language	Using excellent gestures, facial expressions and body language along with verbal language in order to convey meaning	Using some gestures, facial expressions and body language along with verbal language in order to convey meaning	Using limited gestures, facial expressions and body language along with verbal language in order to convey meaning	Using extremely limited gestures, facial expressions and body language along with verbal language in order to convey meaning
Oral meaning construction	Responding reveals very little or no gaps in comprehension	Responding reveals little gaps in comprehension	Responding reveals some gaps in comprehension	Responding orally in conversations Sharing role in conversation

Appendix (E)

Outline of the study program

Outline of the study program

Aims of the Program

This program aims at developing oral language performance for primary six students at a Governmental language school through using some proposed kinesthetic activities.

Objectives of the Program

By the end of the program, the students are expected to:

- 1- Express their opinions and viewpoints freely and in a more relaxed way.**
- 2- Consider alternative viewpoints.**
- 3- Gain more self confidence in communicating in English in an appropriate way.**
- 4- Engage in simple oral contexts.**
- 5- Use appropriate vocabulary to express their ideas.**
- 6- Use body language in an appropriate speed and manner.**
- 7- Organize thoughts in a meaningful and logical sequence.**

Description of the program

The program is based on using some kinesthetic activities as an integral part with learning English. The researcher adopted using sports, educational drama, gallery walks, action songs and take 10 program.

The general criteria of the program:

- **The main target of all the activities is developing oral language performance namely; vocabulary, fluency, accuracy, body language, and oral meaning construction.**

- **All the lessons procedures should include suitable kinesthetic activities integrated with the learning process.**

- **Following this, all the students will be involved in kinesthetic learning environment in which they discuss opinions, exchange information and give possible explanations.**

- **During the students` activities, the teacher will direct the discussion towards achieving the intended learning outcomes.**

Duration of the suggested program

The program is consisted of 4 units and is conducted in 6 weeks, 36 hours, each session is one and half hour three sessions a week.

Assessment Strategies

Research showed that the key to effective oral performance testing depends on the matching of the strategies with the purposes and constraints of the testing situation, these strategies include: oral interview, pictures description, story retelling, role playing and collaborative tasks.

Appendix (F)

The study program

Kinesthetic activities for oral language performance

Kinesthetic activities Lesson Plans

Activity (1) kinesthetic activities Lesson Plan

Date:

Lesson Title: Unit 7 (The cave) Lesson 1-2

Grade: 6th

Time Estimated: 80 minutes in class and

the playground

Learning objectives:

By the end of this lesson, Students are expected to be able to:

- focus their attention while listening to the speaker and follow up the speech.

- Revise reported through oral questions.

- Practise using verbs followed by to+inf \ inf+ing.

- Talk about things students like or prefer doing.

Answer questions related to listening to people doing things.–

Aids

Printable sheets – CD – two balls

Warm up

1- start the first five minutes of the lesson with the take ten program of having students to practise kinesthetic activities such as jumping, swimming, flying, sitting down, standing up, turning around, raising hands and legs.

2- Get children to suggest activities they like and dislike. Write the activities on the board. Get a list of at least ten. Then give the children two minutes to choose three activities and a volunteer from each group has one minute to mime his preferred activity to his group and the rest of the group members have to stand up and talk about his preferred activity. For example: Badr likes playing football \ basketball \ runningetc.

Strategies:

Miming – acting

Activities

- I will ask each group members to mime some suggested activities which are written on the board for a minute to revise the reported questions such as running- jumping – jogging and a volunteer from another group asks: what did you do? One of them answers: we ran in our class and another one reports to the whole class both the question and the answer.
- I will play the cassette. Children listen and follow the text in their books, then I will ask simple questions to check comprehension.
- Now I will ask the students to listen to the story, watch my kinesthetic acting of its events and then pick up some volunteers from each group to act it out.
- After that I will ask a volunteer from each group to mime a sentence as a message to his group using the variable keywords written on the board such as: suggest – promise – decide - agree – stop

Ex: A student mime this sentence:

- I suggest staying together.

- I promise to wait for you.

I decided to walk too fast.

The group members have to declare the mimed sentence in one voice.

Key vocabulary: follow into – hurt – amazed – genius – pleased with – turn around – so am I – turn left – turn right – I can't help it

Key structures: Use reported questions to retell somebody's questions

EX: She asked him why he liked singing.

If I see Tom, I will invite him to the football match. **e.g.:**

Consolidation

I will a company the children to the playground to apply sports competitions as follow:

1- I will divide the class into five teams, they will stand at a side of the playground with cards contain words of the lesson such as: suggest – promise – agree – stay to ...etc. and on the other side there is a table.

2- I will ask a volunteer to say a sentence a loud and then whistle for the start of the competition. A volunteer will come from each team to carry out some physical activities recommended by the physical education teacher and compete in running to collect cards.

3- The competitors run to put them on the table at the other side of the playground. The winning team has a point.

Activity (2) Kinesthetic Lesson Plan

Date:

Lesson Title: The cave (3-4 -5)

Grade: 6th

Time Estimated: 80 minutes

Learning objectives:

By the end of this lesson, Students are expected to be able to:

- Retell the previous story of lesson 1 from memory.
- Use verbs followed by to+inf \ inf+ing express ideas and activities.
- Talk about their own hobbies.

Aids

Printable sheets – CD– flash cards – the playground

Warm up

Show students some flash cards that contain busy streets, fields in the country, bats and dolphins. Ask them questions about the pictures, discussing orally life in the city and in the country.

Have children look back at the story on page 58, and find all the verbs that are followed by another verb. I will make three columns on the board: verb + ing , verb+ to , verb + verb. A volunteer from each group dictates me the verbs in their correct columns.

