



**An experimental study on the use of Sensory Mindfulness Activities to enhance English speaking skills of elementary students.
(With special reference to Gujarat)**

Dr. Arti Kotak

Assistant Professor - Department of Science & Humanities - KPGU
University, Vadodara.

Email id : artikotak5@gmail.com

Abstract

This research canvasses the need for sensory mindfulness activities for elementary students. To prove the importance of mindfulness, an experiment was conducted on the elementary students of GPS school of Vadodara-Gujarat. The students were selected from 5th standard by pilot testing. This research will also clear the concept of “effective speaking skills”. The researcher has encompassed five domains (Communicative Vocabulary, Basic Grammar, Body Language, Pronunciations and Confidence and Clarity) to make students’ speaking skills effective through Sensory Mindfulness Activities. The sample size of this research was 60 students from GPS School. The researcher prepared ten Sensory Mindfulness Activities by using the five effective tools- text, audio, video, images, and sound. The researcher used Experimental Research Methodology for this research; True Experimental Model was used of this methodology. Statistics data analysis of this research proved the importance of Sensory Mindfulness Activities for speaking skills. A vast difference in the Mark sheets of pre-test and post-test of the subjects proved the effect of Sensory Mindfulness Activities for effective speaking skills of elementary students of Gujarat who are not accustomed to use English language in their day-to-day life.

Key words: *Need and Concept of English-Speaking Skills, Experimental Research Methodology, Sensory Mindfulness Activities and Statistics Analysis*

Introduction

In today’s educational environment, communication skills tops the chart for the holistic learning. Among the four language skills, speaking plays a vital role as it enables students to express their thoughts, ideas, and emotions effectively. In the context of English language learning, speaking skills are especially important as they help learners participate confidently in discussions, presentations, and everyday social interactions. However, many elementary students, not only those who study in vernacular medium schools but also who are from English medium schools, often face difficulties in expressing themselves fluently in English.



Those elementary students consist of theory knowledge of vocabulary, basic grammar, pronunciation, body language, and confidence while speaking but they struggle when they have to frame the sentences by using that theoretical knowledge. They cannot frame the sentences or phrases to express their thoughts. They hesitate and carry the fear of making mistakes, due to that they take limited participation in classroom discussions. So students may understand the language theoretically but find it challenging to communicate effectively in real-life situations.

AI has embarked the educational journey so in many classes, traditional as well as AI activities are implemented but students do not connect with any of the activities sometimes. Teachers emphasize reading and writing skills, while speaking activities receive comparatively less attention. Furthermore, repetitive and teacher-centered teaching practices may gradually reduce students' interest and motivation to improve their speaking abilities. Therefore, it becomes necessary to introduce innovative and engaging teaching strategies that can make speaking practice more interactive, meaningful, and enjoyable for learners. To overcome that issue, one such innovative approach is the use of sensory mindfulness activities in language learning. These activities focus on developing awareness through the senses-such as seeing, hearing, touching, and observing so that students get active involvement in the learning process. Students become more conscious of their expressions, pronunciation, gestures, and emotions while speaking when these activities are integrated into language learning. By encouraging learners to observe and respond to their surroundings, sensory mindfulness activities make the learning experience more engaging, experiential, and learner-centered.

The present study aims to examine the effectiveness of sensory mindfulness activities in enhancing the speaking skills of elementary students. In this research, five domains have been selected for effective English speaking skills which are - communicative vocabulary, basic grammar, body language, pronunciation, and confidence and clarity. These have been selected based on the IELTS module for speaking evaluation test.

Thus, the research aims to explore whether the use of sensory mindfulness activities can significantly contribute to the development of speaking skills among elementary students and make language learning more engaging, meaningful, and effective.

Literature review

Mindfulness has been integrated into various fields of education. Language learning is one of them. This technique is specially used to get the complete engagement of the participants in learning. These types of activities help the learners to focus on the present moments. How these types of activities have been integrated to speaking skills are as follow:



A study conducted by Koçali and Aşık (2026) stated the importance of mindfulness-based interventions in reducing the anxiety of foreign language speaking among English language learners. An eight-week mindfulness program was implemented by the researcher with EFL students that included breathing awareness, reflective journaling, and attention-focused activities. The results revealed that mindfulness practices significantly reduced speaking anxiety and enhanced learners' awareness. Students reported increased confidence while speaking in English, suggesting that mindfulness can positively influence speaking performance in language classrooms (Koçali & Aşık, 2026).

Similarly, Ayala and Acuna (2024) reviewed multiple studies on mindfulness in English language teaching and concluded that mindfulness practices improve learners' willingness to communicate and reduce emotional barriers such as stress and fear of making mistakes. Their review found that mindfulness techniques enhance concentration, self-confidence, and emotional regulation, all of which contribute to improved communication and speaking skills in second language contexts (Ayala & Acuna, 2024).

