



مجلة العلوم الإنسانية

دورية علمية محكمة تصدر عن جامعة حائل



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جامعة حائل
University of Ha'il

مجلة العلوم الإنسانية

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للتواصل:

مركز النشر العلمي والترجمة

جامعة حائل، صندوق بريد: 2440 الرمز البريدي: 81481



<https://uohjh.com/>



j.humanities@uoh.edu.sa

نبذة عن المجلة

تعريف بالمجلة

مجلة العلوم الإنسانية، مجلة دورية علمية محكمة، تصدر عن وكالة الجامعة للدراسات العليا والبحث العلمي بجامعة حائل كل ثلاثة أشهر بصفة دورية، حث تصدر أربعة أعداد في كل سنة، وبحسب اكتمال البحوث المجازة للنشر. وقد نُحِتَت مجلة العلوم الإنسانية في تحقيق معايير اعتماد معامل التأثير والاستشهادات المرجعية للمجلات العلمية العربية معامل "آر سيف Arcif" المتوافقة مع المعايير العالمية، والتي يبلغ عددها (32) معياراً، وقد أُطلق ذلك خلال التقرير السنوي الثامن للمجلات للعام 2023.

رؤية المجلة

التميز في النشر العلمي في العلوم الإنسانية وفقاً لمعايير مهنية عالمية.

رسالة المجلة

نشر البحوث العلمية في التخصصات الإنسانية؛ لخدمة البحث العلمي والمجتمع المحلي والدولي.

أهداف المجلة

تهدف المجلة إلى إيجاد منافذ رصينة؛ لنشر المعرفة العلمية المتخصصة في المجال الإنساني، وتمكن الباحثين -من مختلف بلدان العالم- من نشر أبحاثهم ودراساتهم وإنتاجهم الفكري لمعالجة واقع المشكلات الحياتية، وتأسيس الأطر النظرية والتطبيقية للمعارف الإنسانية في المجالات المتنوعة، ووفق ضوابط وشروط ومواصفات علمية دقيقة، تحقيقاً للجودة والريادة في نشر البحث العلمي.

قواعد النشر

لغة النشر

- 1- تقبل المجلة البحوث المكتوبة باللغتين العربية والإنجليزية.
- 2- يُكتب عنوان البحث وملخصه باللغة العربية للبحوث المكتوبة باللغة الإنجليزية.
- 3- يُكتب عنوان البحث وملخصه ومراجعته باللغة الإنجليزية للبحوث المكتوبة باللغة العربية، على أن تكون ترجمة الملخص إلى اللغة الإنجليزية صحيحة ومتخصصة.

مجالات النشر في المجلة

تهتم مجلة العلوم الإنسانية بجامعة حائل بنشر إسهامات الباحثين في مختلف القضايا الإنسانية الاجتماعية والأدبية، إضافة إلى نشر الدراسات والمقالات التي تتوفر فيها الأصول والمعايير العلمية المتعارف عليها دولياً، وتقبل الأبحاث المكتوبة باللغة العربية والإنجليزية في مجال اختصاصها، حيث تعنى المجلة بالتخصصات الآتية:

- علم النفس وعلم الاجتماع والخدمة الاجتماعية والفلسفة الفكرية العلمية الدقيقة.
- المناهج وطرق التدريس والعلوم التربوية المختلفة.
- الدراسات الإسلامية والشريعة والقانون.
- الآداب: التاريخ والجغرافيا والفنون واللغة العربية، واللغة الإنجليزية، والسياحة والآثار.
- الإدارة والإعلام والاتصال وعلوم الرياضة والحركة.

أوعية نشر المجلة

تصدر المجلة ورقياً حسب القواعد والأنظمة المعمول بها في المجلات العلمية المحكمة، كما تُنشر البحوث المقبولة بعد تحكيمها إلكترونياً لتعم المعرفة العلمية بشكل أوسع في جميع المؤسسات العلمية داخل المملكة العربية السعودية وخارجها.

ضوابط النشر في مجلة العلوم الإنسانية وإجراءاته

أولاً: شروط النشر

أولاً: شروط النشر

1. أن يتسم بالأصالة والجدّة والابتكار والإضافة المعرفية في التخصص.
2. لم يسبق للباحث نشر بحثه.
3. ألا يكون مستلماً من رسالة علمية (ماجستير / دكتوراة) أو بحوث سبق نشرها للباحث.
4. أن يلتزم الباحث بالأمانة العلمية.
5. أن تراعى فيه منهجية البحث العلمي وقواعده.
6. عدم مخالفة البحث للضوابط والأحكام والآداب العامة في المملكة العربية السعودية.
7. مراعاة الأمانة العلمية وضوابط التوثيق في النقل والاقتباس.
8. السلامة اللغوية ووضوح الصور والرسومات والجداول إن وجدت، وللمجلة حقها في مراجعة التحرير والتدقيق النحوي.

ثانياً: قواعد النشر

1. أن يشتمل البحث على: صفحة عنوان البحث، ومستخلص باللغتين العربية والإنجليزية، ومقدمة، وصلب البحث، وخاتمة تتضمن النتائج والتوصيات، وثبت المصادر والمراجع باللغتين العربية والإنجليزية، والملاحق اللازمة (إن وجدت).
2. في حال (نشر البحث) يزود الباحث بنسخة إلكترونية من عدد المجلة الذي تم نشر بحثه فيه، ومستلاً لبحثه .
3. في حال اعتماد نشر البحث تؤول حقوق نشره كافة للمجلة، ولها أن تعيد نشره ورقياً أو إلكترونياً، ويحق لها إدراجه في قواعد البيانات المحلية والعالمية - بمقابل أو بدون مقابل - وذلك دون حاجة لإذن الباحث.
4. لا يحق للباحث إعادة نشر بحثه المقبول للنشر في المجلة إلا بعد إذن كتابي من رئيس هيئة تحرير المجلة.
5. الآراء الواردة في البحوث المنشورة تعبر عن وجهة نظر الباحثين، ولا تعبر عن رأي مجلة العلوم الإنسانية.
6. النشر في المجلة يتطلب رسوما مالية قدرها (1000 ريال) يتم إيداعها في حساب المجلة، وذلك بعد إشعار الباحث بالقبول الأولي وهي غير مستردة سواء أجاز البحث للنشر أم تم رفضه من قبل المحكمين.

