Enhancing Grade 10 Learners' Engagement in English Through the Use of the Circular Response Learning Strategy

Zipporah Abegail C. Duyag, Josephine P. Dula, Genelyn R. Baluyos

Misamis University

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ABSTRACT

Learners' engagement is key to making English learning more meaningful and effective, especially for junior high school learners. This classroom-based action research aimed to determine the effectiveness of the Circular Response Learning Strategy (CRLS) in enhancing the engagement of Grade 10 students in English. 41 Grade 10 students from a public school in Ozamiz City were selected through purposive sampling for the academic year 2024–2025. The study followed a quantitative approach, and data were collected using a researcher-made rubric and observation checklist. The data were analyzed using Microsoft Excel, and statistical tools such as mean, standard deviation, frequency, percentage, and paired sample t-test were applied to better understand the results. The study aimed to: assess students' level of engagement before and after using CRLS, and identify whether a significant difference existed in their engagement levels after the intervention. Results showed a noticeable improvement in student engagement following the strategy, with most students showing increased participation, collaboration, and enthusiasm in class. The findings suggest that CRLS is an effective and practical strategy for creating an interactive, student-centered English learning environment. It is recommended that teachers integrate this approach to encourage active participation and enhance classroom engagement.

Keywords*:* learners' engagement, circular response learning strategy, English instruction, participation

Context And Rationale

Learners' engagement is crucial for ensuring the quality of learning experiences. However, the study of task engagement has received relatively little empirical attention in the language education domain. The Circular Response Learning Strategy has shown potential for enhancing student engagement in English by promoting interactive and collaborative classroom environments. Indeed, engagement defines all learning (Aubrey et al., 2022). Furthermore, learning requires active involvement on the part of the learner, and action is the defining characteristic of learner engagement (Hiver et al., 2024). In the everyday sense, engagement has a generic meaning related to being occupied or busy doing something. However, in the realm of teaching and learning, engagement extends beyond this. It refers to the amount (quantity) and type (quality) of learners' active participation and involvement in a language learning task or activity (Tian et al., 2020).

In addition, classroom engagement, which is essential for learning to happen, is defined as "constructive, enthusiastic, willing, emotionally positive, and cognitively focused participation with learning activities" (Jiang et al., 2023). Learning English at school is important to improve students' language skills. One of the keys that influences students' progress in learning English is the level of student involvement in the learning process. Thus, the study of student engagement is needed because students' level of engagement is one of the important factors for students' learning. Moreover, some previous research studies consider students' low engagement as the main reason for dissatisfaction, negative experiences, and dropping out of courses (Mathew, C. 2022). Student engagement in the learning process refers to the level of attention, curiosity, interest, optimism, and passion shown by students when they are learning or being taught, which can develop into the level of motivation that they must learn and progress in learning (Nurhayati, A. 2021). Consequently, classroom strategies that shift the focus from teacher-centered to student-centered interactions enhance learners' cognitive engagement and promote deeper learning (Brame, 2013).

Student engagement encompasses three dimensions: affective, cognitive, and behavioral. Affective engagement, considered the core aspect, relates to learners' emotional experiences within the learning environment. It involves enjoyment, interest, curiosity, and emotional responses to challenges and obstacles (Ali et al., 2020). Additionally, learners' engagement levels improve with structured yet interactive classroom experiences, similar to gamified or turn-based group strategies (Magallanes et al., 2024). Importantly, the language and responses used by teachers play a decisive role in shaping students' sense of belonging, agency, and willingness to engage with others (Johnston, 2004). Active learning methods, which include structured group activities and guided responses, generate excitement and foster deeper engagement among students in any subject, including English (Bonwell et al., 1991).

Moreover, students with high engagement show better achievement than those without engagement. Conversely, disengaged students have less satisfactory academic achievement and experience behavioral problems (Barlow et al., 2020). Accordingly, various studies have examined student engagement in the classroom (Bennett et al., 2015). For example, whole-group response strategies can create a safe and inclusive environment where all learners are encouraged to participate, aligning with circular response methods' goals (Nagro et al., 2016). Furthermore, using interactive and participatory strategies in the classroom, such as the Circular Response Learning Strategy, has been shown to significantly improve learners' motivation and active involvement in English language learning (Afzali et al., 2021). Teachers who implement strategies to increase participation, such as question rounds and collaborative group sharing, foster greater interest and involvement among students (Putri et al., 2024).

When students are immersed in collaborative and dialogic learning environments, their engagement and perceived learning outcomes tend to increase (Alizadeh, 2024). Engagement is more likely to be sustained when students are encouraged to reflect and respond collectively in structured formats, promoting comprehension and expression (Suraworachet et al., 2022).

