



JOURNAL OF TERTIARY EDUCATION AND LEARNING (JTEL)

ISSN: 2994-4015 (Online)

VOLUME 2 ISSUE 3 (2024)



PUBLISHED BY
E-PALLI PUBLISHERS, DELAWARE, USA

Exploring the Integration of Philosophy-Based Language Teaching Approach on Student Engagement in English for Specific Purposes

Eric D. Palmerola^{1*}

Article Information

Received: August 02, 2024

Accepted: September 05, 2024

Published: November 21, 2024

Keywords

*English for Specific Purposes,
Philosophy-Based Language,
Qualitative Classroom Action
Research, Student Engagement,
Teaching*

ABSTRACT

This study explored the possibility of improving student engagement in English for Specific Purposes courses using a philosophy-based approach to language teaching. Twenty-four English major students participated in the study using a qualitative classroom action research design. The results demonstrated an improvement in student engagement, particularly in the behavioral and emotional engagement domains, as indicated by the use of mean and Cohen's d. However, cognitive involvement did not show a discernible improvement. The study's findings showed that the mean score for student involvement before PBLT inclusion was 3.76. The integration improved student engagement, as seen by the overall mean score of 4.07. The effect size was found to be medium (Cohen's $d = 0.69$), and a statistically significant difference was observed ($p < 0.025$). There was a substantial difference in the overall degree of student engagement between the pre- and post-integration phases of PBLT, as evidenced by the rejection of the null hypothesis. Furthermore, the thematic analysis demonstrated that students' perceived benefits included learning enhancement and academic engagement. In contrast, their recognized limitations included academic challenges and management as well as practical application and integration. Supplementary investigation is required to tackle the constraints, which encompass potential student opposition, difficulties with evaluation, specialized instruction and materials requirements, and the adaptability and transferability of results across various settings and populations.

INTRODUCTION

English for Specific Purposes (ESP) is a subset of English language instruction that concentrates on teaching the language to students with particular needs and goals related to their academic or professional domains (Hutchinson & Waters, 1987). Investigating cutting-edge teaching strategies to raise student engagement levels in ESP classes has recently gained popularity. The philosophy-based approach to teaching languages is one such strategy that has drawn interest.

Philosophy-based language teaching (PBLT) is founded on the idea that learning a language should emphasize language proficiency and the cultivation of critical thinking abilities, creativity, and personal development (Richards & Rodgers, 2001). To give students a meaningful and interesting learning experience, this method strongly emphasizes incorporating philosophical ideas and debates into language learning exercises. According to Ntakarutimana and Fazilatfar (2022), participants had positive opinions and attitudes on using PBLT in English teaching. A study found that PBLT significantly improved students' critical thinking skills. Academic achievement tests also showed a considerable improvement, enhanced student engagement, collaborative knowledge production, and heightened critical thinking awareness (Li *et al.*, 2024). Moreover, engagement is a dynamic, multifaceted concept that includes situated ideas of thinking, feeling, and actions (including social connections) where action is necessary (Hiver *et al.*, 2021). The concept of student engagement has grown from merely paying attention in class to include behavioral engagement, which is defined

as involvement in extracurricular activities and class; emotional engagement, the positive attitudes toward instructors, peers, and the institution; and cognitive engagement, the readiness to work through challenging concepts to grasp them or to persevere in learning challenging skills (Christenson *et al.*, 2012). Findings revealed that in the pursuit of deep learning, student engagement is a dynamic, reiterative process characterized by positive behavioral, cognitive, and affective factors (Bernard, 2015). A larger sociocultural setting governed by contextual preconditions of self-investment, motivation, and the value of learning influences this process.

While there is a considerable body of research on the effectiveness of the philosophy-based language teaching approach in general language classrooms, its potential to enhance student engagement in ESP contexts remains relatively unexplored. Therefore, this study aimed to investigate the possibility of integrating a philosophy-based language teaching approach to enhance student engagement in English for Specific Purposes. Specifically, the study aimed to:

1. Determine if there is a significant difference in the level of student engagement among students before and after the integration of philosophy-based language teaching; and

2. Identify the perceived benefits and challenges of implementing a philosophy-based language teaching approach in students' engagement.

