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Exploring Pre-service Teachers' Perspectives: The Impact of the ENGAGE Model in the EFL Classes

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ABSTRACT

The study examined pre-service EFL teachers' perceptions of using the ENGAGE model in classes at Farhangian University in Ardabil, Iran, involving 10 males and 10 females who were familiar with the ENGAGE model and its application in their training classes. Interview data indicated that EFL learners improved their English, better understood their environment, felt more autonomous, and applied their knowledge to new contexts. Pre-service EFL teachers reported increased motivation, better integration of learning with activities, and a preference for the ENGAGE model over other models. Both male and female teachers noted that EFL learners welcomed the ENGAGE model and regarded it as friendlier than other models in use. Moreover, participants stated that learners gained more knowledge than in traditional classes. The results have useful implications for EFL classes. The findings highlight the positive impact of the ENGAGE model on the quality of EFL teaching and learning, benefiting developers, instructors, and students.

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Introduction

The ENGAGE model, which was introduced by Halsey (2011), presents the idea that an active and analytical role throughout the process of learning, while applying the learned materials and discovering personal interpretations of things and places, can contribute significantly to learning. The ENGAGE model takes a six-step approach to teaching content by using active learning strategies combined with utilizing meaningful interpretation (Halsey & Halsey, 2017). Encapsulated in the acronym ENGAGE are Energizing, Navigating, Generating, Applying, Gauging, and Extending, which are argued to play a significant part in students' educational development. Learners rather than teachers are the key components of this educational model for the instructional design and delivery throughout kindergarten to high school (Halsey, 2011). As emphasized by Halsey (2011), the proposed model sets the grounds for optimal life experiences. People's lives are transformed by learning, and teaching can be regarded as the art and science of realizing and stimulating such transformations. Halsey's (2011) six-step ENGAGE model presents a situation in which learners are actively performing activities that reinforce their learning. Prince (2004, as cited in Halsey & Halsey, 2017) assumed that student participation in required active learning processes (such as presentations, interactive projects, and dialogues) results in greater achievement, deeper understanding, and higher retention. The ENGAGE model, as an effective innovation in the realm of learning and teaching, considers learning, such as second language learning, as a typical, brain-oriented procedure that needs active cooperation in natural and everyday life activities (Borg & Alshumaimeri, 2019; Zhang et al., 2019).

In this model, energizing refers to the ice-breaking discussions, warm-ups, and encouraging learners via utilizing gestures and postures, while navigating refers to the development of new content through negotiation between the teacher and the students. The third pillar, generating, refers to the process of helping learners generate personal interpretation and relevance from their navigation. The fourth pillar in the ENGAGE model, applying, refers to the process of connecting new concepts to the world by the learners. This can be operationalized through asking learners to review the selected subject in the classroom, surf the net, get engaged in social media, gather information about a certain topic, and then share their own perceptions. Gauging refers to the self-assessment in the classroom setting, and finally, extending provides the ground for the learners to transcend their learning to action.

According to Safari and Rashidi (2015), traditional and new language teaching methodologies have been used in the educational system in Iran. However, it seems that the ENGAGE model has a long way to go for adoption in teaching the English language within the realm of ELT in Iran. The idea of the ENGAGE model, which is different from the engagement

viewpoint in its theoretical bases, because it concentrates on a naturalism-based approach (Halsey, 2011), has been less investigated in second language studies (e.g., see Abdollahzadeh et al., 2023; Esfandiari et al., 2020, 2021). As providing learners with the ENGAGE model techniques has been profitable in different areas like management (Halsey & Halsey, 2017), environment and wildlife protection (Halsey et al., 2018), and medical education (Kojuri et al., 2015), it would be influential to research the concept within the realm of ELT, particularly exploring the perceptions of male and female English as a Foreign Language (EFL) student teachers about employing the ENGAGE model in EFL classes in Iran. Therefore, the current research attempted to explore pre-service teachers' perceptions toward employing the ENGAGE model, as a creative model, in the Iranian EFL classes.

