Original article

Enhancing Students' Engagement in Learning: Implementations in a Special Education Classroom

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Abstract

Teachers' attempt to improve academic achievement and social development is an essential goal of classroom management. When students do not have high self-esteem or are unaware of what is expected from them, teachers should pay more attention to motivate and engage them. Otherwise, they may demonstrate challenging behavior other than an academic task to obtain teachers' and peers' attention. Therefore, especially for students with special needs, effective strategies should be considered to keep their attention and engage them in academic and social learning environments. The aim of this study to examine the classroom implementations of special educators to enhance the engagement of students with special needs in learning. This study uses a qualitative descriptive research design by involving one special education classroom with ten students who have developmental disabilities and one headteacher and one paraprofessional in the classroom. The data was gathered through observations and semi-structured interviews in an elementary school, which is a public school in a town that is located in the Midwest of the U.S. Four main themes emerged from the data of this study as giving clear instruction, maintaining attention, considering students' needs, and arranging the environment.

Keywords: Students with special needs, developmental disabilities, engagement, motivation, special education classrooms.

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INTRODUCTION

Academic learning times and homework assignments are often challenging for students with special needs, especially for students with autism spectrum disorder (ASD) and intellectual disabilities (Koegel et al., 2012). This process may be challenging for students as well as parents and teachers. According to the research, students with special needs who are uninterested in a given topic or struggle to complete required tasks may lead to various problem behaviors. These challenging behaviors or called disruptive behaviors generally occur because of avoiding and escaping the academic tasks (Gunter et al., 1994; Ochs et al., 2001). Challenging behaviors in the classroom often appear in the presence of specific situations such as teacher's requests for an academic task, transitioning, completing a task, moving another activity from a more desirable activity to an uninteresting one (Ducharme, 2007, 2008; Kern & Clemens, 2007). When students are not motivated and engaged in activities, the challenging behaviors may increase and hinder academic learning time. Therefore, classroom management with effective strategies is important for teachers to decrease challenging behaviors and provide meaningful teaching and learning (Ducharme, 2007; Renshaw & Kuriakose, 2011).

Classroom management includes teachers' attempts to create environments, which provide meaningful teaching and facilitate students' academic and social learning (Brophy, 2006). Classroom management does not simply refer to rules and expectations. Effective classroom management includes the strategies: organizing the physical environment, facilitating relationships and interactions, well-planned instruction and transitions, increase motivation and engagement of students, determining rules and expectations, and developing classroom routines (Brophy, 2006; Somersalo, Solantaus & Almqvist, 2002; Webster-Stratton, Reid ve Stoolmiller, 2008).

When students do not have high self-esteem or are unaware of what is expected from them, teachers should pay more attention to motivate and engage them (Baumeister et al., 2003). Otherwise, they may demonstrate challenging behavior other than an academic task to obtain teachers' and peers' attention. Therefore, especially for students with special needs, appropriate strategies should be considered to keep their attention and engage them in academic and social learning environments (Deci et al., 2003).

Students' engagement can be ensured by including some strategies such as using rewards, making activities, and tasks more interesting and desirable, clearly giving the instruction, enriching activities, and respecting students (Williams & Williams, 2011). According to Palmer (2007), if students are supported by appropriate strategies, they most likely demonstrate some specific behaviors: paying attention, being on-task, transitioning without prompt or less prompt between activities, asking and answering questions volunteer.

Utilizing effective strategies is important for students to both make sense of the classroom system and learn appropriate behavior patterns. Especially in cases where the appropriate behaviors expected from the student are not displayed, the learning environment and the academic and social development of the student are negatively affected (Reinke, Lewis-Palmer, & Merrell 2008). Lannie and McCurdy (2007) trained teachers to use appropriate reinforcement systems effectively in their research conducted on students' inappropriate behaviors and academic skills. The students had problems in participating and continuing in-class activities and displayed inappropriate behaviors. When they demonstrated appropriate behaviors, they were reinforced by the teachers. It was found that the reinforcement practices used by the teachers decreased the students' inappropriate behaviors by 25 percent and increased their participation in academic activities by 35 percent.