Therefore, encouraging student talk and peer interaction is key to sustaining engagement during classroom discourse (Yusoff et al., 1997). Incorporating this strategy into Grade 10 English classes creates a dynamic learning environment where students feel empowered to contribute and engage. By doing so, teachers can address common barriers to engagement, such as a lack of motivation or confidence, ensuring that all learners thrive in the classroom setting.

To fill this gap, the Circular Response Learning Strategy (CRLS) offers a promising approach to address the challenges of low engagement among Grade 10 learners in English classes. This strategy, characterized by its emphasis on active participation, collaboration, and structured dialogue, can effectively target the multidimensional aspects of student engagement: affective, cognitive, and behavioral.

Strategy

The Circular Response Learning Strategy is an interactive and collaborative teaching approach that promotes active participation and meaningful discussion among learners. Encouraging students to take turns responding to a central topic or question in a circular sequence creates an inclusive environment where every learner can contribute. (Hassani et al., 2022). The Circular Response Learning Strategy is rooted in collaborative and reflective learning practices, emphasizing inclusivity and active participation among learners. According to Harvey et al. (2016), reflective practices are essential in creating cognitive and emotional bridges between classroom learning and real-world application. This strategy helps students articulate their understanding and fosters critical thinking and emotional intelligence, which are vital for problem-solving and collaboration in diverse contexts. Reflection, as a component of such strategies, enhances students' resourcefulness and ability to engage with complex questions effectively.

Moreover, research emphasizes the significance of structured reflection and active collaboration in learning

environments. For example, Lloyd et al. (2020) highlight the value of using deliberate and conscientious processes like circular response to deepen understanding and integrate diverse viewpoints.

For Grade 10 learners, who often face challenges in maintaining engagement and interest in English, the Circular Response Learning Strategy can be highly effective. It fosters critical thinking, improves communication skills, and enhances peer-to-peer interaction. Each student's response builds upon the previous one, ensuring a dynamic flow of ideas and a more profound comprehension of the topic.

The steps in using the circular response learning strategy to enhance students' engagement and participation in English class begin with the teacher preparing open-ended or thought-provoking questions related to the lesson topic. Students sit or stand in a circle during the activity to promote inclusiveness and attentiveness. The teacher explains the rules: each student takes a turn responding to the question, sharing their ideas clearly and respectfully, while others listen attentively without interrupting. As the responses go around the circle, students build on each other's answers, promoting collaboration and deeper understanding. The teacher facilitates the discussion when necessary, ensuring equal participation and guiding students to connect their responses to the lesson objectives. Finally, the teacher summarizes the points discussed and provides reflective questions or short written tasks to reinforce learning and encourage critical thinking.

Action Research Questions

This action research aimed to enhance the engagement of Grade 10 learners in English. Specifically, this study sought answers to the following research questions:

1. What is the level of learners' engagement in English before the implementation of the Circular Response Learning Strategy based on rubric assessment?

2. What is the level of learners' engagement in English after the implementation of the Circular Response Learning Strategy based on rubric assessment?
3. What is the level of learners' engagement in English before the implementation of the Circular Response Learning Strategy based on the checklist engagement?

4. What is the level of learners' engagement in English after implementation of the Circular Response Learning Strategy based on the checklist engagement?

5. Is there a significant difference in the learners' level of engagement in English before and after the implementation of the Circular Response Learning Strategy based on rubric assessment scores?

6. Is there a significant difference in the learners' level of engagement in English before and after the implementation of the Circular Response Learning Strategy based on the checklist observation results?

Null Hypothesis:

Ho1: There is no significant difference between the level of learners' engagement in English before and after the implementation of the circular response learning strategy based on rubric assessment scores and checklist observation results.

ACTION RESEARCH METHODS

A. Research Design

This action research used a Single Group Pretest-Posttest Design. This research method was employed to assess the effectiveness of the Circular Response Learning Strategy (CRLS) in enhancing the engagement of Grade 10 learners in English. The design involved administering a pretest to evaluate students' engagement levels before the intervention, followed by the implementation of CRLS as the learning strategy, and concluded with a posttest to determine any changes in their engagement. This design was deemed appropriate for the study, as it allowed for a precise evaluation of the impact of CRLS on students' participation, collaboration, attentiveness, and critical thinking in the classroom setting.

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B. Site

The study was conducted in a secondary public school in Ozamiz City, Misamis Occidental. The institution has been providing affordable, quality education since its establishment in 1952. It is implementing the K to 12 basic education programs, including both junior and senior high school levels. The Grade 10 learners were part of the Junior High School Department, which follows the Department of Education (DepEd) curriculum. This public school serves the local community and is committed to delivering relevant and modern educational experiences aligned with the national educational framework.