ثالثاً: توثيق البحث

أسلوب التوثيق المعتمد في المجلة هو نظام جمعية علم النفس الأمريكية (APA7)

رابعاً: خطوات وإجراءات التقديم

1. يقدم الباحث الرئيس طلباً للنشر (من خلال منصة الباحثين بعد التسجيل فيها) يتعهد فيه بأن بحثه يتفق مع شروط المجلة، وذلك على النحو الآتي:
 - أ. البحث الذي تقدمت به لم يسبق نشره (ورقياً أو إلكترونياً)، وأنه غير مقدم للنشر، ولن يقدم للنشر في وجهة أخرى حتى تنتهي إجراءات تحكيمه، ونشره في المجلة، أو الاعتذار للباحث لعدم قبول البحث.
 - ب. البحث الذي تقدمت به ليس مستلماً من بحوث أو كتب سبق نشرها أو قدمت للنشر، وليس مستلماً من الرسائل العلمية للماستير أو الدكتوراة.
 - ج. الالتزام بالأمانة العلمية وأخلاقيات البحث العلمي.
 - د. مراعاة منهج البحث العلمي وقواعده.
- هـ. الالتزام بالضوابط الفنية ومعايير كتابة البحث في مجلة العلوم الإنسانية بجامعة حائل كما هو في دليل المؤلفين لكتابة البحوث المقدمة للنشر في مجلة العلوم الإنسانية بجامعة حائل وفق نظام APA7
2. إرفاق سيرة ذاتية مختصرة في صفحة واحدة حسب النموذج المعتمد للمجلة (نموذج السيرة الذاتية).
3. إرفاق نموذج المراجعة والتدقيق الأولي بعد تعيُّنه من قبل الباحث.
4. يرسل الباحث أربع نسخ من بحثه إلى المجلة إلكترونياً بصيغة (word) نسختين و (PDF) نسختين تكون إحداها بالصيغتين خالية مما يدل على شخصية الباحث.
5. يتم التقديم إلكترونياً من خلال منصة تقديم الطلب الموجودة على موقع المجلة (منصة الباحثين) بعد التسجيل فيها مع إرفاق كافة المرفقات الواردة في خطوات وإجراءات التقديم أعلاه.
6. تقوم هيئة تحرير المجلة بالفحص الأولي للبحث، وتقرير أهليته للتحكيم، أو الاعتذار عن قبوله أولاً أو بناء على تقارير المحكمين دون إبداء الأسباب وإخطار الباحث بذلك
7. تملك المجلة حق رفض البحث الأولي ما دام غير مكتمل أو غير ملتزم بالضوابط الفنية ومعايير كتابة البحث في مجلة حائل للعلوم الإنسانية.
8. في حال تقرر أهلية البحث للتحكيم يخطر الباحث بذلك، وعليه دفع الرسوم المالية المقررة للمجلة (1000 ريال غير مستردة من خلال الإيداع على حساب المجلة ورفع الإيصال من خلال منصة التقديم المتاحة على موقع المجلة، وذلك خلال مدة خمس أيام عمل منذ إخطار الباحث بقبول بحثه أولاً وفي حالة عدم السداد خلال المدة المذكورة يعتبر القبول الأولي ملغى.
9. بعد دفع الرسوم المطلوبة من قبل الباحث خلال المدة المقررة للدفع ورفع سند الإيصال من خلال منصة التقديم، يرسل البحث لمحكمين اثنين؛ على الأقل.
10. في حال اكتمال تقارير المحكمين عن البحث؛ يتم إرسال خطاب للباحث يتضمن إحدى الحالات التالية:
 - أ. قبول البحث للنشر مباشرة.
 - ب. قبول البحث للنشر؛ بعد التعديل.
 - ج. تعديل البحث، ثم إعادة تحكيمه.
 - د. الاعتذار عن قبول البحث ونشره.
11. إذا تطلب الأمر من الباحث القيام ببعض التعديلات على بحثه، فإنه يجب أن يتم ذلك في غضون (أسبوعين من تاريخ الخطاب) من الطلب. فإذا تأخر الباحث عن إجراء التعديلات خلال المدة المحددة، يعتبر ذلك عدولاً منه عن النشر، ما لم يقدم عذراً تقبله هيئة تحرير المجلة.
12. في حالة رفض أحد المحكمين للبحث، وقبول المحكم الآخر له وكانت درجته أقل من 70%؛ فإنه يحق للمجلة الاعتذار عن قبول البحث ونشره دون الحاجة إلى تحويله إلى محكم مرجح، وتكون الرسوم غير مستردة.