Various strategies support students' academic and social participation in the relevant literature. Creating classroom routines and rules and expressing expectations clearly are important for students to develop responsibility and follow the classroom structure more dependently (Sugai et al., 1999). Classroom activities should be developed as part of a routine and students should know what to do. This strategy, called Classroom Procedures, is aimed to carry out the classroom flow in a planned manner (Evertson & Emmer, 1982). However, Marzano (2003) does not consider the creation of classroom rules and routines and class procedures alone sufficient. In this context, he emphasizes that appropriate behaviors should be reinforced for students to develop appropriate behaviors. Supporting positive behaviors with appropriate reinforcers ensures the permanence of these behaviors (Sutherland, Wehby, & Copeland, 2000) while decreasing inappropriate behaviors (Partin et al., 2010). Considering the individual needs of the students, making appropriate plans for these needs, and presenting the necessary materials are another factor that has a major role in students' participation in academic and social activities. While making these plans, students should clearly state what is expected of them (Marzano, 2003).

The importance of classroom management has been increasingly considered by researchers and educators (Murray & Pianta, 2007; Rosas & West, 2009). Prior research has identified the importance of the understanding of classroom management practices (Daniel, 1998; Magableh & Hawamdeh, 2007; Mitchell, 2017; Shook, 2003; Sutton, Mudrey-Camino, & Knight 2009; Zuckerman, 2007). However, these studies have focused on the relationship between practices and classroom disruptions. The focus of this study was to understand how teachers implement classroom management strategies to enhance the engagement of students with special needs. Therefore, this study aims to examine the classroom implementations of special educators to enhance the engagement of students with special needs in the learning environment.

METHODS

This study aims to examine the classroom implementations of special educators to enhance the engagement of students with special needs in learning and socializing. In this context, the qualitative descriptive study design was employed to discover the classroom implementation of the educators. Qualitative descriptive study design is helpfull to answer research questions focused on discovering the who, what, and where of events or experiences.

> *Qualitative descriptive studies offer a comprehensive summary of an event in the everyday terms of those events. Researchers conducting such studies seek descriptive validity, or accurate accounting of events that most people (including researchers and participants) observing the same event would agree is accurate, and interpretive validity or accurate accounting of the meanings participants attributed to those events that those participants would agree is accurate.* (Maxwell, 1992 as cited in Sandelowski, 2000)

A non-participant observation in which the researcher did not take part directly in the observed classroom, but acted as an independent observer and semi-sutructered interview was employed with the educators of observed classroom.

Description of Participants and Field Site

Participants. The participants in this study were one special education classroom teacher (headteacher) and one paraprofessional, who are working in a community-based special education classroom.

Table 1. Demographic information summaries of participants

	Special Education classroom techer	Paraprofessional
Gender	Female	Female
Experience in the field	17-year	3-year
Experience in current site	9-year	2-year
Highest degree	Master's Degree	2-year College degree

School. The Elementary School, which is a public school in a U.S. town that is located in the Midwest. Currently (2017), the school serves 510 students in grades Pre-Kindergarten to 6-grade. 30 full-time teachers are working in this school. 74 percent of the students receive free or reduced lunch.

Classroom. In the classroom, there are one main teacher, teacher aides, and part-time paraprofessionals working with 10-student with special needs in this classroom. The grade levels of the students are various up to 5th grade. Most of the students have been diagnosed with Autism Spectrum Disorder (ASD). Some of the students with ASD also have Attention Deficit and Hyperactivity Disorder (ADHD). Additionally, there are one student with Cerebral Palsy (CP) and two students with cognitive impairment. Instruction is designed based on both group and individual working with the teachers and

paraprofessionals. The common goals of the students are to develop communication, speech, and literacy skills.

The classroom space is quite big; however, it is split into parts with blue moveable walls and cubicles to create specific areas for individual studies and group activities. There is one area for group activities that includes a semi-circle shape table. Several areas are also included in the classroom for individual studies. The playground is quite small and not enough to play comfortably. There is a small and quiet room near the playground used for individual studies when the time students become more sensitive and have attention problems. The walls and bulletin boards are mostly covered with visuals. Unlike the general education classrooms in this school, the teacher has focused on visuals rather than written resources while designing the walls and boards. For instance, students' daily schedule charts, classroom rules charts, the classroom routine chart were created in a visual format, not in written format. There are many stuff and materials. I think they make the classroom a little bit messy. Hence, because of the divided areas and materials, the classroom is not comfortable to move. However, the teacher was always very active and scanning the students to control. Therefore, the physical situation of the class did not cause any problem. When the students were far away from her, the teacher always kept an eye on them and directed her attention to the students to control them while they were playing alone or working with paraprofessionals. The teachers consider the needs of the students while designing the classroom. For instance, as reported by the teachers, fluorescent lights were covered because students with ASD are very sensitive to these lights.