C. Participants

The participants of this study consisted of 41 Grade 10 students from a single section at one of the public secondary schools. These students were selected using purposive sampling to ensure they met specific criteria aligned with the research objectives. The criteria for selection included: students who were officially enrolled as Grade 10 learners for the school year 2024–2025; students who were part of a specific section in the Grade 10 curriculum; students who were enrolled in an English subject; and students who voluntarily consented to participate in the study. The purposive selection ensured that the sample was manageable and focused, allowing for in-depth data collection and analysis regarding the effectiveness of the Circular Response Learning Strategy**.**

D. Research Instrument

The researcher will use the following research instruments as data gathering tools:

Learners' Engagement Rubric. The primary research instrument for this study is a researcher-developed rubric composed of five core criteria, each assessed using a 4-point performance scale: 4 (Excellent), 3 (Proficient), 2 (Emerging), and 1 (Beginning). Each score will be multiplied by 2 to yield a maximum of 10 points per criterion, resulting in a total possible score of 50. The rubric is anchored in the Grade 10 English fourth quarter curriculum and is structured to measure specific student engagement and performance indicators. The instrument will be subjected to expert review by the research adviser, school head, principal, and cooperating teacher to establish content validity. A pilot test will be conducted with students not part of the main study to determine the instrument's reliability. The researcher targets a Cronbach's Alpha coefficient between 0.7 and 1.0, ensuring acceptable internal consistency. This rubric will be used as both a pre-test and post-test tool to evaluate the effectiveness of the Circular Response Learning Strategy in enhancing Grade 10 learners' engagement in English.

Scores	Grade Equivalent	Interpretation
42-50	90-100	Outstanding
38-41	85-89	Very Satisfactory
34-37	80-84	Satisfactory
30-33	75-79	Fairly Satisfactory
1-28	Below 75	Did not meet expectations

English Lesson Learners' Engagement Checklist. A checklist survey questionnaire was designed to collect quantitative data on learners' perceptions, experiences, and engagement with the Circular Response Learning Strategy. This tool aimed to measure students' level of participation, interest, and overall engagement during English lessons using a structured rating scale. The responses from the checklist provided numerical data to support the interpretation of quantitative findings, offering an objective assessment of the strategy's impact on Grade 10 learners.

Responses	Continuum	Interpretation
5 – Strongly Agree (SA)	4.20-5.00	Very Effective (VE)
4 – Agree (A)	3.40-4.19	Effective (E)
3 – Neutral (N)	2.60-3.39	Somewhat Effective (SE)
2 – Disagree (D)	1.80-2.59	Least Effective (LE)
1 – Strongly Disagree (SD)	1.00-1.79	Not Effective (NE)

Lesson Plan. A series of lesson plans was developed to implement the Circular Response Learning Strategy in the English classroom. These lesson plans focused on promoting active engagement through group activities that encouraged collaborative learning and meaningful interactions among learners. The lesson plans were designed to align with the study's objectives and served as a guide for effectively facilitating the strategy throughout the implementation period.

E. Data Gathering Methods

Pre-Implementation Phase. The researcher first sought permission from the Schools Division Superintendent, the principal, and the cooperating teacher to conduct the study at a secondary school in Ozamiz City. Upon receiving approval, the researcher conducted a background investigation on emerging student issues related to their performance in English. Previous studies were reviewed to gain a comprehensive understanding of the research topic. Research proposals were developed, lesson plans were designed, and a prototype of the intervention using the Circular Response Learning Strategy was created. Pretest and posttest instruments were also prepared to assess student engagement and performance before and after the intervention.

Implementation Phase. commenced with the administration of a pretest to establish the participants' baseline data and determine their initial level of knowledge and engagement. This step was crucial in identifying the learners' strengths and weaknesses before the intervention. After gathering the baseline results, the Circular Response Learning Strategy (CRLS) was systematically integrated into classroom instruction. The strategy was applied across selected English lessons to provide students with opportunities to actively participate, share their ideas, and respond to their peers in a structured yet interactive manner.

Throughout the course of the intervention, the researcher closely monitored learners' engagement and academic performance to ensure that the strategy was being implemented correctly and consistently. Observations were made to record student participation, attentiveness, and collaboration during classroom activities. The researcher also provided necessary adjustments and clarifications when needed to maintain the fidelity of the learning strategy.

Once the intervention period was completed, a posttest was administered to the same group of participants. The purpose of the posttest was to measure possible changes or improvements in students' academic performance and engagement as a result of the CRLS. By comparing the pretest and posttest results, the researcher was able to determine the effectiveness of the strategy in enhancing learner outcomes and overall classroom interaction.