Another study by Lin et al. (2022) explored the relationship between mindfulness and vocabulary retention among university students learning English as a foreign language. The researchers found that mindfulness components such as "observing" and "acting with awareness" significantly improved students' ability to process and retain language input. Although the focus was vocabulary learning, the findings suggest that mindfulness-based activities enhance attention and cognitive processing, which are crucial for effective oral communication (Lin et al., 2022). In the Indian educational context, mindfulness-based learning approaches have been explored as tools for improving language learning outcomes. Rao (2018) investigated the role of mindfulness practices such as breathing exercises and reflective observation in enhancing English communication skills among undergraduate students. The study revealed that mindfulness activities improved students' confidence, pronunciation awareness, and classroom participation, particularly in speaking tasks. Students also reported reduced hesitation while expressing ideas in English.

Similarly, Sharma and Kaur (2020) conducted an experimental study on the effectiveness of mindfulness-based classroom activities in English language teaching among secondary school students in India. The researchers implemented sensory awareness activities such as listening meditation and observation-based description tasks. The results showed improvements in students' fluency, vocabulary use, and speaking confidence, indicating that mindfulness activities can be integrated effectively into language classrooms.



Research Gap

The research gap of this research lies in the elementary students studying in the schools of Gujarat, specific sensory mindful activities specially to improve speaking skills. Up to now, various studies have focused on general mindfulness interventions, instead of sensory mindfulness. And this study will focus on Gujarat region, which has not been taken before for this kind of studies, especially for elementary level.

Hypothesis

The hypothesis of this research can be formulated as follows:

- By providing the sensory mindfulness activities, elementary students of GPS will get effectiveness in their speaking skills.
- Sensory mindfulness activities will sustain their interest for a long time in the classroom to learn effective speaking skills and will make the learning interactive, collaborative and engaging

The following null hypotheses guided the study:

- There will be no significant difference in the overall mean scores of the pre-test and post-test of the students in the experimental group.

Objectives of the research

The objectives of the study were:

- Using of sensory mindfulness activities to make speaking skills effective of elementary students of GPS School.
- Using experimental research methodology to check the effects of the independent variable (sensory mindfulness activities) on a dependent variable (effectiveness in speaking skills).
- To give the recommendation for improving teaching-learning methodology especially for teaching speaking skills of elementary students of Gujarat.

Methodology of research

As stated earlier, the purpose of undertaking this research was to make speaking skills effective of the elementary students of GPS School through sensory mindfulness activities. The study was guided by the hypothesis. The testing of the hypothesis required an experiment in controlled conditions. So experimental research was selected by the researcher to test the hypothesis and to execute objectives. This present study has adopted, two groups' randomized subjects, pre-test post-test design of True Experimental Design. This model is also known as Pre-test-Post-test Control Group Design. A true experimental design consists of three basic characteristics:

- The presence of a control group
- Random selection and assignment to groups, and
- An administration of a pre-test to capture the initial differences in the groups.



To meet the requirements of this research, this design was selected. True-Experimental Research is used especially in educational research as it ascertains the equivalence of experimental and control groups by random assignment of subjects to these groups. Randomization controls most of the extraneous variables as well as initial randomization and pre-test for both the groups give the authentic result.

The design type can be represented as follows:

Experimental Group: O_1 X O_2
Control Group: O_3 O_4

Where O_1 is the pre-test, X is the Treatment, that is, the trout of the sensory mindfulness activities, and O_2 is the post-test used to measure the effect of the sensory mindfulness activities on speaking skills of subjects. After finalizing the design, procedure of true experimental research was taken place by deciding setting, subject, variable and validity of the research and by conducting a pre-posttest of Experimental and Control Group of the research. The procedure of true-experimental research is as follows:

Setting of the research

This research was undertaken in GPS School of Vadodara - Gujarat.

Subject of the research

The subjects of the research were selected from 5th std of GPS School. 60 students were taken. 30 students were girls and 30 students were boys to avoid the gender biasness. 30 students were put in Experimental Group and 30 were put in Control group.

Variables of the research

Experimental research explores the strength of the relationship between variables and these variables are known as Independent Variable and Dependent Variable. Independent Variables were manipulated by the researcher to cause the effect on the dependent variable. Thus dependent variables were affected by the independent variables. The researcher observed and measured the dependent variable to determine the effect of the independent variable.