13. يقدم الباحث الرئيس (حسب نموذج الرد على المحكمين) تقرير عن تعديل البحث وفقاً للملاحظات الواردة في تقارير المحكمين الإجمالية أو التفصيلية في متن البحث
14. للمجلة الحق في الحذف أو التعديل في الصياغة اللغوية للدراسة بما يتفق مع قواعد النشر، كما يحق للمحررين إجراء بعض التعديلات من أجل التصحيح اللغوي والفني. وإلغاء التكرار، وإيضاح ما يلزم. وكذلك لها الحق في رفض البحث دون إبداء الأسباب.
15. في حالة رفض البحث من قبل المحكمين فإن الرسوم غير مستردة.
16. إذا رفض البحث، ورغب المؤلف في الحصول على ملاحظات المحكمين، فإنه يمكن تزويده بهم، مع الحفاظ على سرية المحكمين. ولا يحق للباحث التقدم من جديد بالبحث نفسه إلى المجلة ولو أجريت عليه جميع التعديلات المطلوبة.
17. لا تردّ البحوث المقدمة إلى أصحابها سواء نشرت أم لم تنشر، ويخطر المؤلف في حالة عدم الموافقة على النشر
18. يحق للمجلة أن ترسل للباحث المقبول بحثه نسخة معتمدة للطباعة للمراجعة والتدقيق، وعليه إنجاز هذه العملية خلال 36 ساعة.
19. هيئة تحرير المجلة الحق في تحديد أولويات نشر البحوث، وترتيبها فنياً.

المشرف العام

سعادة وكيل الجامعة للدراسات العليا والبحث العلمي

أ. د. هيثم بن محمد بن إبراهيم السيف

هيئة التحرير

رئيس هيئة التحرير

أ. د. نوف بنت سالم الشمري

أستاذ البلاغة والنقد، جامعة حائل، المملكة العربية السعودية

أعضاء هيئة التحرير

أ. د. عمر عبد الله العنانزة

أستاذ الإدارة الفندقية، جامعة اليرموك
المملكة الأردنية الهاشمية

أ. د. عبد العزيز بن سليمان الغسلان

أستاذ السياسة الشرعية، جامعة الإمام محمد بن سعود الإسلامية
المملكة العربية السعودية

أ. د. سيندر دوفتشين

أستاذ تعليم اللغة، جامعة كيرتن، أستراليا

أ. د. عبد الله محمد أبو تينة

أستاذ القيادة التربوية، جامعة قطر، دولة قطر

د. عمر عبد الله الصمعاني

استاذ تنمية المواهب والابتكار المشارك، جامعة حائل
المملكة العربية السعودية

د. ثامر بن عيسى العميم

أستاذ اللغويات التطبيقية المشارك، جامعة حائل
المملكة العربية السعودية

أ. ممدوح نويجع الرشيد

سكرتير هيئة التحرير

د. محمد بن حسين أوانق أحمد

محاضر أول (Senior Lecturer) في دراسات اللغة العربية
جامعة ملاليا، ماليزيا

مدير إدارة التحرير

د. علي بن عيسى الشمري

أستاذ المناهج وتعليم اللغة العربية المشارك، جامعة حائل، المملكة العربية السعودية

الهيئة الاستشارية

أ.د فهد بن سليمان الشايع

جامعة الملك سعود - مناهج وطرق تدريس

Dr. Nasser Mansour

University of Exeter. UK – Education

أ.د محمد بن مترك القحطاني

جامعة الإمام محمد بن سعود الإسلامية - علم النفس

أ.د علي مهدي كاظم

جامعة السلطان قابوس بسلطنة عمان - قياس وتقييم

أ.د ناصر بن سعد العجمي

جامعة الملك سعود - التقييم والتشخيص السلوكي

أ.د حمود بن فهد القشعان

جامعة الكويت - الخدمة الاجتماعية

Prof. Medhat H. Rahim

Lakehead University - CANADA

Faculty of Education

أ.د رقية طه جابر العلواني

جامعة البحرين - الدراسات الإسلامية

أ.د سعيد يقطين

جامعة محمد الخامس - سرديات اللغة العربية

Prof. François Villeneuve

University of Paris 1 Panthéon Sorbonne

Professor of archaeology

أ. د سعد بن عبد الرحمن البازعي

جامعة الملك سعود - الأدب الإنجليزي

أ.د محمد شحات الخطيب

جامعة طيبة - فلسفة التربية

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Enhancing Student Engagement in EFL Classrooms: Pedagogical Strategies and Learning Outcomes

تعزيز اندماج الطلاب في فصول اللغة الإنجليزية كلغة أجنبية: الاستراتيجيات التعليمية-التربوية ومخرجات التعلم

Dr. Ahmed Ibrahim Alsalami

<https://orcid.org/0000-0002-0989-3752>

Associate Professor of Applied Linguistics, Department of Foreign Languages, College of Arts and Humanities, Al-Baha University, Kingdom of Saudi Arabia.

د. أحمد بن إبراهيم السلامي

أستاذ اللغويات التطبيقية المشارك، قسم اللغات الأجنبية، كلية الآداب والعلوم والانسانية، جامعة الباحة، المملكة العربية السعودية.

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Abstract

Student engagement is a recognized determinant of learning success in English as a Foreign Language (EFL) classroom; however, many university learners remain reluctant to participate actively in classroom activities. This study examines factors contributing to low engagement among EFL undergraduates and evaluates pedagogical strategies that promote active participation and improved learning outcomes. Using a mixed-methods, quasi-experimental design, the study was conducted during the 2024–2025 academic year. Questionnaire data from 86 male EFL students addressed engagement perceptions and motivational factors, while 44 students completed the quasi-experimental phase across two consecutive semesters, including curriculum-based pre- and post-tests. Results indicated a statistically significant improvement in the experimental group's post-test scores ($M = 26.14$) compared to their pre-test performance ($M = 15.09$), $t(43) = 5.51$, $p < .001$, with a moderate to large effect size (Cohen's $d = 0.65$). By contrast, the control group showed only modest gains. Questionnaire findings indicated that 70.9% of students identified teacher encouragement as a primary motivational factor, and 76.7% preferred discussion-based classroom activities. Instructor responses ($n = 34$) similarly highlighted student-centered instruction (88.2%) and feedback practices (82.4%) as leading engagement strategies. The findings provide empirical evidence that sustained engagement-oriented pedagogical practices can reduce student reluctance, increase participation, and improve learning outcomes in EFL higher education contexts.