A brief note of previous works

The activities of the ENGAGE model suggested by Halsey (2011) and developed by Halsey and Halsey (2017) focus on learning EFL and form a distinctive educational mechanism affecting how and what the student learn, and how they make use of the learning outcomes in their individual lives. The ENGAGE model was considered a naturalistic-based educational plan in California, where it was utilized by Halsey and Halsey (2017) and Halsey et al. (2018) for the development of an environmentally-focused educational plan primarily concentrating on the learners (Halsey, 2011). Many different things are performed by the human brain under exposure to a lecture (Halsey, 2011), which is what it frequently conducts. Considering the inability of conventional methods to effectively engage the learners' minds, it was emphasized by Halsey and Halsey (2017) that active learning strategies integrated into naturalist education programs could be of great importance. The model developed by Halsey could be a promising example of such methodologies, which were capable of taking a six-step approach to deliver the educational materials through active learning strategies integrated into meaningful comprehension (Halsey & Halsey, 2017).

However, it is noteworthy that individual involvement in the process of learning is not straightforward and simple. The instructors should have considerable self-confidence and motivation to ensure the learners' engagement in the activities introduced in the model and guarantee the likelihood of their active participation, since sit-and-get passive presentations are what many individuals have become used to. Nevertheless, an essential factor in remembering the educational materials is learners' engagement, which facilitates utilizing the acquired knowledge to change their actions (Halsey & Halsey, 2017).

The ENGAGE model was adopted by Rundel (2018) to focus on training awareness of ecosystem-related challenges, highlighting that students seek to protect what they consider

valuable and at risk throughout their lives. Six steps were recommended by Halsey and Halsey (2017), including giving learners the energy and motivation required, content navigation using short discussions, meaning generation for the educational content through meaningful interpretations, application of learning to the real-world conditions, learning measurement and celebration through self-evaluation, and learning generalization to practice.

Drawing upon the ENGAGE model, Kim et al. (2017) highlighted the advantages of a local evidence-based practice (EBP) fellowship program, revealing the direct impact of enhancing the EBP beliefs on job satisfaction improvement in their samples under study. Based on another study conducted by Underwood et al. (2018), the ENGAGE model could apply to curriculum design in the educational context, seeking to set the grounds for higher levels of knowledge of environment, wildlife, and global issues, which could subsequently lead to greater responsibility for ongoing learning.

While reviewing the ELT literature, a few references to the ENGAGE model can be discovered, as it is a novel model within the broader educational paradigm, especially within the EFL context (Abdollahzadeh et al., 2021, 2023; Esfandiari et al., 2020, 2021). Abdollahzadeh (2021) studied how the ENGAGE model affects Iranian intermediate EFL learners' Speaking performance. The findings demonstrated that the ENGAGE model improved Iranian EFL learners' L2 speaking performance more than the task-based language teaching (TBLT) method. Similarly, the influence of the ENGAGE model on the speaking function of EFL learners with relatively more or less cognitive activity was examined by Esfandiari et al. (2021), who indicated outperformance of learners in the ENGAGE model group compared to those in the TBLT group when speaking the second language, regardless of the group they belonged to. The researchers found that the proposed model could bring significant benefits for students belonging to the group with a cognitively more active profile. Salimpour Aghdam et al. (2024) in an investigation found that the ENGAGE model more substantially affected Iranian EFL students' overall L2 essay writing abilities than the TBLT. The ENGAGE model is based on a thoughtful and natural conversation or writing an article about an interesting topic for the students in the classroom. In this model, learners discuss various aspects of a problem by active participation in spoken and written activities, and then they obtain a deeper understanding of the problem. They also know that other learners have ideas and their opinions should be valued. This, as Hiver et al. (2024) argue, improves cooperation rather than competition.

The importance of the current research lies in various dimensions. Firstly, using the ENGAGE model is an effective and successful strategy to instruct learners in different areas (Halsey & Halsey, 2017; Halsey et al., 2018; Kojuri et al., 2015), indicating its advantages for ELT and EFL under different conditions, including Iran, where many challenges are faced by