Strategies

Pair work – miming

Activities

- I will give the students five minutes to read silently the story in page 60 and two volunteers prepare their roles to work in pairs in acting the story.

- I will play the cassette, children listen and check their work. Then check the answers orally.

- Review words for hobbies. Give children a short time to think of as many as they can. Then write them on the board. Then play a team guessing game. A child from one team mimes taking part in a hobby, and the others have to guess what it is.

Key vocabulary: smugglers – imagine – tunnels – look worried – pretend – sidewalk – echoes – nocturnal – bounce off – predators – clicks – sonar machine

Key structures:

Verbs followed by infinitive or – ing

The hot seat game to practise using verbs+inf or – ing and talk about hobbies.

Interview a friend about his or her hobby, use the questions from activity 1. Give them a short time first to think of answers, then they take turns asking and answering the questions.

Consolidation

I will divide the class into five groups, I will have them in cooperation with the physical education teacher to practise some physical exercises, and then I will ask each competitor a question related to the

lesson after they listen They will have twenty seconds to give their answers. The winners are the correct and fastest groups.

Activity (3) Kinesthetic Lesson Plan

Date:

Lesson Title: The cave (6-7-8)

Grade: 6th

Time Estimated: 90 mins

Learning objectives:

By the end of this lesson, Students are expected to be able to:

- Report yes \ No and wh -questions.
- Listen to a story and indicate true and false sentences.

Aids

Printable sheets – CD — flash cards – the playground

Warm up

Children work in pairs .They decide on somebody from one of the lesson 8 stories that they would like to interview. They choose four to six questions and write them out as they would ask them, e.g. *Juliane, what did it feel like being alone in the jungle?* Then they join another pair and take turns telling them about their questions, e.g. I want to ask Juliane what it felt like being alone in the jungle. Go around monitoring and helping. Let some pairs tell the class their questions.

- Strategies

Acting – Role playing – Miming- physical exercises

Key vocabulary:

Myth – echo – god – goddess – remain – teenager – identical – in the middle of

I will tell the students that they are going to read a myth about causes of echoes, Then I will check the answers orally and ask them to prepare their acting roles to act out the story.

Have children develop further a part of the story. They work in pairs to act out some of the conversation between Sebastian and his father. Let as many children as possible perform their activity for the class.

Key structures:

- Report questions

After reading the story of the myth, children work in groups to work out what the spoken questions were so as to have a practical usage of the reported questions.

Consolidation

I will accompany the children to the playground to remember the new vocabulary of the lesson, apply using the reported questions and verbs followed by infinitive or ing through sports completions as follow:

1- I will divide the class into five groups, I will make a running competition between a volunteer from each group to listen to a word from me and compete in running to bring the cards of its letters from an agreed place in the playground to be put on the other side.

1- I will divide the class into five groups, I will have them in cooperation with the physical education teacher to practise some physical exercises, and then I will give each group a sheet of paper

containing answers to a question related to the lesson I will say after they listen to a sentence or a mini-dialogue. They have twenty seconds to underline the correct answers. The winners are the correct and fastest groups.

Activity (4) Kinesthetic Lesson Plan unit 8

Date:

Lesson Title: The Strawberries (1-2)

Grade: 6th

Time Estimated: 80 minutes

Learning objectives:

By the end of this lesson, Students are expected to be able to:

- Identify actions in the present perfect and future passive.
- Listen to a story and pick up the new vocabulary.
- Use the passive form of the present perfect and the future simple.

Aids

CD – artificial trees and strawberries - the playground

Warm up

Review words for plants and trees to see how many they can think of. Remind them to think of food plants too, e.g. apple trees, corn..etc.

Strategies

Pair work – acting - Role playing- physical exercises

Key vocabulary: in the middle of hand off – castle – get past – attack – no chance – jail – release.

Activities

1- I will play the cassette. Children listen and follow the text in their books. Then I will ask simple questions to check comprehension.

2- Now have children work in groups of three to act the scene in front of the class.

3- Have children play a memory game, I will arrange some items in the playground with the help of some volunteers such as a red cone on a white one, a box on a mattress - a ball in a basket, etc. Give them one minute to look at the playground. Then they turn their backs for five minutes while I move things around. They open their eyes and make notes on what has been done, e.g. It's all been changed. The ball has been taken out of the basket. The red cone hasn't been put under the white cone.

They continue the activity in pairs. I go around, monitoring for correct use of verbs.

Key structures:

The present perfect passive – The future simple passive

I will go through the example sentence with the class. The children rewrite the other sentences and I check the answers orally. They move between groups to check each other's work.

Consolidation

Work in pairs to role play some of the natural places such as Mount Everest – The Amazon – The Sahara Desert. They exchange roles to ask and answer questions about them through the information in the cards they have.

Activity (5) Kinesthetic Lesson Plan unit 8

Date:

Lesson Title: The Strawberries (3-

4-5)

Grade: 6th

Time Estimated: 80 minutes

Learning objectives:

- Use new phrasal verbs.
- Identify where some kinds of food were grown.
- Talk about actions in the passive forms.

Aids

S.B –CD – envelopes

Warm up

Have children talk about their birthday ever. Then work in small groups and take turns telling each other about it. Finally have each group choose the best story to be told later to the whole class.

Strategies

Brainstorming – pair work –Puppet role play- acting – take 10 strategy

Activities

1- Have children look at the pictures and talk about what is happening in each. Then they read each paragraph and match it with a picture.

2- Now have children read the story again and pick up the verb (turn) each time it is used and note the preposition, e.g. down, up, that follows the verb.

3- Call two groups names randomly to come before the class doing exercises for 5 minutes, then they choose an envelope that contain food name from the food list in the lesson(potatoes – tomatoes – chilies...etc.) and one group member asks his group questions about this food as:

Where is it grown? \ where does it come from? \ What kinds of food are eaten in your country but grown in other countries?