Data Collection

*Observations.*The observations took five times in approximately two weeks (40 minutes for each visit). During the observations, instruction of the educators that includes individual studies and group activities and the interaction between educators and students in recess times were observed and noted.

Interviews. After the completion of all observations, information was also gathered using semi-structured interviews by asking several questions to the educators regarding the use of the strategies to enhance the students' engagement in learning and socializing. Each interview was scheduled via e-mail and conducted one-on-one after school hours. The first interview was conducted with the headteacher and the second interview was conducted with the paraprofessional. The interview questions focused on the strategies used by teachers to increase the engagement of students with special needs and negative and positive factors that are effective on their motivations and engagement. The interviews were audio-recorded with the permission of participants and were safely kept.

Data Analyisis

The first step of the data analysis was to transcribe the interviews. The thematic analysis method was used for data analysis. In doing so, a table that illustrates the phase of thematic analysis adapted

from Braun and Clarke (2006) has guided the researcher to follow the procedures of thematic analysis. Several codes have been noted related to the research questions. Each source of the data (observations and interviews) was analyzed separately. After done with this process, emerged codes were grouped depending on similarities and named themes. In this process, a faculty who works in the special education field made member check to control the codes and themes. After then, four different themes related to the research question were emerged from the data as (1) giving clear instruction, (2) maintaining attention, (3) considering students' needs, and (4) arranging the environment.

The triangulation method was used to provide the trustworthiness of the data. The use of multiple methods (observations and interviews) to ensure the trustworthiness of the study was involved. All the observations were made in the same classroom. However, the interviews were conducted with two educators of the classroom. The fact that the teachers gave similar responses to the interview questions supports the data.

RESULTS

Upon completion of the analyses of the data that is gathered from the classroom observations and two special educators, four major themes emerged. The special educators use the strategies, giving clear instruction, maintaining attention, considering students' needs, and arranging the classroom environment to enhance the engagement of the students with special needs in classroom activities. These themes are listed below in order.

Giving Clear Instruction

Both two educators consider that motivation is the key to engage their students in activities. They describe motivation as doing what is expected, staying on task, and following the procedures. They agreed that their students become more motivated when they know what is expected of them. The educators found giving clear instruction as a key to engage their students because when their students do not understand what is expected of them, they may start yelling and getting out of their spot to not do given tasks.

The educators used some strategies to increase their understanding by making the instruction more clear and understandable for them. For instance, building routines is very important for these students. The headteacher stated, ''*When students are functioning within a routine, that motivates them because again they know what is expected so they do it because they are motivated to do it because they understand it and they can do it and they can succeed at it.*'' Since developing the routines increases their understanding, the staff always supported the students while they were transitioning between the activities and lessons.

Even though the rules and procedures were provided with visual schedules, the students might lose their attention and have difficulties in following the instruction. Therefore facilitating the transitions

with the support of the educators was found very important by the paraprofessional. She said, "*They know what's expected and a lot of the time there will be a teacher assisting with the transition, so if they are unsure, or they're having trouble we have someone right there to keep them on track and direct them to where they need to be*." For instance, at the end of an activity, the headteacher pretended to have a loudspeaker in her hand and told the students loudly "Do not forget to check your schedule!" and prepared them for the next activity. One of the students went to the playground and wanted to play with the toys, but the teacher immediately walked over to him and said, "Please check your schedule, Sir!" The educators also promoted their understanding by being role models. For instance, when students were watching the video in circle time activity, some of the students accompanied the song in this video. Some students were trying to repeat the words in sign language as demonstrated in the video. The teacher went to the students who had difficulty in using correct signs and showed them how to do. After that, the students seemed more enthusiastic and were trying to repeat what the teacher did.