English learners who simultaneously consider this language necessary. Secondly, as Richards and Schmidt (1985) mentioned, throughout pre-service training, the student teachers practice teaching, offering them the fundamental teaching strategies and a general knowledge of the teaching materials and subject. Based on Lucas et al. (2008), contemporary teachers require extensive knowledge and skills, such as those related to deep and pedagogical content, knowledge of children's learning under various conditions, skills for a classroom community to support learning, knowledge of multiple assessment forms, and the capability of practical reflection. As illustrated by the authors, pre-service teacher training programs can focus on engagement of future teachers in a variety of activities focusing on their preparation to obtain the required information about English language learners in their prospective classroom environment. Besides, different actors, including material developers, language instructors, and EFL learners, can take advantage of the results of this paper, reflecting the increasingly positive impacts of the ENGAGE model in the ELT context and subsequent enhancement of EFL teaching/learning quality. Hence, more student-centered approaches with an emphasis on collaborative learning through peer tutoring and teamwork seem critical to the field of EFL (Ockey et al., 2015). Therefore, considering all the above-mentioned issues, many scholars have sought to devise an approach to teaching with the incorporation of naturalist theories that emphasize learners' active involvement in the process of learning. The ENGAGE model was a promising alternative, suggesting that learners can learn best when showing active and critical contribution to the learning process and using their learning in real-world circumstances (Halsey & Halsey, 2017). The current paper has relied on the previous study of natural learning with a primary focus on assisting individual learners to engage in their learning process (Bowman et al., 2015; Caine, 2018; Cambourne, 1988), seeking to examine what male and female pre-service EFL teachers perceived of the ENGAGE model's application in their EFL classes. Above all, this study takes importance because of its focus on the male and female student teachers' perceptions towards the employment of the ENGAGE model in EFL classes. This addresses the almost neglected issue in the literature related to the ENGAGE model and its impacts in an EFL context. Hence, the research question below will be answered in the current research:

1. How do male and female pre-service EFL teachers perceive the ENGAGE model's employment in the EFL classes?

Method

Participants

The participants of this study were 10 male and 10 female pre-service EFL teachers studying at

Farhangian University in Ardabil, Iran. They were purposefully recruited according to their familiarity with the concept of the ENGAGE model and its application in their training classes. These student teachers were completely familiar with the concept and steps of the ENGAGE model through their language teaching courses. They were asked for their perceptions toward the use of the ENGAGE model in EFL classes and the influence it may have on their second language learners.

Instrument

The data for the present study were collected using an interview guide. It should be noted that the participants of the study were homogeneous because they had similar performance during their studies at Farhangian University and the courses they had taken, as well as obtaining similar grades in training classes.

The perceptions of the participants regarding the ENGAGE model's employment in the EFL class environment were elicited utilizing an interview guide. As stated by Jupp (2006), the interviewees can direct the interview course using semi-structured and unstructured interviews, which restricts discussion to predetermined topics that the researchers have in mind.

A comprehensive literature review, along with the opinions of educationalists and experts, was utilized to develop the first interview items. Five TEFL Ph.D. holders were consulted to check the final draft, considering their experience in ELT, ensuring the expert judgment validity of the interview.

Procedure

Out of 60 male and female pre-service EFL teachers studying at Farhangian University in Ardabil, a group of 20 individuals were purposefully recruited as the focal participants of the study. To ensure that the participants were indeed familiar with the ENGAGE model, the researchers participated in their training classes, being scored based on the checklist of the ENGAGE model steps. Also, their lead teachers were asked to observe how these pre-service teachers use the ENGAGE model in the EFL classes. Finally, based on the checklist of the ENGAGE model steps as well as the comments of the lead teachers, the way the participants used this model was found to be acceptable for the researchers.

One of the important points in this research was the participation of male and female pre-service teachers. Considering the active nature of the ENGAGE model and its steps, it seems that male and female student teachers might have different perceptions about using this model in the EFL classes.

After interview preparation, interviews were conducted with 20 participants, whose viewpoints on the ENGAGE model's application in the EFL classroom context were elicited. Data coding

with the employment of open and axial coding methodologies (Creswell & Clark, 2017) was conducted in the initial step of qualitative data analysis, seeking to determine the research participants’ viewpoints on the ENGAGE model’s application in their EFL classes.

Results

To find an answer to the research question, face-to-face semi-structured interviews were conducted with 20 participants who were selected using purposeful sampling. Open and axial coding procedures were used as follows to analyze and categorize the data related to general and specific issues, respectively.

Item One: *Explain your feelings concerning the model you employed in the class this semester.*

As Table 1 shows, the teachers seemed to have enough activity in the class, motivating the students to learn better by stimulating them at the beginning of the sessions. To put it more accurately, they mentioned that not only could EFL learners promote their English, but also, they could understand the state of affairs better. Moreover, all EFL student teachers reported that the class was very friendly, giving us a feeling of convenience. These results address the investigation of both external and internal motivation, which have been widely examined in the L2 setting (Csizér, 2017; Ushioda & Dörnyei, 2017).