In this research, treatment of sensory mindfulness activities to make speaking skills effective was the independent variable and the pre-test and post-test scores that measured the effectiveness of speaking skills of elementary students of GPS were dependent variables. In any research, it is very important to define both independent and dependent variables clearly. Operational Variable defines the independent and dependent variables clearly. As stated before, independent variable of this research was treatment of sensory mindfulness activities to make speaking skills effective but it is very essential to define sensory mindfulness activities as it is pretty vast and interesting area to study. In this research, ten interesting sensory mindfulness were design.



Going further, as stated before, the dependent variable of this research was effectiveness in speaking skills of elementary students. Again it is a necessity to define the area of speaking skills as it is also a vast area to study. In this research, five domains were selected to make speaking skills effective. Communicative vocabulary, basic grammar, body-language, pronunciation and confidence and clarity were the domains.

Pre-Test of both the groups

The pre-test was administered at the beginning of the experiment. As this research was on speaking skills, a pre-test was also conducted orally in both the groups (Experimental and Control). For this, one activity - Extempore game was designed in which a box full twenty cheats was set on a bench. There was a topic in each cheat, so the box was full of twenty topics. Each student came on dice one by one, picked up a cheat and spoke on a topic mentioned in the cheat. Students of both the groups came randomly to maintain the instrumentation factor of internal validity high and different locations for both the groups for pre-test was decided for high internal validity. The activity contained 30 marks to assess effective speaking skills which should be including effective use of the five most important domains of it which were- communicative vocabulary, Basic grammar, body language, pronunciation, confidence and clarity. Thus, a pre-test was formed of 30 marks.

The participants were assessed qualitatively using the analytical rubric, adopted from the IELTS speaking assessment criteria (band descriptors - public version) with some adaptations. The adaptation was required due to non-verbal aspects incorporated to this research for effective speaking skills.

Manipulation

Manipulation means to control something. In this research, the independent variable was manipulated to cause the great effect on the dependent variable. All extraneous variables were controlled and the independent variable was manipulated to test the hypothesis. In this study, sensory mindfulness activities were the only cause which caused the effect which was effectiveness in speaking skills of elementary students.

Experimental (sensory mindfulness activities) treatment

Ten sensory mindfulness activities were used, produced and delivered in the year of 2025 after pilot testing and pre-test of the sample unit. The activities were divided into three parts - Individual Activities, Pair Activities and Group Activities. During treatment, each activity was practiced on their senses and then participants were asked on the stage in front of the whole class to perform the task mentioned in each activity which made them interact and collaborate and also enhanced their confidence for any stage and public performance.



Domain of Speaking Skill	Sensory Mindfulness Activity	Sensory Focus	Activity Description	Expected Speaking Outcome
Communicative Vocabulary	Object Observation Talk	Visual + Touch	Students silently observe an object (leaf, toy, and fruit) for 30 seconds and describe it using as many descriptive words as possible.	Improves descriptive vocabulary and spontaneous speech.
	Sensory Word Circle	Hearing + Feeling	Teacher says a sensory word (soft, cold, bright). Students add related words and speak one sentence using them.	Expands vocabulary and encourages sentence formation.
Basic Grammar & Sentence Structure)	Action Sentence Game	Body Movement + Speaking	The teacher calls out an action such as “jump,” “write,” or “read.” Students perform the action and then form a sentence like “I am jumping” or “She is writing.”	Helps students understand verb forms and present continuous tense through physical engagement.
Basic Grammar (Sentence Formation)	Object Description Circle	Observation + Speaking	Students observe an object in the classroom (book, pen, bag) and describe it using simple sentences such as “This is a red book” or “The pen is on the table.”	Improves sentence formation, correct use of articles, and basic grammatical structure in speaking.



Body Language	Mirror Expression Practice	Visual Awareness	Students speak short sentences while observing themselves in a mirror and practicing gestures, posture, and facial expressions.	Enhances confident body language in speaking.
	Emotion Walk & Talk	Movement + Feeling	Students walk around the class expressing emotions (happy, worried, and excited) and speak a related sentence.	Improves expressive communication and non-verbal cues.
Pronunciation	Mindful Listening & Echo	Hearing	Teacher pronounces words clearly; students close eyes, listen mindfully, and repeat the words slowly.	Improves pronunciation and sound awareness.
	Sound Stretch Breathing	Breath + Voice	Students take deep breaths and slowly pronounce difficult sounds (th, sh, r).	Enhances articulation and voice clarity.
Confidence in Speaking	Breathing Before Speaking	Breath Awareness	Students take three mindful breaths before speaking about a topic for 30 seconds.	Reduces anxiety and improves confidence.
	Gratitude Sharing Circle	Emotional Awareness + Hearing	Students share one positive thought or gratitude statement in a circle.	Builds speaking confidence and positive communication.