The visual schedules were described as one of the most powerful strategies by the teachers. They said that because these schedules allowed the students to know what would happen in a day and what would be done after the completion of a task. They designed for each student individually. These schedules showed what students do in order in a day. Each student had a schedule of his or her own. As observed in the classroom, when the students made a transition between two activities or two lessons, they checked their schedule and learned what is next. Even though the sequence of daily activities was usually the same, the content varied depending on the type of lessons and activities. As reported by the headteacher, "*The schedule is powerful because everybody relies on it because everyone is moving and doing different things at different times or at the same time potentially but it is the main guide of everything.*" The paraprofessional also added, *"All the students have a visual schedule, so they can see what's coming next, what's happening for their day."*

It was also observed during the two educators' instruction that both two educators were very careful regarding the usage of language. They kept their talking very short and brief to make the instructions and directions more understandable for the students. When they felt the students got into trouble to understand what was told, the educators repeated the information once again in different ways. The headteacher also used American Sign Language (ASL) while giving the instruction verbally. She said that sign language increases the understanding of her students since it makes the instruction more clear to them, this may result in an increase in their engagement.

Maintaining Attention

Both educators emphasized that maintaining attention is another powerful way to increase students' motivations, which engages them in learning activities. They mostly provided this by using reinforcement strategies in their classroom. As seen during the observation, the educators used a penny board system for each student, which is also called the Token Economy System (TES). After completion

of each task based on these schedules, the students receive tokens such as stickers and pennies. Collected tokens are exchanged for computer games, snacks, playing on the playground, and so forth, which keep them stay on-task and complete it. The headteacher described TES as, "A big ultra-reinforcer beyond all is that students work for something. Students are on what we call a token system throughout the day." As reported later by the headteacher, the students, sometimes, have difficulties following their visual schedules when they do not enjoy the instruction or activity. In this case, providing tokens for tangible rewards helps the educators to keep the students motivated. She said, "*They may have trouble getting there because they know what is going to happen or they may rush over there because they know what is going to happen, and that is where the tokens come into play. Good job checking your schedule!*"

Sometimes, TES might lose its effectiveness due to the students' mode or the content of activities. When the students are very tired or bored, they might become impatient to collect tokens to receive a tangible reward. In these times, the educators offer a tangible reward directly to increase the students' motivation. The paraprofessional stated, "When they are doing what we want them to do, and they are working for some kind of tangible reward. A toy, or a snack, or I have had video, then they are motivated and we know that they will be successful." When one of the students, who would work with the paraprofessional one-on-one, was not willing to study, the student was told that he would eat his snack if he completes his task. When the paraprofessional noticed that the student's attention was decreasing, she put his lunch bag on the desk to encourage him to complete the task to able to eat his snack. The student was rewarded with his snack after he completed the task. He was very hungry and excited to eat the snack; therefore, he did everything that was requested of him. As seen in this case, the token might not be effective for this student. The educators are very experienced and knowledgeable in this regard; therefore, they could make appropriate decisions to take their students' attention effectively.

Staff support is another strategy that took place in this classroom. Since each student has a different IEP (Individualized Educational Plan) and visual schedule, which means different needs, it was important to have staff support in the classroom. Especially in-group activities, the students were easily distracted. During the circle time group activity, the paraprofessionals and the co-teacher stood behind the students. Whenever they had difficulty focusing on the instruction, they directed them to give their attention to the teacher and instruction. They also rewarded the students when they gave appropriate answers to the directed questions and involved them in activities. Sometimes, all paraprofessionals and the co-teacher participated in activities together along with the headteacher or educators who taught the students. It was also stated by the headteacher,

> *I would say the most difficult instructional situation is when you have the whole class. It is tricky. It requires staff support. I have staff dispersed through the students, which may mean the staff is sitting at the table with the students but primarily behind, but the person behind them may be the one in charge of the tokens.*

Additionally, she added, *"There are certain times where some students are gone to other classes and some staff has to go with them."* Some of the students receive partial inclusion and attend another classroom at certain times of the day. During these times, the paraprofessionals accompany them to facilitate their adaptations to the lesson and classroom environment since different classroom rules and procedures affect them.

