# Utilizing Japanese Tokkatsu Core Activities toDevelop Preparatory School Students' EFL Productive Skills and School Engagement

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# توظيف محـور أنشطة التوكاتسـو اليابانية لتنمية المهارات الإنتاجيـة باللغة الإنجليزية والإندمــاج المدرسي لدى طلاب المرحلة الإعدادية

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**مستخلص**

هـدفت الدراسـة الحاليـة إلـى تنميـة المهـارات الإنتاجيـة باللغـة الإنجليزيـة (التحـدث والكتابة) وزيادة الإندماج المدرسي لدى طلاب الصف الأول الإعدادي بمدرسة ٦ أكتوبر الإعدادية بمنيا القمح ، وذلك بتوظيف محور أنشطة التوكاتسو اليابانية. وطُبقت الدراسة علـى عينـة قِوامهـا أربعـة ثمانـون طالبـاً ، مقسمين عشـوائياً إلـى مجموعتين متساويتين ، مجموعـة تجريبيـة (٤٢) درسـت باستخدام محـور أنشطة التوكاتسو ، ومجموعـة ضـابطة (٤٢) تلقّـت التدريس المعتـاد. تبنذـت الدراسـة المنهـج شـبه التجريبـي ، واستخدمت الدراسـة أدوات تمثّلـت فـي اختبـار المهـارات الإنتاجيـة ذو شـقّين (أحدهما لقيـاس التحـدث والآخـر لقيـاس الكتابـة) ، ومقيـاس لقيـاس الإنـدماج المدرسي (أعـدّهم الباحث). وأجريت الدراسـة **اختبـار(ت)** للمقارنـة بين متوسطات المجموعتين المشـاركتين في الدراسـة ، كمـا أُجريت معادلـة 'بـلاك' للتحقـق من فاعليـة الأنشطة المستخدمة. وأسفرت نتائج الدراسـة عـن فروق دالة إحصائياً بين متوسطات درجات التطبيق القبلي والبعدي لاختبارات الدراسة للمجموعة التجريبيـة لصالح التطبيق البعدي ، كمـا وجدت فروق دالة حصائياً بين متوسطات درجات طـلاب المجموعـة التجريبيـة والمجموعـة الضابطـة فـي التطبيق البعدي لاختبـارات الدراسـة لصـالح المجموعـة التجريبيـة. وأثبتت نتائج الدراسـة أن توظيف محـور أنشطة التوكاتسو اليابانيـة فعّـالاً فـي تنميـة المهـارات الإنتاجيـة باللغـة الإنجليزيـة (التحـدث والكتابـة) وزيادة الإندماج المدرسي لدى طلاب الصف الأول الإعدادي.

**الكلمـات المفتاحيـة** : أنشـطة التوكاتسـو – المهـارات الإنتاجيـة باللغـة الإنجليزيـة – الإندماج المدرسي.

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**Abstract**

Thecurrent study aimed to examine the effect of utilizing Japanese Tokkatsu core activities to enhance EFL productive skills (speaking and writing) and school engagement among Egyptian governmental preparatory school students. A sample of eighty-four (n=84) first-year preparatory students was randomly assigned to: an experimental group (n=42) taught via utilizingTokkatsu core activities and a control group (n=42) taught through regular methods. Using a quasi-experimental design, the study applied a pre-post productive skills test (measuring speaking and writing) and a school engagement scale to gather data. Statistical analysis, including independent and pairedt-tests and Black's formula, was calculated to compare the study groups assessments. Results revealed that the Tokkatsu-treatment group significantly outperformed the control group in the overall EFL productive skills test and its individual components. Additionally, the experimental group outperformed the control group in the overall school engagement and in two dimensions, i.e. emotional and agentic. However, there were NON-significant improvements in the other two dimensions, i.e., behavioral and cognitive. The findings proved the effectiveness of Tokkatsu core activities in promoting the targeted language skills and some dimensions school engagement for preparatory pupils.