Keywords: Active participation, EFL classrooms, Learning outcomes, Pedagogical strategies, Quasi-experimental design, Student engagement

المستخلص

يُعدّ اندماج الطلاب عاملاً حاسماً في نجاح التعلم في فصول اللغة الإنجليزية كلغة أجنبية، إلا أن العديد من طلاب الجامعة لا يزالون يُظهرون ترددًا في المشاركة الفاعلة. تهدف هذه الدراسة إلى استقصاء العوامل المرتبطة بانخفاض مستويات الاندماج لدى طلاب اللغة الإنجليزية في المرحلة الجامعية، وفحص الاستراتيجيات التربوية التي تعزز المشاركة وتحسّن مخرجات التعلم. اعتمدت الدراسة تصميمًا شبه تجريبي قائمًا على المنهج المختلط، وتُقدّم خلال العام الأكاديمي 2024–2025. جمعت بيانات الاستبانة من 86 طالبًا جامعيًا لدراسة تصوراتهم حول الاندماج والعوامل الدافعية، في حين شارك 44 طالبًا في المرحلة شبه التجريبية عبر فصلين دراسيين وأدوا اختبارات قبلية وبعديّة. أظهرت النتائج تحسّنًا ذا دلالة إحصائية في أداء طلاب المجموعة التجريبية في الاختبار البعدي (المتوسط = 26.14) مقارنة بالقبلي (المتوسط = 15.09)، حيث بلغت قيمة $t(43) = 5.51$ عند مستوى دلالة $p < .001$ ، مع حجم أثر متوسط إلى كبير (Cohen's $d = 0.65$)، بينما سجّلت المجموعة الضابطة تحسّنًا محدودًا. كما بيّنت نتائج الاستبانة أن 70.9% من الطلاب عدّوا تشجيع المعلم عاملاً دافعياً رئيساً، وفضّل 76.7% منهم المناقشات الصفية، وأكد 88.2% من المدرسين أهمية التعليم المتمحور حول الطالب. وبشكل عام، تشير النتائج إلى أن الممارسات التربوية المستدامة المعززة للاندماج يمكن أن تسهم في تقليل تردد الطلاب وزيادة مشاركتهم وتحسين مخرجات تعلم اللغة الإنجليزية في التعليم العالي.

الكلمات المفتاحية: المشاركة النشطة، فصول اللغة الإنجليزية كلغة أجنبية، مخرجات التعلم، الاستراتيجيات التعليمية-التربوية، التصميم شبه التجريبي، تفاعل الطلاب.

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Introduction

Student engagement is a central construct in educational research, referring to learners' active involvement, interest, curiosity, and emotional investment in learning. In classroom settings, engagement is typically reflected in students' participation in discussions, collaboration with peers, sustained attention, and willingness to accept responsibility for learning. Research consistently shows that when students are cognitively, emotionally, and behaviorally engaged, learning becomes more meaningful, whereas disengagement, often manifested as passivity or reluctance to participate, can significantly limit academic development and learning outcomes (Fredricks et al., 2004; Mercer & Dörnyei, 2020; Singh, 2024).

Beyond classroom interaction, student engagement encompasses learners' sense of agency and inclusion within educational environments, including opportunities to voice perspectives and contribute to learning-related decisions (Robinson & Taylor, 2007). These practices reflect the view that learning is not merely knowledge transmission but a socially mediated, participatory activity. Accordingly, educational institutions increasingly use feedback mechanisms to incorporate students' views into instructional and policy decisions (Bovill & Bulley, 2011).

Growing scholarly attention to engagement reflects recognition of its multidimensional character and close relationship with academic and social development. Research identifies the importance of intellectual, emotional, behavioral, and social dimensions in shaping educational experiences (Tamblin et al., 2023; Graf et al., 2024). Studies further indicate strong links between non-cognitive factors, such as motivation, persistence, and self-regulation, and cognitive learning outcomes, including academic achievement and skill acquisition (Reschly et al., 2020; Mercer, 2019). Motivation is widely regarded as a key driver of learner engagement, as motivated students are more likely to participate actively, sustain effort, and invest cognitively and emotionally in learning tasks. Contemporary language motivation research also emphasizes the dynamic, context-dependent nature of motivational processes in classroom environments (Hegedűs, 2020). In EFL contexts, engagement is especially important, as language learning depends on interaction, meaningful communication, and sustained learner participation.

Despite this importance, low student participation remains widely reported in EFL higher education classrooms. Empirical studies indicate that many learners show limited engagement in classroom

discussions, collaborative tasks, and course-related activities, which can impede language development and academic achievement (Hiver et al., 2021; Mercer & Dörnyei, 2020). This disengagement is frequently attributed to teacher-centered instructional practices that offer limited opportunities for interaction and active learner involvement (Zhou & Brown, 2015). Moreover, students often enter university with limited exposure to participatory learning environments, particularly within exam-oriented educational systems, which may reduce their confidence and communicative readiness for active engagement (Oga-Baldwin & Hirose, 2022; Oga-Baldwin & Nakata, 2020; Mercer & Dörnyei, 2020; Nuralieva et al., 2024).

Recent empirical research further highlights the role of motivational and emotional factors in shaping EFL learners' engagement. Jin (2024), for instance, demonstrates that foreign language enjoyment and L2 grit significantly predict students' willingness to participate actively in classroom activities, underscoring the value of instructional environments that support learners' psychological needs and intrinsic motivation.

Given these considerations, focused empirical investigation is needed into the factors contributing to EFL undergraduates' reluctance to engage in classroom activities and the pedagogical strategies that can effectively foster active participation. This study addresses the following research questions:

1. What key factors contribute to the reluctance of EFL undergraduate students to engage in classroom activities?
2. What strategies and interventions can motivate EFL students toward more active classroom participation?

