

REVIEWER'S REPORT

Manuscript No.: IJAR-52890

Date: 21-07-2025

Title: Enhancing English Language Learning at Senior Secondary Level Through Brain Gym: A Neuro-Educational Framework

Recommendation:

Accept as it is

Accept after minor revision.....

Accept after major revision

Do not accept (*Reasons below*)

Rating	Excel.	Good	Fair	Poor
Originality		✓		
Techn. Quality			✓	
Clarity		✓		
Significance			✓	

Reviewer Name: Syed Mohammed

General Overview:

This manuscript offers an insightful exploration of the application of Brain Gym exercises in senior secondary English language classrooms. The study is well-anchored in theoretical and empirical foundations, effectively linking embodied cognition with pedagogical practice. By combining personal classroom experience with performance data, the paper provides a compelling case for the utility of movement-based interventions in language acquisition.

Title and Abstract:

The title clearly reflects the focus of the study, and the abstract succinctly presents the core argument, methodological approach, and key findings. The inclusion of empirical outcomes, such as a 100% board examination pass rate, strengthens the credibility and impact of the abstract.

Introduction:

The introduction effectively contextualizes the necessity for innovative teaching strategies in today's classrooms. It underscores the relevance of Brain Gym as a neuro-educational tool aimed at fostering cognitive activation and emotional engagement. The rationale for integrating Brain Gym into English language instruction is well-established.

Theoretical Framework:

The manuscript appropriately grounds its argument in the theory of embodied cognition and the enactment effect. These frameworks are skillfully applied to justify the use of movement in language instruction. The theoretical section demonstrates the author's familiarity with contemporary cognitive science literature relevant to educational practice.

Literature Review:

The literature review is concise yet rich, citing recent and relevant studies that lend empirical support to the cognitive and educational benefits of Brain Gym. The quantitative evidence from different age groups and educational contexts adds depth and transferability to the argument.

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Methodology:

The methodology is clearly described and context-specific. The daily use of Brain Gym in a senior secondary English class over an academic session reflects a sustained and systematic intervention. The incorporation of exercises such as cross crawls, lazy 8s, and hook-ups is detailed, and the triangulation of observational data, student feedback, and board exam performance adds credibility to the analysis.

Presentation and Style:

The manuscript is well-structured and written in clear, precise academic language. Transitions between sections are smooth, and technical terms are used accurately. The tone remains objective while conveying the author's classroom-based insights with authority.

Conclusion (Implied):

While the conclusion is not explicitly stated in the provided text, the implications are evident: Brain Gym exercises contribute positively to cognitive readiness and academic performance in English language learning. The findings align with broader neuro-educational perspectives that advocate for multimodal, physically integrated teaching methods.

Overall Assessment:

This is a thoughtful and well-substantiated study that contributes to the field of English language teaching and neuro-education. Its integration of theory, empirical research, and classroom practice enhances its relevance for both researchers and practitioners.