4- Puppet role play

- 10 volunteers stand before the class, 5 of them have different puppets that resemble: a cat – a dog – a father – a mother – a snake) and on the board is written the following verbs:

Hit – bite – feed – push – chase.

- Children play in pairs one has a puppet of the dog runs after his pair and I ask the class to determine what happened to their mate. The answer should be: He was chased by the dog.

Key vocabulary

Invitation – turn up – turn over – explorers – discover – native

Key structure

The passive (the present perfect – the past simple)

Consolidation: Miming strategy

Students mime the following to their groups:

- Turn over a playing card.
- Turn off a computer.
- Turn on a tap.
- Turn over the page of a book.
- Turn off lights.
- Turn on a torch.

Activity (6) Kinesthetic Lesson Plan unit 8

Date:

Lesson Title: The Strawberries (6-

7-8)

Grade: 6th

Time Estimated: 80 minutes

Learning objectives:

- Use verbs in the imperative form.
- Practise the passive form of the present perfect.
- Extract new vocabulary.

Aids

S.B – CD – flash cards

Warm up

Play Simon says carry out some action verbs.-

Now have different children take turns coming to the front of the class and giving them instructions for doing simple things,e.g. opening a book, buttoning up or unbuttoning a button....etc.

Strategies

Acting - kinesthetic activities – playground running competition – puppet role play.

Acting

- Encourage children to perform the exercise of recipes ingredients then refer to the ingredients and I will check their answers orally.

Playground running competition

Children compete in running to reach the end of the playground to pick up a paper from a box contains different pieces of paper written on them names of recipes. The fastest 2 competitors will perform the roles of the recipe name and an interviewer asks him the following questions:

- 1- Who are you? 2- Are you salty or sweet?
- 3- What are your ingredients? 4- How can I make you?
- 5 – Can I eat you now?

Puppet role play

- I prepare models of:

A bike without its wheels – A pizza that most of it have been eaten – a chair with a broken leg. Then start a nonstop jumping competition between the class 5 groups. Those who stop sit down then I pick up the last 6 students who kept on jumping without stopping.

3 winners play the roles of the models I have brought and the other groups members take turns to ask him the following questions:

Who are you? What has happened to you? Are you happy after your (the name of the missing part) has been (lost – eaten – broken - ...)?

A volunteer come and stick the missing parts and then the other 3 winners play the roles again but this time their models are completed, the group members take turns to ask the same questions but the last one will be: Are you happy after your (the name of the missing part) has been repaired?

Key vocabulary

Ingredients – flour – teaspoon – baking powder – salt – beat – until – add

Mixture – stir – oven – the rest – ordinary – realize.

Key structure

The present perfect passive – phrasal verbs

- I will divide the class into two teams.
- Each team member will hold a marker and run to the board to write a sentence in the present perfect tense using any key vocabulary he likes.
- Memebers take turns to write as fast sentences as they can tell the indicated time ends.
- The winninggroup is the one with the most correct sentences.

Consolidation

I will divide the class into five groups, I will have them in cooperation with the physical education teacher to practise some physical exercises, and then I will ask each competitor a question related to the lesson after they listen They will have twenty seconds to give their answers. The winners are the correct and fasters groups.

Activity (7) Kinesthetic Lesson Plan unit 9

Date:

Lesson Title: The castle (1 - 2)

Grade: 6th

Time Estimated: 80 minutes

Aims:

- Make wishes using (*I wish, if only*).
- Practise some new phrasal verbs.
- Extract new vocabulary.

Aids

S.B – The board – CD

Warm up

- Say to the class: I am a magician. I can give you a wish. Write down what I wish for. They should do so and then discuss their wishes in small groups. Some children tell the class their wishes.
- Ask children: Where ere Matt, Megan and Edward in the last episode?

Strategies

Pair work - Acting – running competition

Activities

- Play the cassette. Children listen and follow the text in their books. Ask simple questions to check comprehension.
- Now have children work in pairs to find the message (Matt and Edward will fall asleep!).

Acting - sport

I model acting out the story, then I will ask the group members to carry out a competition in jumping to pick out the winners in each group to perform acting out the story.

Running competition

I will accompany the children to the playground to carry out a running competition between the group members to use I wish – If only in a sentence I will say and they compete in running to the other side of the playground to collect the right cards to form an answer to a sentence I say to use I wish in it

EX: I will say to the five competitors: I don't have money.

Then I whistle to start running to the other side of the playground to get a card of the answer which is: I wish I had money.

The fastest and correct members gives his group a point.

Key vocabulary

Steep – drop – fierce – castle- it's worth a try – I wish – if only

Key structure

I wish and if only to express present wishes

Consolidation

I will give the groups` members five minutes to prepare a story or a topic of their choice to tell the class about using I wish or if only in at least five sentences.

Activity (8) Kinesthetic Lesson Plan unit 9

Date:

Lesson Title: The castle (3- 4- 5)

Grade: 6th

Time Estimated: 80 minutes

Aims:

- practise expressing wishes in the present.
- Have morals of stories or tales they listen to.
- Talk about pictures using the new vocabulary of the lesson.

Aids

S.B – The board – CD – flash cards – The playground

Warm up

Have children play the round circle to practise using the compound nouns. Divide the class into two parts. They write compound nouns in their notebooks. They don't show their choices

Strategies

Pair work - Acting – running competition

Activities

- Play the cassette. Children listen and follow the text in their books. Ask simple questions to check comprehension.
- Now have children work in pairs to find the message (Matt and Edward will fall asleep!).