Post-Implementation Phase. Following the intervention, the researcher collected and tallied the results from the pretest and posttest. The data were analyzed and interpreted to determine the effectiveness of the Circular Response Learning Strategy in enhancing student engagement. Conclusions were drawn based on the findings, and recommendations were formulated. The final research report was thoroughly proofread and edited, then shared with the school administration, the cooperating teacher, and other relevant stakeholders for their awareness and possible implementation.

F. Ethical Considerations

The researchers adhered to ethical standards by following the principles outlined in the 1979 Belmont Report for research involving human participants. The study emphasized respect for persons, ensuring that each participant's autonomy was recognized and treated with dignity. Before any data collection, participants were given a full explanation of the study's purpose, procedures, and potential benefits. Participation was entirely voluntary, and informed consent was obtained from each respondent, with the assurance that they could withdraw at any point without penalty. In alignment with Republic Act No. 10173, also known as the Data Privacy Act of 2012, the researchers ensured that personal information was protected, handled responsibly, and kept confidential. All data were securely stored, and participants were assured that their anonymity and privacy would be preserved throughout the study.

G. Data Analysis

With the aid of Minitab statistical software, the following statistical methods were used to analyze the data in this study:

Frequency and percentage were used to summarize and present the categorical data related to student engagement, allowing for a clearer understanding of patterns and trends before and after implementing the Circular Response Learning Strategy.

Mean and Standard Deviation were calculated to measure the central tendency and variability of students' engagement scores. The mean indicated the average level of engagement, while the standard deviation reflected the spread or consistency of student responses.

T-test was conducted to determine whether there was a statistically significant difference in students' engagement levels before and after the intervention. This test compared the pretest and posttest results to assess the strategy's effectiveness.

RESULTS AND DISCUSSION

Level of Learners' Engagement in English Before the Implementation of the Circular Response Learning Strategy Based on Rubric Assessment

The data in Table 1 presents the level of learners' engagement before implementing the Circular Response Learning Strategy. The overall findings indicate that the majority of learners did not meet expectations. Specifically, 39 learners (95.12%) were categorized under the "Did Not Meet Expectations" level (M = 22.36). In contrast, only one learner (2.44%) was classified as "Fairly Satisfactory" (M = 30.00) and another one learner (2.44%) was rated as "Satisfactory" (M = 38.00; SD = 3.78). The overall mean score (M = 22.93; SD = 4.56) confirms the generally low engagement level of the class.

The data reveal that before using the Circular Response Learning Strategy, learners' classroom engagement was significantly below the expected standard. The overwhelming number of students who fell into the lowest category reflects a lack of participation and interest in the learning activities. With a mean score far below the benchmark for even a "Fairly Satisfactory" performance, it is evident that the traditional teaching approach used at the time failed to stimulate meaningful student involvement. The complete absence of learners in the "Very Satisfactory" and "Outstanding" categories further underlines the ineffectiveness of prior instructional methods.

The findings underscore the need to enhance classroom engagement through more interactive and student-centered teaching strategies. Research shows that student engagement is a critical factor in academic success, influencing motivation and learning outcomes (Lee, 2021). Traditional approaches often fail to promote retention and active participation when learners are passive and disengaged. Conversely, active learning strategies such as the Circular Response Learning Strategy have significantly improved engagement by encouraging interaction, collaboration, and shared responsibility for learning (Gupta et al., 2023).

To address these challenges, teachers are strongly encouraged to explore and implement dynamic strategies that promote inclusive participation and foster a supportive learning environment. For instance, the Circular Response Learning Strategy enables all learners to contribute during discussions, helping them feel valued and involved. In addition, school leaders may consider supporting professional development programs focused on active learning techniques to further strengthen instructional quality and student engagement (Robinson et al., 2022). As supported by recent findings, increased engagement through student-centered strategies is closely linked to higher motivation and academic achievement (Chen et al., 2020).

Table 1 Level of Learners' Engagement in English Before the Implementation of the Circular Response Learning Strategy Based on Rubric Assessment

Learners' Engagement	Frequency	Percentage	M	SD
Satisfactory	1	2.44	38.00	3.78
Fairly Satisfactory	1	2.44	30.00	0.00
Did not meet expectations	39	95.12	22.36	0.00
Overall Performance	41	100	22.93	4.56

Note: 42-50 (Outstanding); 38-41 (Very Satisfactory); 34-37 (Satisfactory); 30-33 (Fairly Satisfactory); 1-29 (Did not Meet the Expectations)

Level of Learners' Engagement in English After the Implementation of the Circular Response Learning Strategy Based on Rubric Assessment

The data in Table 2 presents learners' engagement levels after implementing the Circular Response Learning Strategy. The overall findings reveal a significant improvement, as the majority of students (n = 34, 82.93%) were classified under the "Outstanding" engagement level (M = 44.94, SD = 2.98). Additionally, 14.63% (n = 6) were at the "Very Satisfactory" level (M = 39.67, SD = 0.82), while only one learner (2.44%) fell under the "Satisfactory" category (M = 36.00, SD = 2.10). Notably, no learners were rated below this level.