The results of this study will add to the body of knowledge already available on methods for teaching languages and shed light on how successful the philosophy-based

¹ University of Southeastern Philippines, Davao City, Davao del Sur & Davao de Oro State College, Compostela, Davao de Oro, Philippines

* Corresponding author's e-mail: edpalmerola01610@usep.edu.ph

approach is in ESP classes. Furthermore, the findings will guide curriculum designers and language instructors regarding the possible advantages of integrating philosophical ideas into ESP training, which will eventually enhance instructional strategies and student learning outcomes in this specialized area.

LITERATURE REVIEW

Engagement theory, educational productivity, and constructivism provided the majority of the theoretical underpinnings for this study. Kearsley and Schneiderman's (1999) engagement theory's basic tenet is that students need to interact with others and complete practical tasks for their learning to be genuinely engaged. The three pillars supporting this hypothesis are engagement's behavioral, emotional, and cognitive components. On the other hand, the theory of educational productivity is one of the relatively few ideas that provide insightful information on student engagement and achievement. According to this idea, students' psychological characteristics and immediate social environment influence educational outcomes in cognitive, behavioral, and emotional ways (Reynolds & Walberg, 1992). In addition, constructivism emphasizes the student's active engagement in knowledge production. Students actively construct knowledge and establish meaning based on their experiences, whether they occur independently or in a social setting. Making meaning involves interpretation and relies on the learner's knowledge and experiences. Understanding this idea can promote successful learning outcomes and increase student engagement (Narayan *et al.*, 2014).

Dabbagh and Noshadi (2016) highlighted the valuable methods that PBLT might be used to implement applied English Language Teaching (ELT). They proposed that the PBLT approach's design principles could be applied to creating the ELT life syllabus. Additionally, they suggested that material designers modify frequent pre- and post-task activities, such as philosophical issues relating to life. As Sawers *et al.* (2016) demonstrated, student engagement is impacted by the teacher's perspective. Teachers who adhered more to constructivism believed that students were more actively engaged in their learning experience. That teacher's behavior was a mediator between teaching philosophy and student engagement in the active language classroom.

In a study, Li *et al.* (2024) examined how PBLT affected students' critical thinking abilities and level of student engagement. Thematic analyses of interview and document material demonstrated a significant favorable impact of PBLT on learners' critical thinking skills. Themes include enhanced understanding of critical thinking, group knowledge construction, and higher levels of student participation. Both interpersonal and institutional variables influence student engagement. Teaching practices that optimize time on task and enable engagement at deeper cognitive levels effectively enhance engagement at the institutional level. When educators strongly emphasize cooperation and healthy interpersonal

interactions among students and between students and teachers, behavioral engagement also rises. Generally, learning environments that meet basic human needs increase student engagement (Janosz, 2012; Guthrie *et al.*, 2012; Panhwar & Bell, 2023). According to a wealth of research, student engagement is crucial for academic success (Panhwar & Bell, 2023).

MATERIALS AND METHODS

In this study, qualitative classroom action research was used. This approach to study sought to both explore and resolve a problem at the same time. It performs research while acting, as its name would imply. Often employed in educational contexts, this highly interactive technique finds application in the social sciences. It closes the gap between theory and practice by emphasizing introspection and including people in the research process (Kemmis & McTaggart, 2005). This study used 24 third-year English majors pursuing a Bachelor of Secondary Education degree at a rural state college who were officially enrolled in English for Specific Purposes course during the second semester of the 2023–2024 academic year.

The study commenced on April 15, 2024, and concluded after three weeks on April 30, 2024. The Student Engagement in Schools Questionnaire (SESQ), which was developed by Hart *et al.* (2011), was used as a pretest before the integration of PBLT began, and the students were informed about the research. After that, they received detailed information regarding the action plan. They completed an informed consent form after having their questions concerning the procedure addressed. The approved course syllabus for English for Specific Purposes served as the basis for the lesson's content. Throughout the course of the session, the teacher-researcher used the prevailing questioning technique to discuss the subject for the first week. The teacher-researcher used an approved lesson exemplar combining PBLT for two meetings in a row during the second week. On April 29, 2024, the SESQ was administered as a posttest following the completion of the activities. Five students were interviewed on April 30, 2024, to get their thoughts and ideas, particularly about the advantages and difficulties they saw using PBLT.