Table 1. Participants’ Perspectives Toward the ENGAGE Model in EFL Classes

Perspective	Frequency		Percentage	
	MPT.	FPT.	MPT.	FPT.
1 The class was very friendly, giving us a feeling of convenience.	10	10	100%	100%
2 The teacher seemed to have enough activity in the class, motivating the students to learn better by stimulating them at the beginning of the sessions.	8	9	80%	90%
3 The experiences the learners occasionally raised were attractive for the participants, making them feel they were not in class.	8	7	80%	70%
4 The learners’ engagement in the classroom activities was an interesting issue.	7	6	70%	60%
5 Being well-prepared and contributing to the classroom discussions required serious reading by students outside the classroom context.	9	10	900%	100%
6 According to the participants' reports, the think-aloud protocols and brainstorming procedures utilized by the students were worth considering because of giving them the ability to think of different aspects of the classroom discussions.	7	9	70%	90%

7	Not only could EFL learners increase their English proficiency, but they could also understand the world better.	8	9	80%	90%
8	Pre-service teachers observed that the class was boring and students didn't enjoy the classroom process.	2	1	20%	10%

Item Two: *How well did your students become competent in their English improvement from the feedback offered by the teacher?*

Table 2 highlights the perceptions with the highest frequency. An important issue found by the researchers during the present study was the effective role of individual feedback conferences in assisting the students to figure out the written feedback. Thus, the student teachers were recommended to use these conferences, which were held each session throughout their training course, focusing on returned assignments and giving the students an opportunity to review the teacher's comments about their papers. The conferences, which typically lasted around 3–6 minutes, were held in the classroom context and helped the teacher explain some student errors, particularly the recurring ones. Besides, the students could ask questions about their assignments and the teacher's proposed feedback.

Table 2. Perspectives Toward the Teacher's Feedback

1. Feelings about speaking and writing in English	Very Confident	Confident	Not Confident
	MPT (70 %)	MPT (20 %)	MPT (10 %)
	FPT (50 %)	FPT (30 %)	FPT (20 %)
2. The number of attempts one makes on the speaking and writing homework.	Significant Effort	Appropriate Effort	Inadequate Effort
	MPT (60 %)	MPT (20 %)	MPT (20 %)
	FPT (70 %)	FPT (10 %)	FPT (20 %)
3. Knowing the corrections on the writing and speaking assignments	Mostly Understand	Somewhat Understand	Inadequately Understand
	MPT (60 %)	MPT (30 %)	MPT (10 %)
	FPT (70 %)	FPT (20 %)	FPT (10 %)
4. Figuring out the teacher's comments on the assignments	Mostly Understand	Partially Understand	Inadequately Understand
	MPT (70 %)	MPT (20 %)	MPT (10 %)
	FPT (60 %)	FPT (30 %)	FPT (10 %)
5. Capability to rectify the mistakes utilizing the feedback from the teacher	Yes	Maybe	No
	MPT (80 %)	MPT (10 %)	MPT (10 %)
	FPT (70 %)	FPT (20 %)	FPT (10 %)

Interesting viewpoints were provided by the pre-service teachers about how capable EFL learners were in understanding the teacher’s feedback and suggestions, indicating that 60% of MPTs and 60% of FPTs believed students could understand almost a major part of the feedback and comments provided by the teacher. On the other hand, 10% of each participant group had an inadequate understanding of the teacher’s feedback and suggestions. Ultimately, a majority of the participants (80% MPT, 70% FPT) reported that learners were capable of correcting their errors using the feedback offered to them by the teacher.

Item Three: *There were negotiations between you (as a pre-service teacher) and your students on the required decisions for assignments and activities. How do you perceive it?*

According to the obtained results (Table 3), 80% of MPTs and 70% of FPTs claimed that learners were capable of taking the responsibility for their learning, confirming that they had been enabled to actively participate in the learning process, as a crucial factor in the ENGAGE-centered negotiated syllabus. Similarly, the majority of the male and female pre-service EFL teachers said that being an active agent of one’s own learning in a classroom entails optimizing the collective resources of a gathering of people, including a teacher who has greater experiences of helping learners to learn.