This result clearly shows how effectively the Circular Response Learning Strategy increased student engagement. With an overall mean engagement score of (M = 43.95), most learners reached the "Outstanding" level, marking a substantial rise from their previous engagement levels (M = 22.93). The low standard deviation (SD = 2.98) indicates that engagement was consistently high across the group, reflecting individual improvement and uniform participation.

The marked difference in engagement before and after the intervention highlights the effectiveness of the Circular Response Learning Strategy in creating a more active and inclusive classroom environment. By encouraging turn-taking, peer interaction, and active listening, the strategy helped learners feel more connected and motivated to participate. This aligns with research showing that interactive and learner-centered approaches foster stronger student involvement and enthusiasm (Martinez et al., 2021; Gonzales et al., 2023).

These findings suggest important implications for teaching practice. Educators should be encouraged to adopt learner-centered strategies like the Circular Response Learning Strategy to promote greater student engagement. School administrators can support this by incorporating such approaches into professional development and learning action cells, fostering classroom routines that build collaboration, communication, and confidence among learners.

Table 2 Level of Learners' Engagement in English After the Implementation of the Circular Response Learning Strategy Based on Rubric Assessment

Learner's Engagement	Frequency	Percentage	M	SD
Outstanding	34	82.93	44.94	0.00

Very Satisfactory	6	14.63	39.68	0.82
Satisfactory	1	2.44	36.00	2.10
Overall Performance	41	100	43.95	2.98

Note: 42-50 (Outstanding); 38-41 (Very Satisfactory); 34-37 (Satisfactory); 30-33 (Fairly Satisfactory); 1-29 (Did not Meet the Expectations)

Level of Learners' Engagement in English Before the Implementation of the Circular Response Based on the Checklist Engagement

The data in Table 3 presents the level of learners' engagement before implementing the circular as measured through a Likert scale checklist questionnaire. Overall, the results show that learners' engagement before the intervention was relatively low, with only one construct falling under the "Somewhat Effective" category. The construct "Enhancing Learners' Critical Thinking" obtained the highest mean score (M = 2.7220, SD = 0.5781), interpreted as Somewhat Effective (SE). This was followed by "Strengthening Peer Interaction Among Students", which had a mean of 2.4415 and a standard deviation of 0.5315, indicating a Least Effective (LE) level of engagement. Meanwhile, "Learners' Engagement in Discussion" yielded a mean of 1.7854 (SD = 0.2424), and "Encouragement of Learners to Participate" closely followed with a mean of 1.7488 (SD = 0.2389); both constructs fall under the Not Effective (NE) category.

These findings suggest that students exhibited minimal signs of active engagement before introducing the circular intervention. The relatively higher score in "Enhancing Learners' Critical Thinking" (M = 2.7220) implies that while learners may have had some capacity to think critically, this skill was not fully supported or maximized in the existing learning setup. In contrast, the lowest-scoring constructs, "Encouragement of Learners to Participate" and "Learners' Engagement in Discussion," reflect a lack of motivation or opportunity for learners to contribute to classroom activities actively.

These low mean scores highlight a passive learning environment where students are not fully participating or interacting with the content or their peers. Different instructional strategies, including interactive and learner-centered methods, affect student engagement. They found that when teachers employed strategies that involved students actively, such as group tasks and peer-led discussions, engagement levels were significantly higher. In a recent study (Garcia et al., 2024). The relationship between students' motivation and their participation in classroom discussions, finding that a lack of motivation leads to low levels of engagement in academic activities (Rahimi et al., 2023).

The implications of these findings call for immediate attention from school administrators, subject teachers, and curriculum planners. The evident gaps in engagement, particularly in learner participation and discussion, suggest the need for targeted strategies that foster interaction and involvement. It is recommended that teachers integrate interactive teaching methods, such as collaborative group tasks, open-ended questioning, and peer-led discussions, to enhance classroom dynamics. Professional development programs focused on learner-centered pedagogy could equip educators with techniques to encourage student voice and engagement. Addressing these issues supports learner development and creates a more stimulating and inclusive classroom environment.