**Key Words:**Tokkatsu Core Activities – EFLProductive Skills – School Engagement

**Introduction**

The realm of English as a Foreign Language (EFL) pedagogy, holds a central and yet arguably pivotal role for the cultivation of productive skills – speaking and writing –. These skills, which do not exist utterly or independently from receptive skills, transcend mere linguistic competence, representing the learner's ability to actively generate language, articulate thoughts, and engage in meaningful communication within diverse learning contexts. While receptive skills are passive skills, which do not compel a learner to produce language, productive skills are active skills which need more endeavor to construct various language forms. Moving beyond the receptive domains of listening and reading, effective instruction of productive skills necessitates a sophisticated understanding of the cognitive and communicative language demands placed upon EFL learners. Accordingly, the exploration of the multifaceted nature of teaching and learning EFL productive skills should consider not only the pedagogical approaches which enhancethe targeted development but also the inherent challenges and the ultimate objective of empowering learners to become confident and competent language communicators, producers and generators in EFL.

Additionally, teaching and learning EFL productive skills,speaking and writing, are fundamental components of language development, as they enable learners to actively communicate and express their ideas in English. These skills are not only essential for effective interaction in various social, academic, and professional contexts but also serve as a means of reinforcing language proficiency in both fluency and accuracy. While receptive skills (listening and reading) allow learners to absorb language input, productive skills require them to apply their knowledge actively, using appropriate vocabulary items, correct grammatical

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rules, and intelligiblepronunciation in real-world situations(Golkovaa&Hubackova, 2014; Nunan; 2021).

Teaching EFL productive skills involves a variety of approaches, strategies and techniques, including task-based learning, communicative activities, and interactive exercises, all of which aim to foster students' ability to communicate ideas, convey meaning, construct coherent arguments, and develop confidence in expressing themselves in English. Furthermore, the development of these skills often reflects the broader goals of language education and development, including fostering socio-cultural awareness and encouraging the transfer of language knowledge to authentic contexts in the target language(Rajab, 2013; Riswanto, Teferi, &Ibrahim, 2023).

That's why EFL instruction occupies a central place in modern education due to the global prominence of English as a lingua franca. Among the EFL competences, speaking and writing stand out as essential productive skills. Speaking facilitates effective articulation, interaction, and dialogue in both academic and social contexts, while writing fosters discourse, critical thinking, creativity, and structured communication. Together, these skills underpin successful cultural and academic exchanges, empowering students to navigate diverse settings. In Egypt, strengthening students' productive EFL skills during the preparatory stage is a key component of the curriculum, reflecting the national commitment to equipping learners with the abilities necessary to seize global opportunities (Abd El-Wahab, 2022; Hammad, 2024).

*School Engagement*as a term is mainly used interchangeably with*Student Engagement*;it represents a critical component within the broader framework of academic enablers, often used synonymously with Student Engagement, which serves as a mediating mechanism between instructional practices and academic achievement. This relationship highlights engagement's fundamental

role in translating educational inputs into successful learning outcomes. Contemporary conceptualizations define engagement as a multidimensional meta-construct encompassing behavioral, cognitive, emotional, and increasingly, social dimensions that interact dynamically to influence learning processes (Acosta-Gonzaga, 2023; Joshi et al., 2022).

Academic enablers—alternatively termed non-cognitive or nonacademic skills—represent a constellation of attitudes, behaviors, and social-emotional competencies that facilitate academic learning and achievement. These enablers function as catalysts that enhance students' receptivity to instruction and optimize their capacity to benefit from educational opportunities. The significance of these enablers has been substantiated through extensive research demonstrating their positive impact on educational attainment, persistence, and overall academic success (Jenkins &Demaray, 2015). They represent critical facilitators of educational success that extend beyond traditional academic skills. DiPerna and Elliott's influential model conceptualizes these enablers as essential components working synergistically with academic skills to optimize learning outcomes. Contemporary research validates that academic enablers often demonstrate stronger predictive power for academic performance than cognitive abilities alone, particularly in EFL education contexts (DiPerna& Elliott, 2002; DiPerna, Volpe & Elliott, 2005).

The behavioral dimension manifests through observable participation and task-oriented actions; cognitive engagement involves metacognitive strategies and self-regulated learning approaches; emotional engagement encompasses affective responses and identification with school; while social engagement reflects interpersonal connections within the educational environment. Research demonstrates that these dimensions are interdependent rather than isolated constructs, collectively shaping students'

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educational experiences and outcomes (Wang &Degol, 2014; Wang &Eccles, 2012).