The research was divided into three phases:

1. Pre-intervention phase: An adapted version of the Student Engagement in Schools Questionnaire was used to gauge the present state of student engagement during this phase. This offered a starting point with which to compare the post-intervention stage.

2. Phase of intervention: During the ESP class, the philosophy-based language teaching (PBLT) method was used. This method entailed introducing philosophical concepts and discussions into language-learning exercises to promote critical thinking and student engagement.

3. Post-intervention phase: The same technique used in the pre-intervention phase was used to reevaluate the level of student engagement following the intervention. In order to determine whether the PBLT technique

makes a difference in student engagement, the acquired data was evaluated. To gain comprehensive insights into the experiences of a selection of students using the PBLT approach, a semi-structured interview was undertaken. Quantitative data from the pre- and post-tests was analyzed using appropriate statistical methods, such as mean and Cohen's d, to determine the level of student engagement and identify its significant difference before and after integrating the PBLT approach. Qualitative data from the semi-structured interview was analyzed using Braun and Clarke's (2006) thematic analysis to identify common themes and patterns in students' perceived benefits and challenges.

RESULTS AND DISCUSSIONS

Significant Difference in Student Engagement Before and After the Integration of PBLT

Table 1 presents the results that examined the effect of integrating philosophy-based language teaching (PBLT) on student engagement. The behavioral, emotional, and cognitive facets of students' participation were all measured in this study. The pretest results show the students' engagement levels prior to the PBLT integration, whereas the posttest results show the students' engagement levels following the integration.

Table 1: Significant Difference in Student Engagement Before and After the Integration of PBLT

Student Engagement	Pretest	Posttest	Cohen's d	p-Value	Decision
Behavioral Engagement	3.72	3.97	0.74	0.016	H ₀ rejected
Emotional Engagement	3.81	3.25	0.89	0.005	H ₀ rejected
Cognitive Engagement	3.75	3.99	0.56	0.124	H ₀ accepted
Overall Mean	3.76	4.07	0.69	0.025	H ₀ rejected

The pretest behavioral engagement score of 3.72 indicated a moderate level of behavioral engagement. The posttest score rose to 3.97 following the addition of PBLT, indicating a marginal improvement in behavioral involvement. With a Cohen's d of 0.74, the effect magnitude is regarded as medium. With a p-value of 0.016, a statistically significant difference was shown. The null hypothesis was thus rejected, indicating that there

was a noteworthy distinction in behavioral engagement between the pre- and post-integration periods of PBLT. Moreover, the pretest emotional engagement score of 3.81 indicated a moderate level of emotional engagement. The posttest score rose to 4.25 with the incorporation of PBLT, demonstrating a noteworthy improvement in emotional engagement. With a Cohen's d of 0.89, the effect size is regarded as large. There was a statistically significant difference, as indicated by the p-value of 0.005. Consequently, it was determined that there was a substantial difference in emotional engagement before and after the incorporation of PBLT, rejecting the null hypothesis.

Meanwhile, a moderate level of participation was indicated by the pretest score of 3.75 for cognitive engagement. The posttest score rose to 3.99 following the inclusion of PBLT, indicating a marginal improvement in cognitive involvement. With a Cohen's d of 0.46, the effect magnitude is regarded as minimal. There was no statistically significant difference, as indicated by the p-value of 0.124. As a result, the null hypothesis, which postulates that there was no discernible change in cognitive involvement before and after the incorporation of PBLT, was accepted.

Further, prior to the integration of PBLT, the total mean score for student involvement was 3.76. The overall mean score rose to 4.07 following the integration, suggesting that student involvement had improved. With a Cohen's d of 0.69, the effect size is regarded as medium. With a p-value of 0.025, a statistically significant difference was shown. Consequently, the null hypothesis was rejected, indicating that there was a significant difference in the overall level of student engagement between the pre- and post-integration periods of PBLT.

Perceived Benefits of Implementing a PBLT Approach in Student Engagement

Table 2 sheds light on the perceived benefits of incorporating philosophy-based language teaching in an English for Specific Purposes course from the viewpoint of the students. This table presents the translated statements that were gathered from them. It also identifies core ideas and emergent themes and groups these themes. As shown, two cluster themes were generated from the emergent themes: learning enhancement and academic engagement.