In a group activity, at the beginning of the lesson, the headteacher called each student's name and waved her hand to able to take attention. The students seemed excited and love to be called by the teacher. When the students did not focus on the instruction and did not seem engaged, the teachers always encouraged them to be included in the activities and lessons by using body language or positive language instead of warning them directly in a negative way. In the group activities, the headteacher always moved between the students. To take their attention, she gave high five or touches their shoulder. When she noticed that the attention of students was getting decreased, she said, "*Everybody looks up here!" She began to sing a song related to the lesson and encourage them to join her.*"

In one group activity with the paraprofessional, when she noticed that students could not focus on the group study, she made an agreement with the students. She told them that if students become quiet, she would open a video. All students immediately stopped talking and gave their attention to the paraprofessional. She later stated, *"The other thing is using a lot of positive languages. Like instead of telling them, "No, don't do that," say, "do this." So we tell them what we want them to do and try to leave the negative language and what we don't want out of it."*

Considering Students' Needs

This classroom was designed depending on students' individual needs. As mentioned previously, the classroom is divided into parts with moveable walls and cubicles to create individual study areas. For instance, one student had to work with the computer; therefore, the teacher placed the student in the area that has a computer. Another student has limited literacy skills. The teacher allowed this student and the educator who worked with him to sit close to the AAC (Augmentative and Alternative Communication) board. These areas also allow the students to work with what they need with less distraction. As mentioned by both the educators, distractions decrease students' attention towards the lesson and activities. Even though the common goals for all the students were to develop communication, speech, and literacy skills, each student has received a different IEP in this classroom. Therefore, individualized instruction has taken an important place in the education of these students. The headteacher said,

> *I think when students are working one-on-one with the teacher, I find that to be the easiest for everyone involved because it is very easy for the student to know what to do and it is very easy to get feedback right away from the teacher because it is just you and the teacher.*

Some of the students have been newly developing speech. Therefore, it is important to encourage them in this regard. AAC devices are the most helpful tools to promote students learning of language and express themselves more clearly. Both the headteacher and the paraprofessional emphasized the importance of these devices to their instruction and communications with the students. In a group activity, circle time, the headteacher called a student to the board and asked a question. She used the AAC board to ensure that the student was understood the directed question and let the student answered by pointing at the ACC board since this student has difficulty in speaking. When the students had difficulty understanding what was told them, they seemed less engaged and motivated. Moreover, when the time they could not express themselves, their attention towards the instruction or activities was getting decreased. The headteacher made the following comment:

> *We use AAC. That is Augmentative and Alternative Communication. We use the mainboard that has the vocabulary that everyone uses. For whatever reason, they might not verbally respond. There is a way, a mode for them to respond by pointing or indicating otherwise in some way.*

To increase their understanding of lessons, especially for math, the use of manipulatives such as blocks, toys, abacuses, and so forth preferred by educators. They facilitated students learning by including manipulatives because students could develop a conceptual understanding of math when they see and touch. Including more visuals is also helpful to enhance their understanding. Especially for newly learned words, the use of illustrations such as pictured books makes reading more concrete for the students. As also observed in the classroom, the classroom rules and procedures, and students' daily schedules were created in visual format since they are newly developing the spoken language. The headteacher said that they used a lot of visuals because the main area that all her students have in common is language impairment.

The educators were also very careful in using the spoken language. As mentioned before, if the students understand what is expected from them, they demonstrated more engagement and involvement in the lesson and activities. Therefore, communication is so powerful to enable them to develop a clear understanding. The headteacher said,

> *I do not speak as fast typically when I am talking to the students. I slow it down and I use visuals to support what I am saying and/or support the concept I am building and to support their ability to respond or participate within the context of the activities.*

Educators also stated that all these aforementioned strategies are not enough to support the students towards lessons or given tasks. Since each student has a different personality, it is important to consider their individual needs to give them a task. For instance, tasks should be doable and engage the students. When a given task is hard for the students, they might be stress easily, which results in a decrease in their motivation. The paraprofessional made the following comment for one of the students: "*I would not have his attention for long, I made sure the task I required of him is simple and that he got to it quickly.*" As also reported by the paraprofessional, sometimes, students may not want to follow

their schedule because of the changes in their emotions. She has recommended considering what the students need and avoiding forcing them to start the study. She gave the following example from her classroom: "*I got him in his spot, and he was upset for a while, and he finally calmed and selected, he wanted to work for putting his head down because he was tired. And so, once we established that that was what he wanted, he was able to get through his work fast.*" As seen in this case, considering students' demands and needs help the educators to gain their attention.