The role of school engagement in achieving the intended learning outcomes cannot be overstated. Defined as the active participation of students in academic, social, and emotional aspects of school life, engagement has been linked to improved academic performance, enhanced wellall-rounded-being and steady development of vital social skills (Fredricks, Blumenfeld,& Pairs,2004). Engaged students exhibit greater motivation, a stronger sense of belongingness, and an increased commitment to their learningdevelopment and progress. Despite its importance, traditional educational practices in Egypt have often struggled to foster high levels of engagement, pointing to the urgent need for innovative and student-centered approaches which can capture the student and keep them attendant in the schooling practices continually and regularly (Abdelsamea&Prat, 2016).

To address these challenges, the adoption of Japanese Tokkatsu core activities offers a promising pathway and outlet simultaneously. Tokkatsu, a holistic education model, emphasizes the development of students' social, emotional, and academic skills through collaborative and interactive activities. The Tokkatsu model represents a comprehensive framework of Japanese special activities that has gained significant international recognition for its holistic approach to education. Contemporary research establishes Tokkatsu, formally known as tokubetsukatsudo (special activities), as a systematic educational framework comprising four fundamental components: classroom activities, student council activities, club activities, and school events (Tsuneyoshi, 2024). This multidimensional structure encompasses diverse educational experiences including daily classroom management activities, student leadership opportunities through council participation, extracurricular engagement through club memberships, and

community-building events such as entrance ceremonies, graduation ceremonies, sports festivals, cultural festivals, evacuation drills, and community service initiatives(Tsuneyoshi, 2018).Accordingly, it can be adapted to be applicable for advancing EFL productive skills and also increasing student engagement (Tsuneyoshi, Sugita, Kusanagi, & Takahashi, 2020).

Studies, such as those by Komoto (2015a) andKomoto (2015b) have highlighted the efficacy of Tokkatsu in enhancing teamwork, communication, and student engagement. Going ahead in improving such efficacy, a study by Eskasasnanda (2020) implemented Tokkatsu activities to promote face-to-face interaction in the current time of social-media-dominated contexts.

In the Egyptian context, recent researches by El Sayed (2023), Mostafa (2021a; 2021b) and Nasser (2023) have demonstrated Tokkatsu's potential in improving creative language use and advancingEnglish communication skills andsocial competence. Within a broader landscape, Haggag (2023) used a holistic training module based on Tokkatsu to develop some aspects of pre-service teachers' knowledge related to planning English lessons which were practice-oriented. All these targeted EFL language competences align with Egypt's Vision 2030 goals of cultivating innovative and well-rounded citizens.

This study examined the integration of Tokkatsu core activities into Egyptian governmental preparatory schools to enhance EFL productive skills and increase school engagement among the students at this stage. Addressing these dual purposes, the research aimed to provide hopefully valuable insights into the transformative potential of Tokkatsu-based methods, advancing a student-centered approach to learning practices and their involvement within school contexts. The findings are expected to contribute to the growing body of evidence supporting innovative and culturally relevant

educational practices that promote not only academic achievement but also the holistic growth of students in the preparatory schools.

## Context of the Problem

A pilot study was carried out involving a sample of 125 first-year preparatory school students across four classes randomly chosen. Participants were tasked with completing a productive skills test consisting of both a speaking task and a writing task, alongside a mini-questionnaire designed to assess their level of school engagement. This preliminary investigation aimed to confirm the existence of underlying issues related to the students' academic skills, engagement and commitment. Results indicated that 74.6% of the participants demonstrated inadequate performance in the productive skills test, with particular deficiencies noted in both speaking and writing tasks. Furthermore, the participants' responses to the mini-questionnaire revealed a troubling trend of low engagement levels particularly the emotional aspect, suggesting a lack of involvement and interest in academic activities and assignments. This preliminary investigation clearly established that the students faced significant challenges in their EFL productive skills, thereby highlighting the pressing and urgent need for targeted interventions to enhance both their language productive abilities and overall school engagement.