Acting - sport

I model acting out the story, then I will ask the group members to carry out a competition in jumping to pick out the winners in each group to perform acting out the story.

Running competition

I will accompany the children to the playground to carry out a running competition between the group members to use I wish – If only in a sentence I will say and they compete in running to the other side of the playground to collect the right cards to form an answer to a sentence I say to use I wish in it

EX: I will say to the five competitors: I don't have money.

Then I whistle to start running to the other side of the playground to get a card of the answer which is: I wish I had money.

The fastest and correct members gives his group a point.

Key vocabulary

Steep – drop – fierce – castle- it's worth a try – I wish – if only

Key structure

- I wish and if only to express present wishes

A running competition in the playground in which the students are divided into two teams :

- Each team member compete in some sports activities in co operation with the physical education teacher.
- The competitors have to bring cards at the end of the playground to express the written wishes and hopes using (I wish and if only).
- Members exchange turns to each others tell all the members carry out the activity.

Consolidation

I will give the groups` members five minutes to prepare a story or a topic of their choice to tell the class about using I wish or if only in at least five sentences.

Activity (10) Kinesthetic Lesson Plan unit 10

Date: **Lesson Title:** The Princess (1- 2)

Grade: 6th **Time Estimated:** 80 minutes

Aims:

- Express things done for them.
- Listen to the story and find the secret message.
- Talk about pictures using the new vocabulary of the lesson.

Aids

S.B – The board – CD – The school theatre

Warm up

Tell the students to look carefully around the classroom for no longer than a minute. Then ask a pupil to close his/ her eyes and move in the class tell I say stop and he/she describe the part of the room where he/she stopped at.

- Ask the students to take turns to talk about two things they do themselves and two things that other people do for them, e.g. I clean my shoes myself, but my mum washes my clothes for me. They tell their partner. Then some children tell the class.

Strategies

Group work - Acting– running competition – miming

Activities

- Play the cassette. Children listen and follow the text in their books.
- Ask simple questions to check comprehension, e.g. Who is Isobel? How does she feel?
- Now have children work in pairs to find the message (the, look, window, Megan- Look outside the window, Megan).
- Ask : What will Megan see when she looks outside the window?

Acting

I will accompany the students to the school theatre and ask them to act out the story of Isobel expressing the advantages and the disadvantages of things that are done for us without any effort or interference from our side.

Key vocabulary

Princess – princess- health – healthy – illness- advantages – disadvantages- portrait – starving.

Key structure

- Running competition

I will accompany the students to the playground to carry out a running competition between the five groups' members to collect cards of sentences about things which are done by others.

Consolidation

I will ask the students to work in pairs to carry out conversations between each other's about things they do themselves and things which are done for them.

Activity (10) Kinesthetic Lesson Plan unit 10

Date:

Lesson Title: The Princess (3-4- 5)

Grade: 6th

Time Estimated: 80 minutes

Aims:

- Describe diseases in different parts of the body.
- Recognize words in English in which (ch) is pronounced as (k).
- Retell a story they listen to in their own way.

Aids

S.B – The board – CD – The playground

Warm up

- Play the mime game from lesson 2. Children add other problems, e.g. broken bones.
- Ask what: What does a dentist do? What does a nurse do? To elicit as many different answers as possible.

Strategies

Miming – Listening strategy- Hot seat strategy– running competition

Activities

Miming

- Have a child come to the front and mime an illness. The others ask questions as in the example.
- They continue the activity either in teams or in small groups, with the child who guesses correctly doing the next mime.

Listening

- Have children listen to the song and its title then decide what they think is wrong with the boy.
- Invite suggestions from the class. They will probably suggest *He`s got flu* or *He`s got a cold*.

Hot seat strategy

I will ask two volunteers to play the roles of a TV interviewer and an interviewee who is representing a famous doctor / nurse / policeman...etc and are making an interview on a TV program.

Key vocabulary

Fall off – bandage – have a temperature – have eyes test – examine – sore throat – toothache – stomach ache.

Key structure

To have something done

- Running competition

I will accompany the students to the playground to carry out a running competition between the five groups members to collect cards of sentences about things which are done by others.

Consolidation

I will have a team spelling quiz based on words from the unit. Use the game in Unit 6 Lesson 1. I can give extra points if children can use the words in a sentence.

Appendix (G)

Qualitative Assessment of students' works

4.3 Qualitative Assessment of students' works

This section represents a qualitative analysis of some of students' work before and after applying the strategies. Students' oral language performance was developed due to the strategies in making a free conversation, expressing ideas and in pronunciation. An outstanding example is what Anas said in describing a picture of a valuable and attractive car before applying the strategies.

The oral questions were:

1. What do you think of the picture of this car?
2. How much do you think it costs?
3. Will you decide to buy such a car if you have a lot of money
4. What would be the first thing you do if you had it?
5. Would you enjoy driving it by yourself ? why? Why not?

Responses before applying the strategies were:

- | | |
|---------------|----------------------|
| 1- A car. | 2- 100000 pounds. |
| 3- Yes, I am. | 4- Go to the cinema. |
| 5- No. | |

Responses after applying the strategies were:

- | | |
|--|-------------------------|
| 1- It's a car. | 2- About 100000 pounds. |
| 3- Yes, I will | |
| 4- I will visit my friends and go to different places with them. | |
| 5- Yes, because it's fun. | |

A second part of the test included making a conversation between two friends who were talking about a wedding party which one of them had been to the day before

Responses before applying the strategies were:

A: I go to a party yesterday

B: who was it?

A: A wedding to my friend Ahmed Hamdy.

B: When is it?

A: Yesterday.

B: Is it beautiful.

A: Yes very much.

Responses after applying the strategies were:

A: I was in a wedding party yesterday.

B: really? Whose wedding was it?