Table 3. Perspectives Regarding Teacher-Student Negotiations on Decision Making

1. Negotiation enables learners to exercise their active agency in learning.	toMuch to Very Much	Moderately	Little to A little
	MPT (80 %)	MPT (20 %)	MPT (0.00 %)
	FPT (70 %)	FPT (10 %)	FPT (20 %)
2. Classroom discourse can be enriched with negotiations as an important resource for language learning.	MPT (80 %)	MPT (10 %)	MPT (10 %)
	FPT (60 %)	FPT (30 %)	FPT (10 %)
3. The teacher’s pedagogic strategies can be informed and extended through negotiation.	MPT (60 %)	MPT (30 %)	MPT (10 %)
	FPT (50 %)	FPT (30 %)	FPT (20 %)
4. Negotiation is a tool for responsible membership in the classroom setting.	MPT (60 %)	MPT (20 %)	MPT (20 %)
	FPT (80 %)	FPT (10 %)	FPT (10 %)
5. Learning process can be facilitated by negotiation.	MPT (90 %)	MPT (10 %)	MPT (0.00 %)
	FPT (80 %)	FPT (10 %)	FPT (10 %)

Nearly half of the participants reported that they could access various pedagogic strategies through teacher-student negotiations on decision-making, and only a small percentage of participants opposed the idea of extending a teacher’s pedagogic strategies.

Regarding the concept of facilitated learning, the vast majority of research participants (90% of MPT and 80% of FPT) believed that negotiations between teachers and students on decision-

making had a facilitating role in the learning process. However, a minority of FPTs (10%) opposed this idea, remarking that this strategy has no facilitating effects.

Item Four: *Do you think you are capable of the ENGAGE model application in your real EFL classroom context after graduation?*

As it is evident in Table 4, both male and female pre-service EFL teachers, who participated in interviews, presented almost similar opinions in this realm. They thought that, in case they were in a circumstance where it was a speaking class or a writing class, it could be more useful to utilize the ENGAGE model. Meanwhile, in terms of the proficiency level of the learners, the participants reported that advanced learners could benefit more from the ENGAGE model.

Table 4. Participants' Perspectives Toward the ENGAGE Model Employment in EFL Classroom Contexts

	Perspective	Frequency		Percentage	
		MPT.	FPT.	MPT.	FPT.
1	We can use this model in case it is a speaking class.	8	9	80%	90%
2	We can use this model in case it is a writing class.	7	6	70%	60%
3	We can use this model in case the learners are elementary ones.	2	3	20%	30%
4	We can use this model in case the learners are intermediate ones.	5	6	50%	60%
5	We can use this model in case the learners are advanced ones.	10	9	100%	90%
6	We can use this model in different contexts.	7	8	70%	80%

Item Five: *Do you think you are capable of assessing your students' writing and speaking skills?*

Table 5 displays the participants' preferences about the kinds of errors to be concentrated on while teachers assess their students' writing and speaking skills. The results showed that:

1. 60% of MPT and 70% of FPT thought that they could assess task achievement errors (65% in total).
2. 70% of MPT and 50% of FPT said that they could assess vocabulary and expression errors (60% in total).
3. 80% of MPT and 90% of FPT believed that they could assess grammatical errors of students' writing and speaking (85% in total).
4. 50% of MPT and 60% of FPT thought that they could assess errors related to content and ideas of L2 speaking and writing (55% in total).

Table 5. Errors to be Emphasized in L2 Writing and Speaking Assessment

	Total
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			MPT	FPT	
Errors to be concentrated on in L2 writing and speaking in the SL process	Task achievement	N	6	7	13
		%	60%	70%	65%
	Vocabulary/Expressions	N	7	5	12
		%	70 %	50 %	60%
	Grammatical	N	8	9	17
		%	80 %	90%	85%
	Content/Ideas	N	5	6	11
		%	50%	60%	55%

Item Six: *Do you believe your learners are capable of applying your teaching points in their daily lives?*

Assisting students in applying their learned concepts throughout their real lives is the fourth step of the proposed model. To achieve this goal, the students were asked to study the issue raised in the classroom using the internet and engagement in social media to gather their required information and illustrate their individual viewpoints in the classroom. Almost all male and female pre-service EFL teachers reported that learners can apply teaching points and their learning to their daily life situations (90% male pre-service teachers and 90% female pre-service teachers).

Item Seven: *What would you like to add about the ENGAGE model?*

From the viewpoint of both participant groups, the students welcomed the proposed model and regarded it as friendlier than other methods in use. In addition, as reflected by the obtained results, the knowledge or information provided for the learners using this model seemed to be more than what was offered by other methods. It is also noteworthy that from the viewpoint of pre-service teachers, EFL students gained higher motivation in classrooms where this model was implemented, giving them the ability to link what they learn to outdoor activities. Moreover, according to the participants' perceptions, the amount of activity and classroom interactions in this model was very high, and this model could be used in EFL classes for a better efficiency of the teaching and learning process.