Table 3 Level of Learners' Engagement Before the Implementation of the Circular Response Learning Strategy Based on the Checklist Engagement

Constructs	M	SD	Remarks
A. Learners' Engagement in Discussion	1.79	0.24	Not Effective (NE)
B. Encouragement of Learners to Participate	1.76	0.24	Not Effective (NE)
C. Strengthening Peer Interaction Among Students	2.44	0.53	Least Effective (LE)
D. Enhancing Learners' Critical Thinking	2.72	0.59	Somewhat Effective (SE)

Scale: 4.20-5.00 (Very Effective); 3.40-4.19 (Effective); 2.60-3.39 (Somewhat Effective); 1.80-2.59 (Least Effective); 1.00-1.79 (Not Effective)

Level of Learners' Engagement After the Implementation of the Circular Response Learning Strategy Based on the Checklist Engagement

The data in Table 4 presents the level of learners' engagement after using the circular, as measured through a checklist-type Likert scale questionnaire. The overall results show a significant improvement in all areas of learner engagement. All four constructs were rated as Very Effective (VE), indicating a positive shift in classroom dynamics following the intervention. The highest mean score was observed in "Enhancing Learners' Critical Thinking" (M = 4.5683, SD = 0.1572), suggesting that the circle strongly supported learners in developing deeper thinking and analysis. This was followed closely by "Strengthening Peer Interaction Among Students" with a mean of 4.5283 (SD = 0.1662), then "Encouragement of Learners to Participate" (M = 4.5098, SD = 0.1772), and finally "Learners' Engagement in Discussion" with M = 4.5000 (SD = 0.2214).

These results demonstrate that using the circular effectively engaged students across all the measured areas. Compared to the data before its implementation, the post-intervention scores show a dramatic increase in student participation, peer collaboration, critical thinking, and discussion. The sharp rise in mean scores reflects how the circular successfully created a more interactive and stimulating learning environment. The relatively low standard deviations also indicate a consistent response among learners, suggesting that the improvement in engagement was experienced by most, if not all, students. Active learning strategies, such as collaborative problem-solving and peer interactions, significantly enhance students' critical thinking skills (Li et al., 2022). According to research by Hwang et al. (2023), peer interaction in the classroom fosters collaboration, which enhances student engagement and academic performance.

The findings imply that the circular strongly and positively impacted how learners engaged in the classroom. For school leaders and teachers, this shows the value of implementing innovative and student-centered strategies to promote active learning. It is recommended that circular or similar tools be sustained and expanded across other classes and subjects. Teachers could further enhance their effects by integrating them with other strategies such as project-based learning, peer feedback, and reflective activities. Additionally, regular student feedback could help fine-tune these approaches to fit their needs better. By doing so, schools can maintain high levels of learner engagement and create classrooms where students are not only present but also truly involved in their learning.

Table 4 Level of Learners' Engagement in English After the Implementation of the Circular Response Learning Strategy Based on the Checklist Engagement

Constructs	M	SD	Remarks
A. Learners' Engagement in Discussion	4.50	0.22	Very Effective (VE
B. Encouragement of Learners to Participate	4.51	0.17	Very Effective (VE)
C. Strengthening Peer Interaction Among Students	4.53	0.16	Very Effective (VE)
D. Enhancing Learners' Critical Thinking	4.57	0.15	Very Effective (VE)

Scale: 4.20-5.00 (Very Effective); 3.40-4.19 (Effective); 2.60-3.39 (Somewhat Effective); 1.80-2.59 (Least Effective); 1.00-1.79 (Not Effective)

Significant Difference Between the Level of Learners' Engagement in English Before and After the Implementation of the Circular Response Learning Strategy Based on Rubric Assessment Scores

The data in Table 5 presents a comparison of learners' engagement before and after the integration of the Circular Response Learning Strategy. The mean engagement score before the intervention was 22.93, while the mean engagement score after the intervention increased substantially to 43.95. The statistical analysis shows a t-value of 28.95 and a p-value of 0.000. Since the p-value is less than 0.01, we reject the null hypothesis (Ho)

and conclude that there is a highly significant difference in learners' engagement before and after using the Circular Response strategy.

The findings reveal a notable improvement in learners' engagement following the use of the strategy. The increase in the mean score from 22.93 to 43.95 indicates that students became more actively involved and responsive in class activities. This suggests that the Circular Response Learning Strategy effectively encouraged participation, improved attentiveness, and fostered a more interactive and inclusive classroom environment. The magnitude of the t-value (28.95) further supports that this change is statistically strong and unlikely to be caused by random variation. Active learning strategies, such as the Circular Response Learning Strategy, significantly increase student engagement by promoting interaction and participation in classroom activities (Kim, 2020). Peer-led learning approaches have been shown to foster stronger engagement and collaboration among students, which contributes to increased academic performance (Johnson et al., 2022). Interactive learning strategies significantly boost students' motivation and engagement by creating an environment where they are more involved in their learning process (Wong et al., 2023). \

These results strongly suggest that the Circular Response strategy plays a meaningful role in enhancing learner engagement. Teachers may benefit from incorporating this method more frequently in classroom discussions or during formative learning tasks. For school administrators and academic coordinators, this finding calls for promoting learner-centered strategies through in-service training, classroom demonstrations, or action research projects. Suggested activities may include peer dialogue sessions, structured sharing circles, and group reflection exercises, all of which align with the principles of circular response and aim to strengthen student voice, participation, and motivation across grade levels.