A: It is my friend.

B: Who did you go with?

A: I went with my family.

B: Did you enjoy there?

A: Yes very much.

A third part of the test was a part of retelling a story in which the pupils were asked to retell a story they heard in their own way

For this activity Anas answered before applying the strategies as follows:

Mama bird fly to the tree to the baby and give worms. They are hungry and said again.

Responses after applying the strategies were:

One day there was two baby birds in the nest. The nest was in the tree and they were hungry. Mama bird came back to her babies and gave them two worms to eat. The worms were delicious and they opened their mouths and said more.

In the previous examples, it is clear that Anas's main idea is interesting. His ability to describe pictures was developed. He also achieved remarkable progress in making a conversation in an organized and correct way. He also could successfully retell a story in an organized and well developed way using many details that goes with the main idea. Details refer to the place, the birds, how they feel, in addition to the details of the place description. This was accompanied by rather accurate usage of grammatical rules although there was a few numbers of mistakes in grammar oral usage (*there was two babies*)

Moreover, Anas used the sensory words in describing the feeling of the birds and the food (*hungry and delicious worms*) using the sight, smell and taste senses. His choice of relevant words for the conversation were accurate. Describing the situation by using sensory vivid words that help the reader imagine the whole situation and draw a mental image.

Another example that represents the development of pupils' oral performance is what Ahmed Nagy answered before applying the strategies in retelling a story:

Responses before applying the strategies were:

Mama bird is hungry and it fly to the nest and she give food to the baby bird. The food is worms. They eat worms.

Responses after applying the strategies were:

One day there was a mama bird lived in a nest with her two babies. Mama bird flew to bring food for the babies because they were hungry. When she came back the baby birds were starving and they ate the worms which the mama brought. The worms were delicious and they opened their mouths again and asked for more. Then mama bird flew again to get them worms.

In the previous short story, Ahmed`s ideas and his style in retelling the story were imaginative; as he explained in an interesting manner the basic ideas of the story in an organized way. The development of the content was excellent. The story had a beginning, a middle and an end. He started retelling the story by locating the place where the main characters lived in (*a mama bird lived in a nest with her two babies*) He also mentioned all the details of the story. Ahmed continued, giving more details about, using similes (they were hungry. When she came back the baby birds were starving). Moreover, he used some sequence words in retelling his story like (*One day, when she came back, then*).

A third example that represents the development of the students` listening ability is what Basmala Wael answered before and after the listening part

Responses before applying the strategies were:

Listen to the song and put the missing words in the correct place:



04-رأسم-4.mp3

(blow daughters forgets game pets players)

Whatever the weather, she never pets

.to watch every players of the New York Jets.

Go Jets, go Jets, go Jets, go!

Your biggest fan is watching the show.

The sun may shine or the wind may blow

But go Jets, go Jets, go Jets, go!

Her sons and her.....

And all of her daughters

Are named after..... Of the New York Jets! Go Jets.

Responses after applying the strategies were:

(Blow daughters forgets game pets players)

Whatever the weather, she never **forgets**

to watch every **game** of the New York Jets.

Go Jets, go Jets, go Jets, go!

Your biggest fan is watching the show.

The sun may shine or the wind may **blow**

But go Jets, go Jets, go Jets, go!

Her sons and her **daughters**

And all of her **pets**

Are named after **players** Of the New York Jets! Go Jets.

Another listening exercise which Adam had been encountered is the following:

Listen to Beth, Daniel, Marcus, and Gina tell about their spending habits. Then choose the correct answer.

1. Beth is saving for buying a.....
a) house b) car c) villa d) shop
2. Daniel is saving for his.....
a) account b) family c) retirement d) relatives
3. Marcus is saving for a trip to.....
a) Germany b) Toronto c) Greece d) Japan
4. Gina is saving for paying on a
a) farm b)firm c) house d) yacht

Before applying the strategies, she did not score any correct answers whereas after applying the strategies he scored two correct answers.

In the previous examples, it was clear how the listening ability of Basmala has been developed through giving correct answers to complete the song and the questions related to the topic she heard about whereas he didn't use to have this ability before applying the strategies and in spite of having few listening mistakes (NO.1 – No.3), her listening ability in general has been remarkably developed.

Comparing the students' answers in the pre & post testes (split half-forms); the researcher was interested in presenting some of the students' photos during carrying out the physical activities while learning English at the same time in Appendix (H)

Appendix (H)

Students' participation in learning through kinesthetic activities



A running competition between two teams to pick up cards of letters to form English words from a corner of the playground to the other side.



The hot seat strategy and working in pairs to act as an interviewer who is interviewing a celebrity on a TV program.



Integrating physical education activities with learning English . A competition to do exercises while racing to rearrange English sentences



Using Exercises in the playground to practise direct and reported speech by doingsports.



جامعة عين شمس

كلية التربية

قسم المناهج وطرق التدريس

اللغة الإنجليزية

فاعلية استخدام بعض الأنشطة الحركية في تنمية الأداء اللغوي في اللغة الإنجليزية لدى تلاميذ المرحلة الابتدائية بالمدارس الرسمية للغات

بحث مقدم للحصول على درجة الماجستير في التربية

قسم المناهج وطرق تدريس اللغة الإنجليزية

إعداد

شيرين مصطفى أحمد عبد القادر

معلم أول لغة إنجليزية

إشراف

د. داليا يحيى

مدرس المناهج وطرق تدريس

اللغة الانجليزية كلية التربية

جامعة عين شمس

أ.د. أسماء غانم غيث

أستاذ المناهج وطرق تدريس

اللغة الإنجليزية كلية التربية

جامعة عين شمس

ملخص الدراسة باللغة العربية

عنوان البحث: فاعلية استخدام بعض الأنشطة الحركية في تطوير الأداء اللغوي في اللغة الإنجليزية لدى تلاميذ المرحلة الابتدائية بالمدارس الرسمية للغات