Post-test of both the groups

The Post-test was administered at the beginning of the experiment. As this research was on speaking skills, the pre-test was also conducted orally of both the groups (Experimental and Control). For this, one activity - Extempore game was designed in which a box full twenty cheats was set on a bench. There was a topic in each cheat, so the box was full of twenty topics. Each student came on dice one by one, picked up a cheat and spoke on a topic mentioned in the cheat. Students of both the groups came randomly to maintain the instrumentation factor of internal validity high and different locations for both the groups for post-test were decided for high internal validity.



The activity contained 30 marks to assess effective speaking skills which should be including effective use of the five most important domains of it which were- communicative vocabulary, basic grammar, body language, pronunciation and clarity and confidence. Thus, pre-test was formed of 30 marks.

Validity of the research

For reliability of any research, both internal and external validity must be high. Donald Campbell and Julian Stanley states, Internal Validity asks the question, “Are the measurements I make on my dependent variable influenced only by the treatment, or are there other influences which change it?”

To justify the answer of this question, all the extraneous variables were controlled mentioned by Donald Campbell and Julian Stanley which were history, maturation, testing, instrumentation, statistical regression, differential selection, experimental mortality, and selection-maturation interaction. Additional Two extraneous variables by Borg and Gall - the John Henry effect and experimental treatment diffusion were also controlled for the high internal validity.

Results and comparisons

This result was drawn from 60 students of GPS School, Vadodara-Gujarat. It was drawn out of the instrument - Oral Pre-test and post-test. Pre-test and Post-test were conducted of both the groups to know the impact of sensory mindfulness activities in the subjects of both the groups (Experimental and Control group).

By doing the observation, it is observed that the mean of all six aspects of evaluated for effective speaking skills increased in the post-test. The mean score of Experimental Group of all the aspects of effective speaking skills in pre-test is 17.6 and in post-test is 37.14 and SD of the same group in pre-test is 5.16 and in Post-test is 13.12. On the other hand, the mean score of Control Group of all the aspects of effective speaking skills in pre-test is 13.16 and in post-test is 14.54 and SD of the same group in pre-test is 6.26 and in Post-test is 6.94. The t-value for pre-test and post-test for Experimental Group on effective speaking skills is highly significant at 11.42 which indicates that there is a good effect of sensory mindfulness activities on the students of Experimental Group, with the help of these activities; they could make their speaking skills effective very smoothly.

Conclusions

After conducting the whole research, the researcher arrived at the conclusion that sensory mindfulness activities can play a vital role in teaching and learning of speaking skills of the elementary students of Gujarat. Elementary students could get more confidence and remove fear by engaging themselves with their own selves with the help of their own senses that confidence helped them to improve their speaking skills.



Future research scope

This research has a broad scope. The research is on effective speaking skills through sensory mindfulness activities. Speaking skill is a vast area which is difficult to cover in a particular time span. Effective speaking skills encompass communicative vocabulary, idioms, correct grammar, body language, paralinguistic, critical thinking, logical thinking, negation skills, sense of humour, etc. Here five domains have been specified for improvement which are communicative vocabulary, Basic grammar, body language, pronunciation, confidence and clarity but for future research, other domains can also be targeted. In this research, students of GPS have been adopted as subjects but in future, students or professionals of other branches can also be selected as subjects and any state, district or country can be selected for the research. In future speaking skills can be taught by using other sensory mindfulness activities of techniques. The future scope of this research remains in domains of speaking skills, selection of subjects, state or district and techniques of sensory mindfulness. Thus the area of this research can be as wide as the future researcher can make it.

References

- Ayala, J., & Acuna, A. (2024). Effects of mindfulness in the field of English as a foreign language classroom: A literature review. *English Language Teaching*, 18(1), 9–18.
- Hanifa, R. (2018). Factors generating anxiety when learning EFL speaking skills. *Studies in English Language and Education*, 5(2), 230–239.
- Koçali, Z., & Aşık, A. (2026). Exploring mindfulness and language learning: EFL students' journey coping with speaking anxiety. *BMC Psychology*.
- Kothari, C. R., & Garg, G. (2014). *Research methodology: Methods and techniques* (3rd ed.). New Delhi, India: *New Age International Publishers*.
- Lin, H., Zhang, Y., & Chen, L. (2022). Mindful language learning: The effects of college students' mindfulness on short-term vocabulary retention. *System*, 110, 102909.
- Rao, P. S. (2018). Mindfulness in English language teaching: Improving communication skills among undergraduate learners. *Indian Journal of Applied Linguistics*, 44(2), 55–67.
- Sharma, R., & Kaur, P. (2020). Mindfulness-based classroom strategies for improving English communication skills among secondary school students. *Journal of English Language Teaching in India*, 62(3), 21–29.