The extensive body of empirical research reviewed demonstrates consistent patterns of difficulties experienced by EFL preparatory school students, particularly Arab and Egyptian learners, in developing productive skills and maintaining school engagement. Early investigations by Rajab (2013) identified fundamental challenges in speaking and writing among Arab EFL undergraduates, establishing a foundation for understanding the persistent nature of productive skill deficiencies in this population. Building on this foundational work, Giad (2020) conducted a comprehensive case study of Egyptian primary school students'

speaking difficulties, revealing that inappropriate sentence formation and mispronunciation constituted the most prevalent linguistic challenges, while psychological factors such as shyness and anxiety, combined with technical pedagogical issues including inadequate speaking activities within the EFL curriculum and excessive reliance on learners' first language during instruction, significantly contributed to these difficulties. Dehham, Bairamani, andShreeb's (2021) subsequent quantitative research revealed that merely 40 percent of Iraqi preparatory students succeeded in speaking assessments, with grammatical infractions (70%), phonological mistakes (13%), and improper vocabulary usage (17%) identified as the principal sources of difficulty. In the same year, Jahara and Abdelrady (2021) recorded particular pronunciation difficulties among Arab EFL learners, thereby underscoring the phonetic aspect of speaking challenges. Faqihi's (2022) study of Saudi EFL students found a strong link between higher speaking anxiety and lower socio-economic status, showing how emotional factors can affect oral performance. Recent intervention studies in 2024 have concentrated on novel pedagogical strategies.Basha (2024) emphasized persistent fluency deficiencies and sub-skill gaps—specifically in mechanical skills, language utilization, and evaluative capabilities—among preparatory students; Kandeel (2024) demonstrated that an Interactive Multimedia Program markedly improved speaking performance and learner motivation in Egyptian preparatory classrooms; and Gohar (2024) indicated that service-learning methodologies successfully enhanced EFL productive skills among faculty of education students, showcasing the efficacy of community-engaged pedagogies.

Previous research on EFL writing difficulties demonstrates a developing comprehension of the complex challenges encountered by learners in various contexts. Al-Buainain (2007) first made a full

list of common writing mistakes that EFL students make, such as grammatical errors, punctuation mistakes, and lexical errors. Ahmed (2010) expanded upon this foundational research by conducting an extensive doctoral study on the essay writing challenges faced by Egyptian student teachers, pinpointing particular issues associated with planning, coherence, cohesion, stylistic decisions, lexical usage, and technical elements such as grammar, punctuation, spelling, and revision methodologies. Rass (2015) made additional contributions by analyzing paragraph-level writing, highlighting challenges in creating well-structured and cohesive paragraphs. Abdelmohsen (2022) conducted a comprehensive study involving 598 Omani EFL students and 54 teachers, focusing on error sources. The study revealed that intra-lingual errors—those arising from target language interference—were more prevalent than inter-lingual errors. However, teachers frequently encountered difficulties in accurately identifying and addressing these errors. Recent research conducted by Sabti, Hassan, Turki, and Hummadi (2024) examined the affective dimension, revealing that writing anxiety—encompassing somatic, avoidance, and cognitive components—substantially influenced Iraqi undergraduates' attitudes toward writing, with avoidance behavior having the most pronounced effect. Intervention studies have also emerged, with Dhanapal and Agab (2023) attempting to address specific writing difficulties through targeted strategies, and Kandi (2023)exploring persistent challenges among Arab undergraduate students, particularly in sentence structure, coherence, and vocabulary use. This chronological progression highlights a transition from error cataloging to comprehending emotional factors and formulating targeted pedagogical interventions to enhance writing proficiency across various EFL contexts.

Furthermore, a systematic review by McClain (2020) examined school engagement strategies in relation to writing performance

among high school students. The findings illustrated a strong correlation between students' engagement in writing tasks and their academic writing outcomes. The review emphasized the importance of fostering a more engaging writing curriculum that promotes active participation and develops a sense of ownership over writing, ultimately leading to improved writing skills.Dewaele and Li (2021) investigated the influence of teacher enthusiasm on students' social and behavioral engagement in EFL classrooms, discovering that elevated levels of instructor affective display were associated with enhanced learner participation and interaction. Mekki, Ismail, and Hamdan (2023) utilized a mixed-method approach involving 60 second-year preparatory students and 20 EFL teachers in Sohag City, Egypt, uncovering significant student disengagement in English lessons; conventional teaching methods failed to encourage active participation or foster positive attitudes towards language acquisition.