Table 2: Thematic Analysis of the Perceived Benefits of Implementing a PBLT Approach in Student Engagement

Translated Statements	Core Ideas	Emergent Themes	Cluster Themes
"When philosophy is included, my motivation to learn is increased." P1	Increased motivation	Motivation Enhancement	Learning Enhancement
"Talks about philosophy give me a deeper understanding of language." P2	Enhanced language understanding	Deepened language comprehension	
"Teaching from a philosophy perspective generally makes the material more engaging." P3	Increased interest in the class	Interest enhancement	
"Compared to typical lectures, philosophy sessions seem to keep me more attentive." P4	Higher engagement in philosophy	Increased engagement in philosophy	Academic Engagement
"Talks about philosophy allow me to voice my thoughts freely." P5	Encouragement of expression	Promotion of student voice	

Learning Enhancement

One of the core ideas behind PBLT is learning enhancement by increasing motivation, deepening language comprehension, and fostering interest in the class. The motivation enhancement it provides for language learning is one of the PBLT approach's purported advantages. As P1 stated, "When philosophy is included, my motivation to learn is increased." Students gain a fresh viewpoint and a sense of direction for their language learning process when philosophical ideas are incorporated into language instruction. Students are encouraged to actively participate in and engage with the content through the intellectually engaging environment that is created by including philosophical discussions. The promotion of ownership and empowerment through active engagement among students leads to an increase in their drive to learn and achieve academic success in language studies.

The enhanced linguistic knowledge that a PBLT method provides is another advantage that is thought to be beneficial. As P2 mentioned, "Talks about philosophy give me a deeper understanding of language." Students are prompted to consider language structures, meanings, and cultural settings critically and analytically by studying philosophical ideas and how they relate to language use. Students are able to transcend basic comprehension and have a better appreciation for the nuances of language because of this deeper understanding. Students are exposed to a variety of viewpoints and interpretations through philosophical conversations, which deepens their learning and equips them to evaluate language in a range of situations.

"Teaching from a philosophy perspective generally makes the material more engaging," as stated by P3. Teachers can add interest and relevance to language acquisition for students by incorporating philosophical ideas into ESP lessons. Discussions and arguments centered on philosophy give language use practical applications, which enhance its meaning and relatability. By enabling students to relate language acquisition to their interests and personal experiences, this method raises their level of participation and engagement in the ESP classroom as a whole. Philosophical questions are incorporated into

lessons to stimulate students' intellectual curiosity and excitement as they investigate complex concepts and have stimulating conversations.

Academic Engagement

An essential concept concerning academic engagement is the heightened level of engagement that students feel in classes. P4 stated, "Compared to typical lectures, philosophy sessions seem to keep me more attentive." This implies that students are drawn in and remain actively engaged in the learning process through the participatory character of philosophical conversations. In ESP classes, students are encouraged to think critically, ask questions, and actively engage in discussions, in contrast to standard lectures where students may just listen. This increased engagement develops a stronger bond between the students and the material while improving their comprehension and critical thinking.

The encouragement of student voice in philosophy classes is another fundamental concept linked to academic engagement. As P5 mentioned, "Talks about philosophy allow me to voice my thoughts freely." ESP classes using the PBLT approach offer a welcoming and secure space where students can freely share their ideas without worrying about being judged. This encourages them to take charge of their learning and feel empowered. It helps students communicate more effectively by allowing them to express their opinions. They also help students feel important and like they belong in the classroom. The exchange of ideas and active engagement make learning more exciting and fulfilling.

Perceived Challenges of Implementing a PBLT Approach in Student Engagement

Table 3 provides insight into the difficulties students feel when the teacher integrates philosophy-based language instruction into an English for Specific Purposes course. This table shows the translated utterances collected and the classification of the emerging themes and key concepts. As can be seen, the emergent topics gave rise to two cluster themes: academic challenges and management and practical application and integration.