By identifying factors underlying student reluctance and evaluating engagement-oriented instructional strategies, this study contributes to the growing body of research on student engagement and supports improved learning outcomes in EFL higher education contexts.

Literature Review

Student Engagement

Student engagement is recognized as a critical factor in academic success and personal development. It is conceptualized as a multidimensional construct encompassing cognitive, emotional, and behavioral dimensions, that shape how students connect with content, participate in classroom activities, and perceive academic success (Fredricks et

al., 2004). Cognitive engagement denotes learners' investment in understanding and mastering content; emotional engagement involves interest and positive feelings toward learning tasks, and behavioral engagement is evident in active participation and persistence. Engaged students tend to be more motivated and invested in learning, which strengthens their ability to absorb and apply new knowledge (Nuralieva et al., 2024; Mercer, 2019).

In EFL contexts, student engagement is particularly important because language learning relies on interaction, communication, and sustained learner involvement. When students are actively engaged emotionally, cognitively, and behaviorally, they are more likely to participate in communicative tasks, collaborate with peers, and use the target language meaningfully, all of which support language development (Hiver et al., 2021; Mystkowska-Wiertelak, 2021; Sato & Loewen, 2019).

Factors Influencing Student Engagement

A growing body of research identifies teaching practices, classroom environment, and curriculum alignment with students' needs as key determinants of engagement (Fredricks et al., 2004; Reeve & Cheon, 2021). Instructional approaches that support learner autonomy, commonly understood as learners' capacity to take responsibility for their own learning through goal setting, strategy use, and self-evaluation, and interaction are particularly effective in promoting engagement (Holec, 1981; Palfreyman, 2020). Beyond language education, student-centered teaching strategies have been shown to enhance academic attainment across higher education disciplines, confirming their broad pedagogical value (Shah et al., 2024). In EFL contexts, student-centered strategies such as cooperative learning, collaborative projects, and interaction-based instruction encourage learners to take an active role in learning, thereby strengthening motivation and participation (Johnson, Johnson, & Smith, 1998; Dörnyei & Ryan, 2015; Mercer, 2019).

Motivational and psychological factors also play a significant role in shaping engagement, especially in language learning contexts (Mercer, 2019). Technology integration has also emerged as an influential factor when pedagogically aligned with instructional goals. Digital tools and interactive platforms can create flexible learning environments that support learner autonomy and sustained involvement (Dörnyei, 2020; Alghamdi, 2024; Bond et al., 2020).

Benefits of Student Engagement

Engagement has been associated with numerous positive educational outcomes. Research indicates that engaged students tend to achieve higher academic performance, build stronger relationships with teachers and peers, and experience a greater sense of belonging within the educational environment (Borman et al., 2018). Engagement also contributes to students' emotional, social, and psychological well-being, positively influencing learning persistence and overall achievement (Graf et al., 2024).

Sustained engagement also supports development of transferable skills such as self-regulation, collaboration, and problem-solving, essential for long-term academic and professional success (Reschly et al., 2020).

Increasing Student Engagement

Maintaining student attention and active participation remains a key instructional challenge, particularly in higher education. Research highlights positive teacher-student relationships, autonomy-supportive teaching strategies, and meaningful learning activities as central to fostering engagement (Sutton & Krueger, 2021; Hagger & Chatzisarantis, 2016). When students feel supported and valued, they participate more actively and persist in learning tasks.

Interactive instructional approaches, including discussion-based activities, collaborative problem-solving, and structured group work, increase student involvement and motivation (Sato & Loewen, 2019). Interactive technologies, such as gamified learning applications and simulations, can further enhance engagement by increasing enjoyment and sustaining attention when appropriately implemented (Singh, 2024; Mohammed, 2021). Research also suggests that addressing affective factors such as boredom and emotional disengagement is essential for sustaining learner involvement in university EFL contexts (Pawlak et al., 2021).

Technology and Student Engagement

Technology by enabling more interactive and personalized learning experiences. Digital tools and online platforms accommodate diverse learning styles and provide opportunities for flexible participation, enhancing student engagement and retention (Gikandi et al., 2023; Bond et al., 2020). Technology also supports personalized learning by allowing students to progress at their own pace, fostering autonomy and intrinsic motivation (Johnson et al., 2023).

In EFL classrooms, technology-mediated tasks promote communication, collaboration, and authentic language use. However, research emphasizes that technology alone does not guarantee engagement unless purposefully integrated into pedagogical practices and aligned with instructional objectives, because learners' emotional responses and task design play a decisive role in sustaining engagement (Pawlak et al., 2021).

Saudi Context

In the Saudi higher education context, research highlights the influential role of teaching practices and technological learning environments in shaping student engagement (Alotaibi & Dyer, 2020), while studies on instructional beliefs indicate the continued impact of teacher-centered orientations on classroom practices (Alghamdi & Al-Salouli, 2013). Studies in Saudi EFL classrooms indicate that traditional teacher-centered practices and exam-oriented instruction may limit opportunities for interaction and active participation, whereas learner-centered approaches more effectively foster engagement and motivation (Al Hoorie, 2017; Alzahrani, 2022).

Motivational factors have been shown to play a significant role in Saudi learners' engagement, particularly regarding students' willingness to participate, communicate, and take responsibility for their learning (Alrabai, 2019). Research also suggests that effective integration of technology, when aligned with pedagogical goals, can support engagement and interaction in Saudi EFL classrooms, although challenges related to implementation persist (Alzahrani, 2022).

The literature highlights student engagement as a multidimensional construct shaped by pedagogical, psychological, technological, and contextual factors. While existing studies have established the importance of engagement, focused empirical investigation is still needed into factors contributing to low engagement in EFL higher education classrooms and strategies that can effectively promote active participation, particularly in specific educational contexts such as Saudi Arabia.