This review examines key studies that provide evidence-based insights into the multifaceted difficulties encountered by EFL learners in these language aspects and student learning engagement. Moreover, it highlights the scholar research gaps in EFL productive skills as an overall language output, in learning engagement of the learners, and in targeting preparatory school pupils.

**Statement of the Problem**

The problem under investigation could be worded in this statement; 'EFL first-grade preparatory school pupils had some observable deficiencies and recurrent weaknesses in EFL productive skills (speaking and writing) and a low level of their school engagement.'Therefore, the study tried to answer these questions:

1. What is the effect of utilizing Tokkatsucore activities on developing EFL productive skills (speaking and writing) for first-grade preparatory school pupils?

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2. What is the effect of utilizing Tokkatsucore activities on fostering school engagement for first-grade preparatory school pupils?

## Hypotheses of the Study

The study hypothesized:

1. There are statistically significant differences between the means of Tokkatsu-treatment group and those of the control one in the post-assessment of the overall EFL Productive Skills (Speaking and Writing) favoring Tokkatsu-treatment group.

2. There are statistically significant differences between the means of Tokkatsu-treatment group in the pre- and post-assessments of the overall EFL Productive skills (Speaking and Writing) favoring the post-assessment.

3. There are statistically significant differences between Tokkatsu-treatment group's mean scores and those of the control group on the post-assessment of the school engagement scale favoring Tokkatsu-treatment group.

4. There are statistically significant differences between Tokkatsu-treatment group's mean scores on the pre-post assessments of the school engagement scale favoring the post-assessment.

5. Tokkatsu core activities are effective in developing EFL productive skills (wholly and dimensionally) and in increasing their school engagement among preparatory school students.

## Significance of the Study

As this study examines potential applicability of Tokkatsucore activities within public governmental schools, it is poised to give some valuable insights for EFL teaching and learning practices. Its findings are expected to significantly aid English curriculum designers and developers in flexibly adapting and implementing these activities, thereby facilitating the planning and structuring of curricula outcomes tailored for EFL learners across various educational levels and grades. Additionally, the study holds the potential to enhance school engagement among first-grade preparatory students, as diverse and interactive Tokkatsu activities can create a supportive learning environment which fosters interest, motivation, and involvement in language learning and practice. By equipping these young learners with effective interactive strategies for both speaking and writing, the study aims to improve their participation in language classrooms and bolster their overall success in mastering English language. Ultimately, the insights derived from this study may contribute to a more dynamic and engaging educational experience for EFL students, promoting their long-term academic development and enthusiasm for learning.

## Definition of Terms

### TokkatsuCore Activities

Tokkatsu activities represent a structured and adaptable framework of school-based group activities that combines cognitive and non‑cognitive learning, highlighting student agency and experiential learning through co-inquiry, reflection, and community involvement (Mostafa, 2021a).

Operationally, *Tokkatsu Core Activities* are defined as the pivotal learning activities and tasks of the Japanese Activity Modeltargeting holistic development (academic and personal) of the learner; these activities are categorized into: pivotal, basic, and

specific; each is flexibly adapted and tailored to be viable for governmental preparatory stagepupils and applicable in EFL language classroom within public school contexts.

### EFL Productive Skills

They indicate the ability to express oneself through both verbal and written forms of language, necessitating the integration of vocabulary, grammar, and context-specific expressions (Nation & Newton, 2020).

Operationally, *EFL Productive Skills* -comprising speaking and writing- refer to the active linguistic abilities to use and produce language, generate spoken and written language outputs in order to construct and convey meaning using appropriate linguistic forms intelligibly and coherently. These skills empower learners to express themselves, thoughts, opinions, and emotions in English through and during accomplishing some curricular and co-curricular learning tasks and activities. EFL *Speaking Skill*is, operationally, defined as the first-grade preparatory school students' ability to produce English verbally and intelligibly expressing themselves, articulating their ideas, engaging in conversations using appropriate linguistic forms (structures and lexis) and proper communicative roles while accomplishing some scholastic tasks through a variety of planned and structured activities. EFL *Writing Skill* is, operationally, defined as the first-grade preparatory students' ability to construct and compose coherent and cohesive English written texts using correct linguistic forms for various purposes through planned activities textured with their formal curriculum.