اسم الباحثة: شيرين مصطفى احمد عبد القادر

أشرف: ا.د أسماء غانم غيث، أستاذ المناهج وطرق التدريس، كلية التربية، جامعة عين شمس

د. داليا يحيى، مدرس المناهج وطرق التدريس، كلية التربية، جامعة عين شمس

مستخلص البحث

هدفت الدراسة الحالية إلى التعرف على مدى تأثير استخدام بعض الأنشطة الحركية المقترحة على تطوير أداء اللغة الشفوية كلغة أجنبية لدى تلاميذ المرحلة الابتدائية بإحدى المدارس الرسمية للغات وشارك في الدراسة 33 طالباً في المرحلة الابتدائية من مدرسة حسن أبو بكر الرسمية المتميزة للغات في العام الدراسي 2016-2017. ثم قامت الباحثة بتصميم أدوات الدراسة والتي شملت قائمة عن مكونات أداء اللغة الشفهية، ومقياس لأداء اللغة الشفهية، واختبار قبلي /بعدي للأداء اللغوي الشفهي.تم تدريب التلاميذ على اكتساب اللغة من خلال استخدام بعض الأنشطة الحركية المقترحة التي صممها الباحث والتي شملت الألعاب الرياضية، والأغاني الحركية ، والتمثيل، و التمثيل الصامت و برنامج (10 دقائق). تم تحليل درجات التلاميذ في الاختبار القبلي والبعدي إحصائياً باستخدام اختبار (ت) . كما استخدم الباحث تحليلاً كميّاً لأداء التلاميذ الشفهي. أظهرت نتائج الدراسة التأثير الإيجابي لإستخدام الأنشطة الحركية في تطوير أداء اللغة الشفوية لدى التلاميذ.

الكلمات المفتاحية: التعلم الحركي ، وأداء اللغة الشفوية

تعد اللغة الإنجليزية واحدة من أهم اللغات في العالم و في العقود الأخيرة، لعبت دورا هاما في جميع أنحاء العالم باعتبارها اللغة الرئيسية للتكنولوجيا والإقتصاد والتعليم والعلوم والتبادل العلمي بين الأمم والشعوب. ومن المعروف أيضاً أن اللغة الإنجليزية أصبحت أداة أساسية لإتاحة الفرص أمام المتعلمين لتحسين الإنتاجية ودفع النمو، فقد أصبحت اللغة الرئيسية للتواصل الدولي بين الأشخاص ذوي الهويات الوطنية والثقافية واللغوية المختلفة (Crystal, 2003; Hu & McKay, 2012; McKay & Bokhorst-Heng, 2008).

و الأداء اللغوي أحد أهم العوامل التي يحتاج المتعلمون إلى اكتسابها لتمكينهم من استخدام اللغة في شتى مجالات الحياة. وقد استخدم " تشومسكي" مصطلح الأداء اللغوي لوصف "الاستخدام الفعلي للغة" و أكد (Kristin, 2010) نظرية تشومسكي بأن كفاءتنا اللغوية هي معرفتنا اللغوية اللاواعية باللغات وبالرغم من ذلك فإن من أكثر التحديات الرئيسية التي تواجه المعلمين مع متعلمي اللغة الإنجليزية تتمركز حول كيفية تطوير اللغة الشفهية لديهم حيث نجد أن غالبية متعلمي اللغة الإنجليزية لا يستطيعون استخدام اللغة في التواصل الشفهي بشكل جيد.

ويعد مصطلح "أداء اللغة الشفهية" واحد من الإتجاهات المرتبطة بالتعلم. ويرتبط أيضا مع التعديل المستخدم في استراتيجيات التدريس من النمط التقليدي الذي يقوم على إلقاء المحاضرات إلى استخدام نمط التعلم القائم على تفاعل الطلاب العملي والفعال في العملية التعليمية وكذلك الإستمتاع بالتعلم. ومن هنا تأتي فكرة "الأنشطة الحركية" حيث أنه من المعروف أنها من أكثر الأنشطة المفضلة لدى المتعلمين. لذلك أقرحت الباحثة الاستفادة من "التربية البدنية" والأنشطة الحركية المختلفة للاستفادة من متعة المتعلمين و رغبتهم العملية في تعلمهم من أجل تطوير مستوى أداء اللغة الشفهية لديهم أثناء تعلم اللغة الإنجليزية

. أصبح هناك الآن اتفاق مشترك على أن أداء اللغوي لم يعد يقتصر على مجرد معرفة قواعد اللغة والمفردات، أو مدى الكفاءة اللغوية بل امتد ليشمل القدرة على عمل رد فعل مثمر في موقف اجتماعي محدد (الكفاءة الاجتماعية اللغوية) و القدرة على المشاركة، والمشاركة في المحادثات وإنهاءها بطريقة مريحة ومتناسكة (كفاءة الخطاب). والقدرة على المشاركة في التواصل اللغوي الفعال والتغلب على مشاكل اضطرابات التواصل (الكفاءة الاستراتيجية). (براندل، 2008، ص 278)

كما أن المشاركة النشطة واستخدام اللغة المستهدفة في سياق أكثر أصالة هو عنصر أساسي في العملية التعليمية الناجحة. (Tabber & de Koeijer, 2010) وفقا لسينغ ومحمد (2012)، فإن مشاركة المتعلمين في التعلم هي أفضل طريقة لاكتساب المعرفة و تطوير الطلاقة والمفردات والمعرفة النحوية ومعرفة الخطاب والتفكير المعرفي بطريقة ممتعة ومفضلة (Sun, 2003).