Table 6. Participants' Perspectives Toward the ENGAGE Model

Viewpoint		Frequency		Percentage	
		MPT.	FPT.	MPT.	FPT.
1	This model was friendlier in my opinion.	10	10	100%	100%
2	This model seemed to be more effective than other previously used methods.	9	10	90%	100%
3	This model provided the students with more information than the previously used methods.	10	10	100%	100%
4	Students enjoyed high motivation in the EFL classes.	9	8	90%	80%
5	Students acquired the ability to link what they learn to their outdoor activities.	10	10	100%	100%

6	Giving classroom assignments beyond the students' abilities made them tired.	2	3	20%	30%
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Conclusion

The ENGAGE model activities focus on learning EFL and form a distinctive educational mechanism affecting how and what the students learn, how they employ the outcomes of learning in their individual lives, the social setting where they live, and the direct environment surrounding them. As highlighted by the research participants, the ENGAGE model class was more pleasant than ordinary classes for EFL students, giving them higher motivation and enabling the students to link what they learn to their outdoor activities. The participants collectively believed that EFL learners welcomed the proposed model, regarding involvement and attraction as two significant benefits of this model compared to the ones previously used. Halsey and Halsey (2017) supported these results in connecting Californians with the Chaparral using the ENGAGE model, where an educational program was devised with a primary focus on environmental issues, giving the students wildlife, environmental, and ecosystem awareness.

The findings of the present study agreed with findings obtained by other researchers examining the impact of the proposed model on educational issues. In their study, Hodge et al. (2009) sought to examine the effect of engaged learning on the students' self-authorship and useful functioning. As highlighted by their results, the students could more conveniently progress toward independent and active acquisition through the application of the ENGAGE model. Esfandiari et al. (2021) made an attempt to examine the impact of the ENGAGE model application on the speaking skills of cognitively less and more active EFL learners, revealing that the model led to a better performance in L2 speaking abilities compared to the task-based language teaching (TBLT) group.

It is also noteworthy that the research results are in agreement with what Kojuri et al. (2015) stated regarding the application of the Q2 engage model (EQ2) for educational knowledge in Shiraz Medical Sciences University, highlighting the advantages of the model for the learners' engagement in different problem dimensions. Given that the ENGAGE model is multidimensional and dynamic (Halsey, 2016), scholarship was developed among the abovementioned students, as was also indicated in the current study. Abdollahzadeh (2021) investigated how the ENGAGE model affects Iranian intermediate EFL learners' speaking skills. The findings demonstrated that the ENGAGE model improved Iranian EFL students' L2 speaking skills more than TBLT. Qualitative data showed that the ENGAGE model worked best, followed by task-based language teaching.

Based on the research findings, the teachers had adequate activity from the EFL students' perspective, motivating them from the onset of the classroom session and stimulating them

toward more learning. This primary step focuses on the learners' encouragement to focus more seriously and to motivate them about the training supposed to be experienced by them (Kilbourne, 2011). In addition, both internal and external types of motivation are addressed in this step to affect the second language development as much as possible (Csizér, 2017; Ushioda & Dörnyei, 2017). Salimpoor Aghdam et al. (2024) in a study reported that the ENGAGE model more substantially affected Iranian EFL learners' overall L2 essay writing skills than the TBLT.

The majority of the research participants (80% MPTs and 70% FPTs) agreed that the learners had the opportunity to take the responsibility for their learning, revealing the positive role of negotiation in the proposed model in enabling learners to show active agency throughout the learning process. Besides, most participants from both groups agreed that active agency in the classroom context includes the optimization of the collective resources of a gathering of people, comprising the teachers with more experience in assisting learners to acquire the educational materials. Similarly, teacher-learner negotiations to make decisions about the activities highlight the employment of a process-based (Breen, 1987) or a negotiated (Clarke, 1991) syllabus in the EFL pedagogic process.