### School Engagement

It refers to the extent of students' investment, motivation, and willingness to engage in learning and associated school activities, which includes behavioral, emotional, and cognitive components

that together forecast academic achievement and enduring educational results(Li &Carini, 2019).

Operationally, ***School Engagement*** is a multifaceted concept of a student's active and sustained participation and intentional involvement and dedicationwithin school activities and contexts. It encompasses four main components, namely, ***behavioral engagement*** which refers to observable conducts of a student pertaining attendance, partnership and punctuality in assignments completion; ***cognitive engagement*** referring to the students active involvement and intentional endeavor in academic tasks from planning to execution; ***emotional engagement*** which is conceptualized as the positive enthusiastic sense of belongingness and the quality of the interpersonal relationships settled with peers and instructors; and finally, ***agentic engagement*** standing for the student's initiative, and proactive role and responsibility in his/her learning, comprising the ability to plan, design and modify some learning tasks and activities.

## Literature Review

In the initial stages of foreign language learning, learners are inevitably and often implicitly exposed to both receptive and productive skill domains. As previously established, productive skills or active skills encompass information transmission and generation and conveyance of meaning by a language user through spoken or written modalities. Crucially, the development of productive skills is predicated upon a foundation of receptive competence. Receptive knowledge, in general, exemplified by listening and reading, serves as a foundational precursor to the active deployment of grammatical structures, lexical items, and phonological patterns acquired in the target language (Bachiri&Oifaa; 2020; Nayman&Bavlı, 2022).This principle holds true across all languages studied, underscoring the inherent interdependence of these skill types and highlighting their mutually

constitutive and constructivist nature. In the typical learning contexts, receptive skills generally precede and subsequently inform practical counterpart application of these productive skills. Consequently, a learning process deficiency in either skill domain will inevitably lead to incomplete or suboptimal language proficiency (Golkovaa&Hubackova, 2014; Richards &Renandya, 2019).

The reciprocal relationship between speaking and writing are clearly realized and recognized by experienced foreign language learnersand users as well. Both of which necessitate adherence to grammatical conventions, appropriate lexical usage, and a degree of linguistic accuracy. These elements are fundamental to both productive skills. Contemporary language pedagogy increasingly prioritizes the development of communicative competence over a strict focus on accuracy in isolation. Accordingly, many instructors favor communicative activities designed to foster learners' ability to use language effectively in authentic contexts (Nayman&Bavlı, 2022; Tófalo&Sollier, 2017). The classroom environment and overall learning situations are recognized as crucial factors in successful language teaching and learning, and are highly perceived and valued by students who consider them the main setting for practicing productive skills. Effective experienced instructors, seeking to maintain learner engagement, elicit meaningful responses, and employ a diverse range of speaking and writing activities in appropriate and planned communicative situations. For the sake of pedagogical efficacy, the content of such planned lessons should comprise generalized activities embedded with a set of tailored exercises which are suitable for each specific group of learners with particular objectives pre-specified (Burns & Siegel, 2018;Nunan, 2021)

Productive skills, encompassing both speaking and writing, are integral to effective communication and language proficiency.

According to Nation and Newton (2020), these skills involve not merely the verbal and written expression of language but also the integration of vocabulary, grammar, and context-specific expressions, which emphasize their complexity in the sphere of EFL. Speaking is recognized as the ability to use spoken language fluently and accurately across diverse contexts (Nunan, 2021), highlighting the importance of balancing fluency with accuracy in formal planned output and in real-time interactions. Similarly, writing is defined as the process of structuring language into coherent texts that serve specific communicative purposes, with elements like organization, coherence, and grammatical accuracy being critical (Hyland, 2021). Burns and Siegel (2018) stress the interplay between speaking and writing, suggesting that these productive skills often complement and reinforce one another, thereby contributing to a holistic understanding of language use.