نظرية الذكاءات المتعددة هي واحدة من أهم النظريات التي كان لها تأثير كبير في العملية التعليمية ودعت إلى أهمية استخدام البرامج التعليمية المناسبة للطلاب للتعامل معهم وفقا لما لديهم من أنماط الذكاءات المختلفة. ويوضح (Bilgin, 2006) أن نظرية الذكاءات المتعددة يمكن

تكيفها بسهولة لتدريس أي موضوع تعليمي، كما أنها توفر بيئة تعليمية تربوية مهمة، بالإضافة إلى توفير طريقة فريدة لاستخدام تقنيات التعلم التعاوني والجماعي.

وقد تبين من خلال الدراسة التجريبية التي أجراها (Bilgin, 2006) أن الذكاء الحركي هو أحد أهم الخصائص الأساسية للمتعلمين. جنبا إلى جنب مع الطرق الأخرى التي قدمها جاردنر، وهي واحدة من الطرق التي يستخدمها جميع الناس لإدراك الكون والتعبير عن هويتهم. كما توصلت الباحثة إلى أن الحركة والرياضة من أكثر الأنشطة قبولا وجاذبية التي يفضلها المتعلمون ويحرصون على الانخراط في تجارب التعلم من خلالها.

ولعل بإمكاننا استخدام هذه الأفكار في استغلال إحدى أهم وأكثر طرق التعلم النشط المقبولة والمحبية وتصميم درس متكامل من التربية الرياضية وتعلم اللغة الانجليزية والذي من خلاله تتكامل التربية البدنية مع تعلم اللغة. هذا الدمج يحدد إلى أي مدى تسهم الأنشطة البدنية والرياضة في تحسين الأداء الشفهي في اللغة الإنجليزية لدى المتعلمين وتشجيع التعلم من خلال حلقة دراسية إنجليزية مكثفة تمكن المتعلمين من تحولهم إلى التعلم النشط الفعلي. وعلى خلاف ما يتم داخل الحجرة الدراسية التقليدية، فإن المتعلم النشط يستخدم مزيد من الفرص لكي يقرر جوانب العملية التعليمية التي يحتاجها، فينتقل من مجرد اكتساب معلومات إلى مشاركته في مهام تحليل لمهارات التفكير العليا والتركيب والتقييم. إن نظرية التعلم النشط يمكن ربطها بمقولة كونفوشيوس حينما قال " اسمع وانسى واري فأنتذكر وافعل فأفهم" وتعتمد فكرة الباحث في هذه الدراسة على استخدام الملعب والتمارين الرياضية والدراما والأغاني الحركية كوسيلة لتعلم اللغة الإنجليزية وممارسة الرياضة.

مشكلة الدراسة

اتضح من خلال الدراسة الاستطلاعية والملاحظة، أن المشكلة الأساسية للبحث لتلاميذ الصف السادس الابتدائي تتمثل في وجود قصور واضح لدى الطلاب في قدرتهم على التعبير عن أنفسهم باللغة الإنجليزية بطرق مختلفة بالأخص شفهيًا. ولذلك تقترح الباحثة إيجاد حلول لهذه المشكلة عن طريق استخدام أنشطة التربية الرياضية من أجل رفع مستوى الدافعية نحو التعلم وبالتالي تحقيق تحسن الأداء اللغوي الشفوي لدى التلاميذ في اللغة الإنجليزية.

وعلى الرغم من أن أهمية تطوير اللغة الشفوية في المناهج الدراسية، فقد أثبتت الدراسات صعوبة تحقيق ذلك بسبب العديد من العقبات والتحديات التي تواجه كل من المعلمين والمتعلمين. بعض هذه التحديات يمكن أن تظهر في نظامنا التعليمي الذي يوجه المزيد من الاهتمام على استخدام طرق المحاضرة في تدريس القواعد النحوية، وتحفيز المفردات والقيام بتمارين الكتابة.

وأكد (Piccolo 2010) أن معلمي اللغة الإنجليزية يجب أن يكونوا أكثر إدراكا لأهمية تدريس المهارات الشفوية من خلال بيئة غنية تسمح بالتواصل العملي والهادف و تحث المعلمين على تحسين طرق تدريس الأداء الشفهي من خلال استخدام تقنيات فعالة وجذابة تسهم في تطوير الأداء الشفوي لطلابهم.

الدراسة الأستطلاعية:

قامت الباحثة بتصميم استبيانين واختبارين في أداء اللغة الشفوية ومقابلات غير منظمة مع طلاب العينة لمعرفة مستوى المتعلمين في أداء اللغة الشفوية . وكانت النتائج كما يلي:

- استخدام المعلمين لطرق التدريس التقليدية والتركيز على مهارات القراءة والكتابة والقواعد وإهمال مكونات التواصل الشفهي.
- وجدت الباحثة من خلال اراء الطلاب فى الطرق المفضلة للتعليم لديهم أن الأنشطة الحركية من أكثر الطرق المفضلة والممتعة لديهم للتعلم من خلالها.
- وجود قصور ملحوظ لدى كلا من الطلاب ومعلمين اللغة الإنجليزية فى المرحلة عن مدى أهمية استخدام وتحسين مستوى مكونات الأداء الشفهي لديهم.

تحديد المشكلة:

تبين للباحثة من خلال الدراسة التجريبية وملاحظتها الإنجليزية، أن المشكلة الرئيسية للدراسة تلخص في وجود ضعف واضح في قدرة الطلاب على التعبير عن أنفسهم في بطرق مختلفة. وعادة ما يواجه المتدربون صعوبات في استخدام اللغة الإنجليزية في الفصول الدراسية بشكل شفهي. لذلك اقترحت الباحثة حلولا لهذه المشكلة من خلال استخدام بعض الأنشطة الحركية لتطوير الأداء الشفوي للطلاب في تعلم اللغة الإنجليزية.