The educators allow students to have short recesses between activities and lessons as part of their TES because some students need more movement. Their attention span is not long, they may be easily distracted and bored; therefore, they need something for fun between activities and lessons to be well motivated for the next tasks. The headteacher said, *"I schedule a short recess in the morning and the afternoon especially for those who need a little more extra movement."* During the observations, it was noted that the students were allowed to play with IPads, computers, and toys or take short naps as part of their TES and daily schedules. In addition to them, they go outside in accompany the educators to release their energy and reduce the stress.

Arranging the Environment

As previously mentioned, each student has a different IEP in this classroom. Their IEPs include more individual studies because of their individual needs and learning pace. Since these students easily get distracted, the headteacher has arranged the classroom to create less distractive study areas. The classroom is partitioned into large group areas and individual areas with blue movable walls and cubicles. Through these areas, the students affect each other less and can focus on their work better. The headteacher stated,

> *The students in my room have trouble with a distracting environment, so it is partitioned so that they can focus on the work that they are doing in that areas and be less distracted by what might be going on in another portion of the room, sound barriers and visual distractions, movement distractions. It tries to minimize that.*

The paraprofessional also said,

> *We try to do a lot of individual working, and then just having the room structured. Like, we have these movable blue walls set up around the room that helps hide different areas of the room so they can't see everything at once, so it makes it much clear where it is supposed to go. If we remove those walls and barriers, and they could just see everything at once, it would be over-stimulating visually, and it would be a lot tougher for them to see exactly where they were supposed to go.*

Additionally, these areas make the classroom quieter that provides the environment in which the students could better focus on their work. As stated by the paraprofessional, this room is appropriate for the students, especially those who have a hard time staying focused, so they try to eliminate all necessary visuals so it's not over stimulating with the specific study areas. The educators also paid attention to the importance of the classroom light for their students. They all said the fluorescents light affects their modes. The headteacher said,

We have different lights than they do in every other room specifically because the other kind triggers seizures for somebody. We have lights covered and we will shut some down at certain times. It can be a problem. You might turn half of the lights down and help kids focus on what is right in front of them.

As also seen during the observations, each student had a chair labeled with his/her name in the group study area. As later reported by the educators, this is a strategy to minimize the distractions because some students were paid attention to not sitting side by side as they could distract each other.

CONCLUSION

This study investigated strategies used by special educators to enhance the engagement of students with special needs in a special education classroom. To identify strategies used by special educators, the data was gathered through classroom observations about educators' implications and semi-structured interviews individually with the headteacher and a paraprofessional. Four main themes emerged from data as giving clear instruction, maintaining attention, considering students' needs, and arranging the environment. From this study, it is possible to conclude that the special educators of this classroom are in an attempt to support the students to enagege them in learning. Teachers' skills and knowledge in this regard are very important to use the strategies appropriately and effectively. They are very knowledgeable and experienced to implement the strategies. They decide well which strategy can be useful in a specific time and student since every strategy cannot always be effective on a student. The following results obtained from this study:

It is important to provide clear instruction to enhance the engagement of students with special needs. Explaining the expectations and building routines are found very important in this regard. Visual schedules are very powerful to build routines and transitions. In addition to them, using clear language is a helpful strategy to increase the students' understanding of instruction and activities. They all are effective on their motivation because when they understand the instruction well and know what is expected of them, they responses well and engage in lessons and activities as expected. Additionally, maintaining students' attention is another way to able to engage them in the classroom. For this, rewarding them and giving positive feedbacks are found effective in this study as well as the use of positive language.

Since each student has individual goals, considering their needs is important to engage and involve them in instructions and activities. Individualized instruction, for instance, facilitates their learning because each student has a different IEP and different learning pace. The common goals of the students are to develop language skills; therefore, including more visual, and use of AAC devices and board promote their understanding and learning. It is also important that the tasks and activities should be designed depending on students' abilities and skills. Otherwise, it may cause a decrease in their attention. Moreover, the physical environment of the classroom is another factor that affects classroom environment. Since all students need more individualized instructions, a partitioned classroom helps

them to focus on their tasks and eliminate distractions that may emerge from other students and classrooms. Labeled seats are also helpful to eliminate distractions and build routines.

Although all the methods involved in the current study work well to identify the strategies, the result obtained from this study reflects two educators' implications in one special education classroom. Therefore, more research can be conducted by employing different research methods in different classrooms and educators. Besides, further study is needed to measure the correlation between these strategies and students' engagement and motivation.

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