Table 5 Significant Difference Between the Level of Learners' Engagement in English Before and After the Implementation of the Circular Response Learning Strategy Based on Rubric Assessment Scores

Variables	Mean Score		Test Statistics	
	(Pre-test	**Post-test)**	**(t-value**	**p-value)**
Before and After Using Circular Response	22.93	43.95	28.95	0.000

Ho: There is no significant difference between learners' engagement before and after integrating circular response

Note: **p<0.01 (Highly Significant); *p<0.05 (Significant); p>0.05 (Not significant)

Significant Difference Between the Level of Learners' Engagement in English Before and After the Implementation of the Circular Response Learning Strategy Based on Checklist Observation Results

The data in Table 6 compares learners' engagement before and after using the circular response strategy, as measured by a checklist questionnaire. The analysis was conducted using a paired sample t-test to determine whether there was a statistically significant difference in engagement across four key constructs. All constructs recorded p-values less than 0.01, indicating that the differences observed were highly significant.

First, the construct "Learners' Engagement in Discussion" showed a statistically significant increase from pre-test (M = 1.7854) to post-test (M = 4.5000) with a t-value of 54.62 and a p-value of 0.000 ($p < 0.01$). This suggests a dramatic improvement in how students participated in class discussions after the intervention. The high statistical value supports the observation that the circular response helped promote open dialogue and student expression in the classroom. Next, "Encouragement of Learners to Participate" also reflected a highly significant change, increasing from M = 1.4488 to M = 4.5098, with a t-value of 57.99 and a p-value of 0.000 ($p < 0.01$). This result indicates that the circular response created an environment that strongly motivated and encouraged students to participate actively in classroom activities, reversing previously low engagement levels. The construct "Strengthening Peer Interaction Among Students" increased significantly from M = 2.4415 to M = 4.5298, supported by a t-value of 25.13 and a p-value of 0.000 ($p < 0.01$). This implies that the circular method encouraged more collaborative behavior among learners, allowing them to interact more confidently and constructively with their peers. Finally, "Enhancing Learners' Critical Thinking" showed a

significant improvement as well, rising from M = 2.7220 to M = 4.5683, with a t-value of 19.53 and a p-value of 0.000 ($p < 0.01$).

This finding indicates that the circular response effectively developed students' ability to think critically and reflectively about classroom topics, encouraging deeper cognitive engagement. Since all p-values were below the 0.05 threshold, no variables were found to be non-significant. This means that each area of learner engagement measured in the study showed meaningful improvement after the use of the circular response strategy. The findings show a significant improvement in "Learners' Engagement in Discussion" after using the Circular Response Learning Strategy, which is consistent with research indicating that structured classroom interactions can significantly enhance student participation in discussions (Brown et al., 2020). Such strategies promote a deeper level of engagement by creating opportunities for all students to express their thoughts openly. Peer-led learning strategies contribute significantly to increasing student participation and motivation in class (Li et al., 2021). Collaborative learning environments significantly boost peer interaction, fostering more constructive exchanges among students (Nguyen et al., 2022).

This finding emphasizes the importance of creating collaborative spaces where students can work together, enhancing their social and academic engagement. Active learning strategies, such as the circular response method, effectively foster critical thinking by engaging students in deeper cognitive processes (Thomas et al., 2023). This result underscores the potential of active learning techniques to stimulate reflective thinking and improve students' ability to analyze and synthesize information.

The implications of these findings are both encouraging and action-oriented. For school administrators, subject coordinators, and classroom teachers, the data strongly support the continued use and even expansion of circular response strategies. The method has clearly enhanced participation, peer interaction, discussion quality, and critical thinking among students. To sustain this momentum, it is recommended that regular circular response sessions be integrated into weekly lessons. Professional development workshops may also be conducted to train teachers in applying this technique effectively. Additionally, peer-led discussion groups, reflection journals, and structured collaborative activities can be introduced to further support the gains observed.