Table 3: Thematic Analysis of the Perceived Challenges of Implementing a PBLT Approach in Students Engagement

Translated Statements	Core Ideas	Emergent Themes	Cluster Themes
"Sometime, I think philosophy concepts are overly abstract." P1	Difficulty with abstract concepts	Challenges of abstract concepts	Academic Challenges and Management
"Much of the class time is devoted to philosophical debates," P2	Time consumption	Time management	
"I'm still not sure how some philosophical ideas work." P4	Persistence of confusion	Continuing challenges	
"It would be beneficial to have more direction on how to incorporate philosophical ideas into language acquisition," P3	Need for application guidance	Application of philosophical in language	Practical application and Integration
"It's crucial to strike a balance between philosophical talks and other course material." P5	Importance of balance	Balancing priorities	

Academic Challenges and Management

Students frequently struggle in academic contexts to manage their workload and comprehend abstract ideas. As stated by P1, “Sometimes, I think philosophical concepts are overly abstract.” Abstract ideas can be challenging to understand and can be complex. Students could find it difficult to relate these ideas to actual circumstances or think of valuable applications. Students’ progress may be hampered by their inability to comprehend complex concepts, which can cause confusion and frustration.

Integrating philosophical questions in classes frequently entails lengthy discussions and arguments, which can be time-consuming, as stated by P2, “Much of the class time is devoted to philosophical debates.” Students could discover that they must invest a lot of time in studying difficult philosophical issues and becoming ready for these conversations. This time commitment may be too much for students to handle, particularly if they also have other academic obligations.

Students may still find it difficult to understand some philosophical concepts even after much study and discussion, as P4 stated, “I’m still not sure how some philosophical ideas work.” Feelings of inadequacy and demotivation may result from this ongoing uncertainty. Students may doubt their skills and give up, further hindering their academic advancement.

Practical Application and Integration

The need for direction on how to integrate philosophical concepts into language learning is one of the critical ideas of practical application and integration. As stated by P3, “It would be beneficial to have more direction on how to incorporate philosophical ideas into language acquisition.” Although including philosophical problems in ESP class is beneficial, students might need more specific instructions on putting these ideas into practice when using the language in real-world situations. Students can learn to incorporate philosophical ideas into their language learning activities, such as writing essays or having conversations, by following clear guidelines and examples.

Finding a balance between philosophical discussions and other course material is crucial for practical application and integration. As P5 pointed out, “It’s crucial to strike a balance between philosophical talks and other course material.” Philosophical discussions can benefit language learners, but ensuring they do not take precedence over other curriculum components is essential. Students must be exposed to various language abilities, such as vocabulary, grammar, and cultural awareness. It is ensured that students receive a well-rounded language education that includes practical application by striking a balance between philosophical talks and other course topics.

Students’ engagement in the classroom increased when the PBLT approach was incorporated into the ESP instruction, particularly in the areas of behavioral and emotional involvement. These findings suggest that PBLT may be an effective approach for increasing

student engagement. Additionally, the thematic analysis showed that while academic engagement and learning development were among the students’ acknowledged advantages, academic problems, and management, as well as practical application and integration, were among their recognized drawbacks.

The findings of this study are consistent with those of a few other research that have been published in the literature. For instance, research findings indicate that student participation in the pursuit of deep learning is a dynamic, iterative process characterized by positive aspects like behavioral and affective learning (Bernard, 2015); favorable views and attitudes regarding the application of PBLT in English teaching (Ntakarutimana & Fazilatfar, 2022) and PBLT significantly improved academic achievement, collaborative knowledge, critical thinking abilities, and student engagement (Li *et al.*, 2024). According to a study, students could competently reason and argue about philosophical issues originating from various stimuli that teachers had provided. It has also been discovered that teaching philosophy in the classroom greatly contributes to the development of students’ critical and creative thinking skills and their English language ability (Lam, 2021). Teaching philosophy can help students become more proficient in English and develop their critical and creative thinking skills (Lam, 2019; Navidian *et al.*, 2021).

Dabbagh and Noshadi (2016) discussed practical approaches to PBLT, such as life-related philosophical themes. Sawers *et al.* (2016) added that a teacher’s teaching stance affects students’ engagement. Panhwar and Bell (2023) concurred that student engagement is essential for academic achievement. Student engagement increases when teachers emphasize good interpersonal interactions and cooperation among students in the classroom (Janosz, 2012; Guthrie *et al.*, 2012; Panhwar & Bell, 2023). The presence of philosophical questions encouraged active class engagement and discussion (Rustam *et al.*, 2018). As noted by Qaderi and Bahir (2024), low student engagement can have a negative impact on both the effectiveness of the learning process and the personal objectives of teachers. According to Bandura (2009) and Vygotsky (1962), as referenced by Bhattarai and Wagle (2023), interactive learning experiences boost student engagement. It implies that pleasant interactions benefit students’ learning and academic achievement.