The participants of the present study reported that, in case they were in a circumstance where it was a speaking class or a writing class, it could be more useful to utilize the ENGAGE model. Meanwhile, in terms of the proficiency level of the learners, participants said that advanced learners could benefit more from the ENGAGE model. This result shows agreement with the findings of a study conducted by Esfandiari et al. (2020), who examined the application of the ENGAGE model in EFL classrooms and reported more pleasure expressed by students who were cognitively more active than those who were less active. In addition, the group with a higher cognitive activity benefited more from the course than the other group.

The students require teachers' assistance through the ENGAGE model's fourth step to apply their learning to their real lives, which was offered by expecting them to focus on the assignment and collect the required information from the internet and social media, followed by presenting their viewpoints in the classroom. The majority of participants thought that learners were capable of applying educational points and learning to their real lives (90% from each group). This step shows whether learners require more opportunities throughout the process of teaching and learning to demonstrate their command of the new skills (such as pronunciation, intonation, vocabulary, and real-life performance). In this regard, the L2 learners are supposed to review the selected topic and, as mentioned before, find their desired content on the internet or social media, which is from their perspective in the classroom context. This is what action research has done with the assignment of such tasks (Smith & Rebolledo, 2018).

Based on the participants' viewpoints, learners welcomed the proposed model and

considered it friendlier than other classes and methodologies previously used. In addition, the knowledge or information obtained by the students during the classroom sessions seemed to be more than what was provided in other classes. Another point to mention is that the participants found the EFL learners showing more motivation and better capabilities in connecting the classroom learning and extracurricular activities and studies. Follow-up activities such as e-mail reminders or buddy systems are integrated into the sixth step of the proposed model, allowing learners function based on their intentions and employ their newly acquired knowledge or skills (Halsey, 2011). Throughout this phase, the students are supposed to employ their learned materials by speaking and writing about a variety of topics in the L2 speaking and writing classes. The students also receive enough motivation to speak about different topics while participating in arguments and discussions using English. They are also encouraged to utilize their learned content from social media to search for international friends, watch movies, focus on solving real-life problems, and feel the pleasure of a new life in an English context. These objectives are also emphasized in the competency-oriented learning in the ELT realm (Nodine, 2016; Waddington, 2017). Willison (2020) stated that engaged learning and teaching models help teachers to facilitate learners' awareness of, and increasing responsibility for, the thinking required by subject and discipline-specific learning as well as interdisciplinary learning.

As emphasized by Bell and Kahrhoff (2006, p. 1), the learners are actively involved in establishing a perception of the ideas throughout the active learning process, which also enriches them with valuable skills through task and activity completion as directed by the instructor. Different activities that encourage the students' involvement in the process of learning will be worth considering in this approach. In the same vein, Cacioppo and Freberg (2018) considered active planning crucial to cognitive learning. In a study, Gholami et al. (2024) concluded that the ENGAGE model, as opposed to TBLT, had a significantly positive impact on the overall L2 complexity, accuracy, and fluency (CAF) in EFL students' skill to write essays.

As the results of this paper highlighted, the research participants almost agreed that the ENGAGE model application influenced the EFL students' accomplishment, enabling them to participate more effectively in active and independent learning. Hence, the present paper can have several practical implications concerning the teaching/learning process in the EFL realm. First, the study showed the consensus among the participants, who found the classroom interesting due to the active engagement of the EFL learners in the assigned activities. In other words, from their point of view, EFL learners experienced an improvement in their English while also figuring out the world surrounding them better and more efficiently. In addition, L2

learners were supposed to have benefited from content navigation and the associations made between learning and real-life conditions. It is also worth noting that the proposed model benefits learners by engaging them in different problem dimensions, giving rise to the scholarship development among learners due to its multidimensional and dynamic properties (Halsey, 2016), which was emphasized by the research participants as well. Another valuable implication was the agreement between participants on the role of teacher-student negotiations to decide on the assignments and activities, as could also be observed in the process-based approaches to syllabus design.

The paper's conclusions can contribute to enhancing the course learning outcomes of other teachers and researchers who seek to employ the ENGAGE model. The research findings can be utilized by various teacher education institutions and syllabus designers to provide learners with new ideas, as the model seeks to set the ground for content quality improvement. The teachers and stakeholders in the EFL domain are expected to have more interaction and higher-order thinking to enable them establish a correlation between the learners' present and previous learning, which necessitates novel models of English teaching and learning. The findings of the current study can also be considered by ELT experts, who seek to enhance learners' awareness of active learning through appropriate task assignment, ensuring learners' movement towards self-assessment, autonomy, and meaningful learning.

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