Method

This section describes the research design, participants, instruments, procedures, and data analysis. A mixed-methods quasi-experimental design was adopted, integrating quantitative and qualitative data to examine factors influencing engagement and to evaluate instructional strategies for enhancing active participation in EFL classrooms.

Research Design

The study employed a quasi-experimental design with an experimental group and a control group, supplemented by instructor questionnaire data to provide qualitative insights into classroom practices and engagement. The experimental group received a structured instructional intervention to enhance engagement, whereas the control group continued with regular instructional practices.

The intervention was implemented over two consecutive semesters during the 2024–2025 academic year, allowing sustained exposure and longitudinal examination of its effects on learning outcomes and engagement-related behaviors.

Participants

The study was conducted at Al-Baha University, Saudi Arabia, within the English Language Program (ELP), Department of Foreign Languages, Faculty of Arts and Humanities. Student participants were male undergraduate EFL students enrolled in the ELP during the 2024–2025 academic year.

Eighty-six male EFL students participated in the questionnaire phase. These students were enrolled across different course levels and provided data on engagement perceptions, motivational factors, and classroom experiences.

Additionally, 44 first-year EFL students participated in the quasi-experimental phase and were followed across two consecutive semesters. These students were enrolled in first-level courses during the first semester and progressed to second-level courses in the subsequent semester. Participants were assigned to two intact groups: a control group of 21 students and an experimental group of 23 students. Both groups followed the same curriculum sequence, but only the experimental group received the engagement-focused instructional intervention. Group membership remained unchanged throughout both semesters to ensure consistency and permit longitudinal comparison.

Additionally, 34 male EFL instructors teaching within the ELP completed questionnaires on classroom practices, student participation, and engagement strategies. The instructors varied in age, academic qualification, professional rank, and teaching experience, providing diverse instructional perspectives relevant to the study.

The focus on male students and instructors reflects the defined scope of the study and was intended to ensure sample homogeneity and reduce variability in classroom interaction patterns and en-

agement behaviors, thereby allowing a more controlled examination of the instructional intervention within a single instructional context.

Instruments

Multiple instruments were used for data collection, including a pre-test and post-test to measure learning outcomes, and two questionnaires administered to students and instructors to examine engagement-related factors and instructional practices.

Pre-Test and Post-Test

A curriculum-based pre-test and post-test were developed to measure English language performance before and after the instructional intervention. Both tests aligned with the ELP learning objectives and assessed key language skills, including listening, speaking, reading, writing, grammar, and vocabulary. Although the pre-test and post-test contained different items, they followed a parallel structure and were comparable in content coverage and difficulty level, ensuring consistency in assessment across testing occasions.

The use of parallel test forms is consistent with standard practice in EFL research and allows valid comparison of learning outcomes over time. Experienced EFL instructors reviewed the tests for content relevance and clarity, supporting face and content validity. Performance scores were used to examine changes in learning outcomes before and after the intervention and between the experimental and control groups, consistent with the quasi-experimental design.

Although the pre-test and post-test measured language learning outcomes, these outcomes served as indicators of the impact of engagement-focused instructional practices rather than as direct measures of engagement. The pre-test and post-test instruments appear in Appendix C and Appendix D, respectively.

Questionnaires

The student questionnaire addressed factors influencing engagement and reluctance to participate, as well as strategies that motivate active classroom participation. It included Likert-scale items and multiple-choice questions on classroom activities, interaction, motivation, and learning environment variables.

The instructor questionnaire examined perceived factors contributing to student reluctance and strategies used to promote engagement. It included multiple-choice and scaled items capturing instructors' professional observations and classroom practices. Detailed descriptions of both questionnaires

appear in Appendices A and B.

To enhance methodological transparency, internal consistency of the questionnaire scales was examined using Cronbach's alpha to verify instrument reliability.

Procedures

Data collection proceeded in two phases. In the first phase, pre-test data and student questionnaire responses were collected before the instructional intervention. These initial data provided baseline information on students' learning outcomes and engagement-related factors.

Based on baseline results, engagement-oriented instructional strategies were implemented with the experimental group. The intervention included group discussions, peer collaboration, interactive tasks, and integration of multimedia and technological tools to promote behavioral, cognitive, and emotional engagement. The intervention spanned two consecutive semesters, each lasting 14 weeks, totaling 28 weeks. Control group students continued with regular instructional practices without systematic exposure to the engagement-focused strategies.

At the end of the second semester, post-test data were collected to assess changes in learning outcomes. The instructor questionnaire was administered once to gather reflective insights into student participation and the perceived effectiveness of the engagement-enhancing strategies.

Data Analysis

Quantitative data were analyzed using descriptive statistics, including means, standard deviations, frequencies, and percentages, to summarize engagement patterns and instructor perceptions from questionnaire responses. Pre-test and post-test scores were analyzed using inferential statistics to examine changes in learning outcomes.

Paired-samples t-tests assessed overall differences between pre-test and post-test scores, and independent-samples t-tests compared performance between the experimental and control groups. Effect size was calculated using Cohen's *d* to determine the magnitude of the intervention's impact on learning outcomes.

Questionnaire data from students and instructors were analyzed descriptively to identify key engagement factors, motivational influences, and instructional practices. Open-ended instructor responses were analyzed thematically to support and contextualize the quantitative findings.

The combined use of descriptive and inferential analyses, alongside multiple data sources, enabled a thorough examination of engagement-focused instructional practices and strengthened the methodological rigor and credibility of the study through triangulation.

Findings and Discussion

Overall Pre-Test and Post-Test Results (n = 44)

Learning outcomes were examined through pre-test and post-test scores from the quasi-experi-

mental phase, involving 44 students assigned to control and experimental groups. The tests assessed key language skills: listening, speaking, reading, writing, grammar, and vocabulary (Appendices C and D).