CONCLUSIONS

Student engagement improved as a result of the PBLT integration, especially in the domains of behavioral and emotional engagement. On the other hand, cognitive engagement did not significantly improve. These results imply that PBLT can be a useful strategy for raising student involvement, but more investigation is required to determine the best ways to increase cognitive engagement levels in language acquisition.

Moreover, implementing a philosophy-based language teaching technique for student engagement has several

benefits. It increases motivation by giving students purpose and control over their language learning experience. It improves language comprehension by encouraging critical thinking and increases students' interest in the course by making the material more engaging and relevant to their daily lives. Philosophy discussions in ESP classes also promoted students' voices and boosted involvement. These classes offer a dynamic and engaging learning environment that maintains students' focus and engagement. Furthermore, incorporating the PBLT technique into class sessions gives students an environment to openly express their ideas and opinions, promoting empowerment and ownership over their educational path.

On the other hand, managing academic challenges related to abstract concepts and workload can be demanding for students. The difficulty in understanding abstract concepts, the time consumption associated with studying them, and the persistence of confusion can all contribute to these challenges. Guidance on integrating philosophical ideas into language acquisition is necessary for the practical application of philosophy and its incorporation into language learning. Giving students precise instructions and concrete examples can aid in applying philosophical ideas to real-world language use. To guarantee a well-rounded language education, it is also critical to create a balance between philosophical discussions and other course material. By being aware of these, teachers may better assist students in overcoming obstacles and succeeding in their academic pursuits. They can also make informed choices regarding using PBLT to improve student engagement and language acquisition.

Limitations and Future Research

ESP courses are the main focus of the current study on language acquisition and student engagement for English majors; however, PBLT may also be applied in other courses and programs. To determine this strategy's applicability and potential benefits, further research might look into how effective it is in different settings and demographics. Further research is needed to address these and other limitations, which include possible student resistance, assessment challenges, the need for specialized training and resources, and the generalizability of outcomes. If these limitations are addressed and further research is done, teachers can use PBLT more successfully to increase student engagement and language acquisition.

Acknowledgements

The researcher wants to express his profound gratitude and appreciation to everyone who contributed and gave their valuable time to help complete this paper, especially to the respondents, Dr. Eden Stephanie Bolido, his professor, and Mr. Albert Griar, the statistician.

REFERENCES

Bernard, J. S. (2015). Student engagement: a principle-

- based concept analysis. *International journal of nursing education scholarship*, 12(1), 111-121. <https://doi.org/10.1515/ijnes-2014-0058>
- Bhattarai, L., & Wagle, S. K. (2023). Teacher-Student Relationships and Students' Learning Experiences: A Narrative Inquiry. *American Journal of Multidisciplinary Research and Innovation*, 2(4), 48-55. <https://doi.org/10.54536/ajmri.v2i4.1864>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3, 77-101. <https://www.tandfonline.com/doi/abs/10.1191/1478088706QP063OA>
- Christenson, S. L., Reschly, A. L., & Wylie, C. Eds. (2012). *Handbook of Research on Student Engagement*. Boston, MA: Springer. <https://doi.org/10.1007/978-3-031-07853-8>
- Dabbagh, A., & Noshadi, M. (2016). Philosophy-based Language Teaching Approach on the Horizon: A Revolutionary Pathway to Put Applied ELT into Practice. *Journal of Language Teaching and Research*, 7(5), 1022-1028. <http://doi.org/10.17507/jltr.0705.25>
- Guthrie, J. T., Wigfield, A., & You, W. (2012). Instructional contexts for engagement and achievement in reading. In *Handbook of research on student engagement* (pp. 601-634). Boston, MA: Springer US. https://doi.org/10.1007/978-1-4614-2018-7_29
- Hart, S. R., Stewart, K., & Jimerson, S. R. (2011). The student engagement in schools questionnaire (SESQ) and the teacher engagement report form-new (TERF-N): *Examining the preliminary evidence*. *Contemporary School Psychology*, 15(1), 67-79. <https://doi.org/10.1007/BF03340964>
- Hiver, P., Al-Hoorie, A. H., Vitta, J. P., & Wu, J. (2021). Engagement in language learning: A systematic review of 20 years of research methods and definitions. *Language Teaching Research*, 28(1), 201-230. <https://doi.org/10.1177/13621688211001289>
- Hutchinson, T., & Waters, A. (1987). *English for specific purposes: a learning-centered approach*. Cambridge University Press.
- Janosz, M. (2012). Part IV commentary: Outcomes of engagement and engagement as an outcome: Some consensus, divergences, and unanswered questions. In *Handbook of research on student engagement* (pp. 695-703). Boston, MA: Springer US. https://doi.org/10.1007/978-1-4614-2018-7_33
- Kearsley, G., & Schneiderman, B. (1999). Engagement Theory: A Framework for Technology-Based Teaching and Learning. *Educational Technology*, 30(5), 20-23. <http://www.jstor.org/stable/44428478>
- Kemmis, S., & McTaggart, R. (2005). Participatory action research: communicative action and the public sphere. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage Handbook of Qualitative Research* (3rd ed., pp. 559-603).
- Lam, C. M. (2019). Integrating philosophy into English curriculum: The development of thinking and language competence. *The Journal of Educational*