Table 6 *Significant* Difference Between the Level of Learners' Engagement in English Before the Implementation of the Circular Response Learning Strategy Based on Rubric Assessment Scores

Constructs	Mean		Test Statistics	
	(Pre-test	**Post-test)**	**(t-value**	**p-value)**
A. Learners' Engagement in Discussion	1.79	4.50	-54.62	0.000
B. Encouragement of Learners to Participate	1.45	4.51	-57.99	0.000
C. Strengthening Peer Interaction Among Students	2.44	4.53	-25.13	0.000
D. Enhancing Learners' Critical Thinking	2.72	4.57	-19.53	0.000

Ho: There is no significant difference between learners' engagement before and after integrating circular response

Note: **p<0.01 (Highly Significant); *p<0.05 (Significant); p>0.05 (Not significant)

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This action research aimed to enhance Grade 10 learners' engagement in English through the use of the Circular Response Learning Strategy in one of the public secondary schools in Ozamiz City. Specifically, the study's objectives were to: (1) determine the level of learners' engagement in English before the

implementation of the Circular Response Learning Strategy based on rubric assessment; (2) determine the level of learners' engagement in English after the implementation of the Circular Response Learning Strategy based on rubric assessment; (3) determine the level of learners' engagement in English before the implementation of the Circular Response Learning Strategy based on checklist observation; (4) determine the level of learners' engagement in English after the implementation of the Circular Response Learning Strategy based on checklist observation; (5) explore the significant difference in learners' level of engagement in English before and after the implementation of the Circular Response Learning Strategy based on rubric assessment scores; and (6) explore the significant difference in learners' level of engagement in English before and after the implementation of the Circular Response Learning Strategy based on checklist observation results.

The study employed a quantitative approach using a single-group pretest-posttest design to evaluate the effectiveness of the Circular Response Learning Strategy. The 41 participants were selected through purposive sampling and were Grade 10 students enrolled for the school year 2024–2025 in one public secondary school in Ozamiz City. Data were gathered through a researcher-made engagement rubric and observation checklist, along with validated lesson plans that integrated the Circular Response Learning Strategy. To ensure accurate analysis, the data collected were analyzed using Minitab statistical software.

The statistical tools used included Frequency and Percentage to describe the distribution of learners' scores and responses, offering a clear overview of engagement levels before and after the strategy's implementation. Mean and Standard Deviation were utilized to measure the average engagement level and the variability in learners' performance. Lastly, a paired t-test was conducted to determine whether there was a statistically significant difference in learners' engagement in English before and after the implementation of the Circular Response Learning Strategy.

Findings

The following were the key findings of the study:

1. Before the implementation of the Circular Response Learning Strategy, students showed low engagement in English classes, as reflected in their minimal participation in discussions and lack of interest in group activities.

2. After the implementation of the Circular Response Learning Strategy, students demonstrated significantly higher engagement, actively participating in class discussions and collaborative tasks.

3. The study revealed a statistically significant improvement in student engagement. Following the use of the Circular Response Learning Strategy.

4. The strategy also led to increased student confidence, with learners more willing to speak during lessons and contribute their ideas during group discussions.

5. A positive change in students' attitudes toward learning was observed, with many reporting greater enjoyment and interest in English lessons after the strategy was introduced.

6. The Circular Response Learning Strategy fostered a more collaborative classroom environment, as students became more cooperative and interactive during group activities, which enhanced their understanding of the subject matter.

Conclusions

Based on the findings, the following conclusions are drawn:

1. Students exhibited low engagement in English lessons before implementing the Circular Response Learning Strategy, indicating a need for more effective instructional approaches.

2. The Circular Response Learning Strategy significantly improved student engagement by encouraging active participation during lessons.

3. A statistically significant increase in student involvement after its implementation supports the strategy's effectiveness.

4. The strategy enhanced students' confidence, making them more willing to express their ideas and participate in class discussions.

5. A positive shift in students' attitudes toward learning was observed, with students showing greater interest and enjoyment in English activities.

6. The strategy fostered a more collaborative and supportive classroom environment, improving students' cooperation and understanding of the subject matter.

Recommendations

Based on the findings and conclusions, it is recommended that:

1. English teachers may continue using the Circular Response Learning Strategy in their lessons to sustain and further enhance student engagement and participation.

2. Teachers customize the Circular Response Learning Strategy to address different learning styles, ensuring that the strategy meets the diverse needs of all students for better engagement outcomes.

3. Educators regularly monitor student engagement through checklists or observation tools to evaluate the ongoing effectiveness of the Circular Response Learning Strategy and identify areas for improvement.

4. Teachers increase the use of group activities and peer collaboration in lessons, as these approaches promote a supportive and interactive learning environment.

5. Students should be given opportunities to reflect and self-assess their participation and engagement, reinforcing their confidence and ownership of the learning process.

6. School administrators consider implementing interactive learning strategies similar to the Circular Response Learning Strategy across other subjects to enhance engagement and collaboration throughout the curriculum.

7. Future researchers explore the application and effectiveness of the Circular Response Learning Strategy in other subjects or different educational settings to further validate and expand its benefits.

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