Descriptive statistics indicated clear improvement in student performance following the engagement-focused intervention. As shown in Table 1, mean scores increased from the pre-test ($M = 17.10$, $SD = 9.30$) to the post-test ($M = 22.40$, $SD = 5.60$), suggesting overall improvement in learning outcomes after the intervention.

Table 1

Descriptive Statistics of Pre-Test and Post-Test Scores (n = 44)

Test	Mean	SD	Median	Range
Pre-test	17.10	9.30	18	0–30
Post-test	22.40	5.60	24	5–30

To determine whether this improvement was statistically significant, a paired-samples t-test was performed. As shown in Table 2, the results

revealed a statistically significant difference between pre-test and post-test scores, $t(43) = 5.51$, $p < .001$.

Table 2

Paired-Samples t-Test Results

Comparison	t	df	p
Pre-test vs. Post-test	5.51	43	< .001

The practical significance of this improvement was further examined through effect size analysis. As presented in Table 3, Cohen's d was

calculated as 0.65, indicating a moderate-to-large effect of the engagement-focused instructional intervention.

Table 3

Effect Size of the Intervention (Cohen's d)

Formula	Values Used	Cohen's d
$(M_2 - M_1) / SD_{\text{pooled}}$	$(22.40 - 17.10) / 8.30$	0.65

These findings align with research demonstrating that student-centered, interaction-based instruction produces meaningful learning gains in EFL contexts (Hiver et al., 2021; Reeve & Cheon, 2021).

Pre-Test and Post-Test Results by Group

To examine the differential impact of the intervention, pre-test and post-test scores were analyzed separately for each group. Descriptive statistics appear in Table 4. Both groups had comparable pre-test scores,

Table 4

Pre-Test and Post-Test Scores by Group

Group	n	Pre-test Mean (SD)	Post-test Mean (SD)
Control Group	21	15.00 (1.07)	16.62 (1.16)
Experimental Group	23	15.09 (0.96)	26.14 (0.71)

indicating similar baseline proficiency before the intervention. The control group showed a modest improvement, likely attributable to normal instructional progression, whereas the experimental group showed a substantial increase in post-test performance.

This pronounced gain suggests that the engagement-focused instructional strategies, such as

group discussions, peer collaboration, interactive tasks, and technology integration, played a decisive role in enhancing learning outcomes. These findings are consistent with studies on the effectiveness of interaction-based and learner-centered instruction in EFL classrooms (Sato & Loewen, 2019; Hiver et al., 2021; Mercer & Dörnyei, 2020). The implementation of the intervention across two consecutive semesters supports arguments for sus-

tained engagement-oriented pedagogy over short-term instructional change (Reschly et al., 2020).

Student Questionnaire Responses (n = 86)

Factors Influencing Student Engagement

Students' perceptions of engagement-related

factors were analyzed from questionnaire responses of 86 participants (Appendix A, Part One). Items addressed motivation, activity design, classroom environment, emotional comfort, and peer interaction. As shown in Table 5, the overall engagement mean score was $M = 3.42$ ($SD = 0.83$), indicating a moderately positive engagement level.

This result reflects the multidimensional char-

Table 5
Overall Student Engagement Scores (n = 86)

Measure	Mean	SD
Student Engagement (Overall)	3.42	0.83

acter of engagement, encompassing behavioral, cognitive, and emotional components (Fredricks et al., 2004). The moderate mean suggests that while students generally perceived classroom practices positively, affective factors, such as confidence and comfort in participation, remain influential, a pattern reported in prior EFL studies (Nuralieva et al., 2024; Mercer, 2019). Collectively, these findings indicate gains across behavioral (participation), emotional (confidence and motivation), and cognitive (task relevance) dimensions of engagement,

consistent with the framework proposed by Fredricks et al. (2004).

Motivational Factors for Engagement

Students' motivational preferences were examined through frequency analysis (Appendix A, Part Two, Section A). As shown in Table 6, teacher encouragement was the most influential motivational factor, followed by personal interest and peer involvement.

These findings highlight the importance of

Table 6
Student-Reported Motivational Factors (n = 86)

Factor	Frequency	Percentage
Teacher encouragement	61	70.9%
Personal interest	55	64.0%
Peer involvement	48	55.8%
Grades	37	43.0%

supportive instructional practices and social interaction in fostering engagement, aligning with research on the relational and motivational dimensions of EFL learning (Mercer & Dörnyei, 2020; Tamblyn et al., 2023).

Preferred Classroom Activities

Students' preferred classroom activities were analyzed through frequency counts (Appendix A, Part Two, Section B). As presented in Table 7, group discussions were the most frequently selected activity, followed by project-based tasks and role plays.

Table 7
Preferred Classroom Activities (n = 86)

Activity	Frequency	Percentage
Group discussions	66	76.7%
Projects	52	60.5%
Role-plays	44	51.2%
Quizzes	35	40.7%

This preference pattern aligns with research on the effectiveness of collaborative and communicative tasks in fostering engagement and language development in EFL classrooms (Sato & Loewen, 2019; Kruk et al., 2021).

Importance of Engagement Strategies

Students' ratings of engagement strate-

gies were examined through mean scores from questionnaire responses (Appendix A, Part Three). As shown in Table 8, student-centered activities, positive teacher-student relationships, and teacher feedback were rated as the most important engagement strategies, while technology use, though valued, was rated slightly lower.

Table 8
Importance of Engagement Strategies (n = 86)

Strategy	Mean	SD
Student-centered activities	2.81	0.39
Teacher-student relationships	2.79	0.41
Teacher feedback	2.74	0.42
Technology use	2.63	0.48

These findings confirm the importance of interaction, feedback, and emotional support in sustaining student engagement, consistent with prior research on the social and affective dimensions of learning (Reschly et al., 2020; Graf et al., 2024).