- Research*, 112(6), 700–709. <https://doi.org/10.1080/00220671.2019.1696273>
- Lam, C. M. (2021). Development of thinking and language skills through philosophy: A case study in Hong Kong. *Cambridge Journal of Education*, 51(1), 127–142. <https://doi.org/10.1080/0305764X.2020.1789065>.
- Li, L., Ismail, S. M., Patra, I., & Lami, D. (2024). Not a passive learner but an active one: a focus on the efficacy of philosophy-based language instruction and its consequences on EFL learners' critical thinking, engagement, and academic achievement. *BMC psychology*, 12(1), 148. <https://doi.org/10.1186/s40359-024-01648-2>.
- Narayan, R., Rodriguez, C., Araujo, J., Shaqlaih, A., & Moss, G. (2013). Constructivism—Constructivist learning theory. In B. J. Irby, G. Brown, R. Lara-Alecio, & S. Jackson (Eds.), *The handbook of educational theories* (pp. 169–183). IAP Information Age Publishing.
- Navidian, A., Vahedi, S., Badri Gargary, R., & Fathi Azar, E. (2021). The impact of teaching philosophy children at psychological flexibility at elementary students with a cultural based approach. *Journal of Applied Psychological Research*, 12(2), 265-282. <http://doi.org/10.22059/japr.2021.297152.643523>
- Ntakarutimana, J., & Fazilatfar, A. M. (2022). Burundian teachers' conceptualisations of philosophy-based language teaching approach in developing efl students' speaking skill. *African Journal of Education Studies*, 5(1). <http://doi.org/10.2139/ssrn.4281211>
- Panhwar, A. H., & Bell, M. J. (2023). Enhancing student engagement in large ESL classes at a Pakistani university. *Educational Action Research*, 31(5), 964–980. <https://doi.org/10.1080/09650792.2022.2089191>
- Qaderi, N. A., & Bahir, F. (2024). Obstacles of Teaching Language in Large Classes in a Public University of Afghanistan: A Language Instructor's Perspective. *Journal of Natural Language and Linguistics*, 2(1), 8–12. <https://doi.org/10.54536/jnll.v2i1.2615>
- Reynolds, A. R., & Walberg, H. J. (1992). A process model of mathematics achievement and attitude. *Journal of Research in Mathematics*, 23, 306-328. <https://files.eric.ed.gov/fulltext/EJ846830.pdf>
- Richards, J. C., & Rodgers, T. S. (2001). *Approaches and methods in language teaching*. Cambridge University Press.
- Rustam, U., Anwar, A., & Amzah, A. (2018). Implementing philosophy-based language teaching approach to improve students' speaking skill. *Eternal (English, Teaching, Learning, and Research Journal)*, 4(1), 127-145. <https://doi.org/10.24252/Eternal.V4I.2018.A10>
- Sawers, K. M., Wicks, D., Mvududu, N., Seeley, L., & Copeland, R. (2016). What drives student engagement: is it learning space, instructor behavior or teaching philosophy?. *Journal of Learning Spaces*, 5(2). <https://libjournal.uncg.edu/jls/article/view/1247/968>