أسئلة الدراسة

تحاول الدراسة الحالية الإجابة على السؤال الرئيسي التالي:

ما تأثير استخدام الأنشطة الحركية على تطوير أداء اللغة الشفوية لدى الطلاب؟

يحاول هذا السؤال الرئيسي الإجابة على الأسئلة الفرعية التالية:

1- ما المستوى الحالي لأداء اللغة الشفهي للتلاميذ في الصف السادس الابتدائي في المدارس الرسمية للغات؟

2- ما الأنشطة الحركية المقترحة التي يمكن استخدامها لتطوير جوانب أداء اللغة الشفهي لدى طلاب الصف السادس الابتدائي فى المدارس الرسمية للغات؟

3- ما الفرق بين مستوى أداء اللغة الشفهي لطلبة الصف السادس الابتدائي فى المدارس الرسمية للغات قبل تطبيق البرنامج وبعده؟

فروض الدراسة

- 1- يوجد فرق دال إحصائياً عند مستوى 0.05 بين متوسطى درجات طلاب مجموعة الدراسة فى الاختبار القبلى والاختبار البعدى للمكون الأول من مكونات الأداء اللغوى (المفردات) لصالح الإختبار البعدى.
- 2- يوجد فرق دال إحصائياً عند مستوى 0.05 بين متوسطى درجات طلاب مجموعة الدراسة فى الاختبار القبلى والاختبار البعدى للمكون الثانى من مكونات الأداء اللغوى (الطلاقة) لصالح الإختبار البعدى.
- 3- يوجد فرق دال إحصائياً عند مستوى 0.05 بين متوسطى درجات طلاب مجموعة الدراسة فى الاختبار القبلى والاختبار البعدى للمكون الثالث من مكونات الأداء اللغوى (الدقة) لصالح الإختبار البعدى.
- 4- يوجد فرق دال إحصائياً عند مستوى 0.05 بين متوسطى درجات طلاب مجموعة الدراسة فى الاختبار القبلى والاختبار البعدى للمكون الرابع من مكونات الأداء اللغوى (لغة الجسد) لصالح الإختبار البعدى.
- 5- يوجد فرق دال إحصائياً عند مستوى 0.05 بين متوسطى درجات طلاب مجموعة الدراسة فى الاختبار القبلى والاختبار البعدى للمكون الخامس من مكونات الأداء اللغوى (تكوين معنى شفهي) لصالح الإختبار البعدى.
- 6- يوجد فرق دال إحصائياً عند مستوى 0.05 بين متوسطى درجات طلاب مجموعة الدراسة فى الاختبار القبلى والاختبار البعدى لمكونات الأداء اللغوى لصالح الإختبار البعدى.

منهج البحث

استخدمت الدراسة الحالية تصميم المجموعة الواحدة حيث تم تطبيق اختبار قبلى وبعدي للأداء اللغوى الشفهي على هذه المجموعة والتي تكونت من 33 طالبا بالصف السادس الإبتدائى بمدرسة حسن أبو بكر الرسمية المتميزة للغات للعام الدراسى 2016-2017 .

أدوات الدراسة

- 1- قائمة للأداء اللغوى الشفهي.
- 2- مقياس للأداء اللغوى الشفهي.
- 3- اختبار قبلى \ بعدى للتفكير.

حدود الدراسة

- 1- مجموعة من طلاب الصف السادس الإبتدائى بمدرسة حسن أبو بكر الرسمية المتميزة للغات.
- 2- بعض مكونات الأداء الشفهي للغة وهى:
 - مكونات لغوية (المفردات - الطلاقة - الدقة).
 - مكونات تربوية (حل المشكلات - القدرة على انشاء معنى شفهي).
 - مكونات شخصية (لغة الجسد - التواصل الأتماعى).

أهمية الدراسة

من المتوقع أن الدراسة ستكون ذات أهمية لكل من معلمين اللغة الإنجليزية – الباحثون في مجال اللغة الإنجليزية – مطوري ومصممي المناهج.

نتائج الدراسة

تشير نتائج الدراسة إلى فاعلية استخدام الأنشطة الحركية في تحسين الأداء اللغوي لدى عينة الدراسة.

توصيات الدراسة

في ضوء النتائج توصى الدراسة بالآتي:

توصيات للمعلمين:

- 1- يجب أن يدرك المعلمون أهمية خلق بيئة تعليمية غنية وتفاعلية إلى جانب القدرة على تنفيذ الأنشطة الحركية التي تضمن ممارسة اللغة من جانب الطلاب.
- 2- أن يدركوا أهمية تطوير أداء اللغة الشفوية لتلاميذهم من خلال توفير جميع الفرص الممكنة لممارسة اللغة الشفوية داخل وخارج الفصول الدراسية.
- 3- يجب على المعلمين تشجيع التلاميذ الخجولين على المشاركة شفهيًا
4. بذل المزيد من الجهد لتدريب التلاميذ على تطوير مكونات اللغة الشفوية بطريقة مثيرة للاهتمام ومحفزة للطلاب.
- 5- يجب على المعلمين أن يحفزوا التلاميذ باستمرار وأن يحثهم على التواصل باللغة الإنجليزية، وأن يقوموا بعمل مسابقات وجوائز للمتميزين، وأن يشيدوا بإنجازهم.

توصيات لمطوري المناهج الدراسية

وتأمل الباحثة أن يضع مطوري المناهج نتائج الدراسة في الاعتبار عند تصميم المناهج الدراسية بحيث تشمل مجموعة متنوعة من الأنشطة الحركية التي تدمج في عملية التعلم.