Instructor Questionnaire Responses (n = 34)

Table 9
Instructor Perceptions of Engagement Barriers (n = 34)

Factor	Mean	SD
Lack of confidence	4.21	0.71
Fear of making mistakes	4.12	0.69
Language barriers	4.05	0.76
Activity difficulty	3.88	0.82

These findings closely mirror student-reported perceptions and align with research highlighting the role of affective and linguistic barriers in limiting EFL classroom participation (Alrabai, 2019; Mercer & Dörnyei, 2020).

Instructional Strategies for Enhancing Engagement

Table 10
Instructor-Reported Engagement Strategies (n = 34)

Strategy	Frequency	Percentage
Student-centered activities	30	88.2%
Feedback & formative assessment	28	82.4%
Technology integration	27	79.4%
Peer collaboration	26	76.5%
Gamification	18	52.9%

These findings align with Saudi-based research on the influence of teacher instructional orientations on classroom practices (Alghamdi & Al-Salouli, 2013) and with EFL engagement studies confirming the pedagogical value of learner-centered, interactive, and technology-supported instruction (Al-Hoorie, 2017; Alzahrani, 2022; Bond et al., 2020).

The convergence of performance data, student perceptions, and instructor insights provides strong empirical support for engagement-focused instruction in EFL higher education. Improvements in learning outcomes accompanied posi-

Factors Contributing to Engagement and Reluctance

Instructor perceptions of factors contributing to engagement and reluctance were analyzed from questionnaire responses (Appendix B, Part One). As shown in Table 9, lack of confidence, fear of making mistakes, and language barriers were identified as the most significant contributors to participation reluctance, while activity difficulty was also an influential factor.

Instructor-reported strategies for enhancing engagement were examined through frequency analysis of questionnaire responses (Appendix B, Part Two). As shown in Table 10, student-centered activities, feedback, formative assessment, and technology integration were the most frequently reported strategies, followed by peer collaboration and gamification.

tive motivational, behavioral, and interactional patterns, confirming that engagement is a key mechanism linking instructional practices to academic achievement (Fredricks et al., 2004; Mercer & Dörnyei, 2020). Sustained implementation of the intervention across two semesters appears to have strengthened these effects, reinforcing the value of long-term, learner-centered, and interaction-oriented instructional approaches. In the Saudi higher education context, the findings offer context-specific empirical evidence supporting instructional reform aimed at enhancing participation, reducing reluctance, and improving learning outcomes in EFL classrooms.

Conclusion and Pedagogical Implications

This study investigated factors contributing to EFL undergraduates' reluctance to participate in classroom activities and examined instructional strategies that enhance engagement and active participation. Using a mixed-methods, quasi-experimental design implemented over two consecutive semesters, the findings provide strong evidence that engagement-focused instructional practices positively influence both student participation and learning outcomes. The convergence of quantitative achievement data, student questionnaire responses, and instructor perceptions reinforces the view of student engagement as a multidimensional construct central to effective EFL learning.

Consistent with engagement theory and prior EFL research, the findings demonstrate that instructional environments characterized by interaction, collaboration, and learner involvement are associated with higher cognitive, behavioral, and emotional engagement. The statistically significant improvement in learning outcomes among students in the engagement-oriented intervention, alongside positive student and instructor perceptions, suggests that sustained instructional approaches are more effective than short-term or isolated pedagogical adjustments. The results particularly highlight the importance of addressing motivational and affective dimensions of learning, such as confidence, task relevance, and opportunities for meaningful participation, in reducing student reluctance and fostering sustained engagement.

The study offers several pedagogical implications for EFL instruction in higher education, particularly in the Saudi context. First, instructors should move beyond predominantly teacher-centered practices and adopt student-centered approaches that involve learners through group discussions, collaborative tasks, and interaction-based activities. Such practices provide students with structured opportunities to use the target language meaningfully and engage socially and cognitively with course content. Second, purposeful integration of technology and multimedia tools, when aligned with instructional objectives, can enhance learner motivation, enjoyment, and participation, rather than serving as a peripheral or purely technical addition to instruction. Third, a supportive classroom environment that values student contributions, encourages risk-taking, and provides constructive feedback can help reduce affective barriers such as anxiety and low confidence, commonly associated with partici-

pation reluctance in EFL classrooms.

Finally, the findings highlight the importance of professional development initiatives that support instructors in designing engagement-oriented learning experiences and in responding to learners' diverse motivational and interactional needs. By fostering interactive, learner-centered, and technology-supported instructional environments, EFL educators can enhance engagement, promote active participation, and improve learning outcomes, contributing to more effective and inclusive language education.

Future research could extend this study by including larger, more diverse samples from multiple institutions and by incorporating female participants to provide broader perspectives on EFL student engagement. Further studies may build on this quasi-experimental approach by employing larger-scale or fully randomized experimental designs across different educational contexts.

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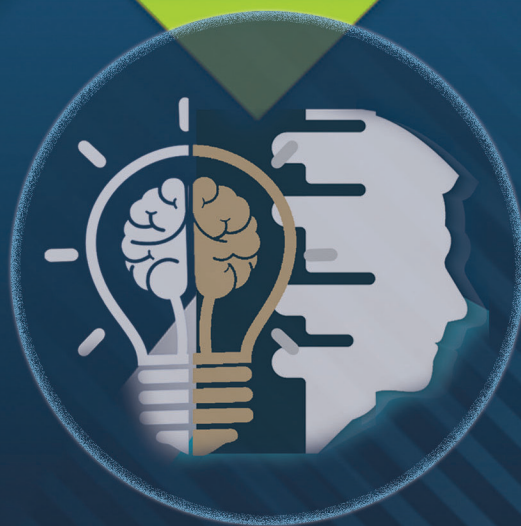
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