Productive skills are also deeply influenced by contextual factors; Richards and Renandya (2019) describe them as abilities to create meaningful and culturally appropriate language outputs, underscoring the necessity of adapting language to suit varied social situations. Moreover, Schmidt and Watanabe (2019) highlight the interactive nature of productive skills development, emphasizing feedback reception and subsequent adjustments as pivotal in refining language production and communication effectiveness. Liu (2020) connects productive skills to learner autonomy, presenting them as tools for independently generating language and fostering self-efficacy beyond structured learning settings. Li and Hafner(2022) advocate for integrating productive vocabulary items with receptive ones, such as obtained fromlistening and reading, to enhance overall communication proficiency in a foreign language. They argue that productive skills thrive when learners draw on insights gained from these complementary abilities.

From another perspective, cultural competence is another critical dimension, as Zhang (2021) defines productive skills as the linguistic and cultural knowledge necessary to convey messages appropriately across sociocultural contexts, thus extending the concept of effective communication beyond linguistic accuracy to include social and cultural understanding through producing various and proper language forms. Lastly, Dörnyei (2020) highlights the emotional dimensions of productive skills, noting that factors such as confidence, motivation, and attitudes significantly affect learners' engagement in speaking and writing tasks. Collectively, these definitions illustrate the multifaceted nature of productive skills, incorporating linguistic, psychological, and sociocultural dimensions. This evolving understanding underscores the importance of addressing various factors -context, feedback, autonomy, cultural competence, and emotional engagement-in nurturing learners' ability to use/produce language and communicate effectively in both academic and real-world settings.

For EFL learners, the development of speaking skill, a core productive one, is frequently a primary learning objective and outcome as well. Indeed, the majority of EFL learners aim to communicate effectively using good spoken English, which is often a great interest for them. Consequently, instructors in EFL contexts should prioritize the cultivation of speaking ability, recognizing its instrumental value in enabling learners to generate meaningful utterances in communicative interactions. Speaking, in essence, is understood as the purposeful and intentional utilization of language to articulate meaning, thereby facilitating intelligibility and comprehensibility between speakers and listeners (Kazemi&Tavassoli, 2020; Mohammadi&Enayati, 2018).

Speaking is acknowledged within applied linguistics as a dynamic, participatory, interactive, and contextualized communicative situation. Beyond its transactional function, spoken

language plays an essential role in empowering individuals to establish and sustain social relationships, articulate affective states, and express their personal identities. Indeed, perceived success in foreign language learning and development is often predicated upon the learner's demonstrable ability to engage in conversational discourse in the target language. For many learners, achieving proficiency in speaking is considered the paramount objective and, arguably, and because of its tangibility, the most challenging aspect of language proficiency. The complexity of speaking stems from its integrated nature, requiring learners to effectively orchestrate a range of linguistic competences. Such competencesencompass grammatical accuracy, phonological control, lexical breadth, comprehension skills, and fluency, to achieve successful, intelligible and coherent communicative output. Therefore, a holistic approach for developing speaking skills and sub-skills necessitates attention to these interconnected facets (Fulcher& Davidson, 2006; Riswanto, etal, 2023).

Writing ability constitutes the second primary productive skill, and is also posited to be influenced by Discourse Analysis. Writing skills are recognized as an essential modality for communication, enabling individuals to articulate their thoughts, emotions, and perspectives in different written formats. The concept of "writing" has garnered considerable scholarly attention across various disciplines. Writing is understood as a dualistic activity, encompassing both psychomotor and cognitive processes. Fundamentally, writing involves the physical process of transcribing ideas or linguistic units onto a tangible medium. Concurrently, it represents a complex cognitive endeavor, requiring the generation of ideas, strategic consideration of their effective conveyance, and the structured organization of these ideas into coherent sentences and paragraphs accessible to a target readership (Nayman&Bavlı, 2022; Riswanto, et.al, 2023).

Writing can also be conceptualized as a process, encompassing a series of stages undertaken by a writer to produce a finished text. This process typically involves four primary phases: planning, drafting, revising, and creating the final form. Within this framework, according to Richard and Schmidt (2002), writing is viewed not merely as a singular act, but rather as the culmination of intricate and complex procedures encompassing planning with ideation, composition, evaluation, and revision. More contemporary perspectives in the field have broadened the understanding of writing to incorporate its inherent social dimension. Thus, writing as a linguistic generating procedure is now recognized as both a sophisticated cognitive skill and a fundamentally social practice. It serves as a demonstration of the writer's communicative competence and subject matter expertise. Acquiring and refining writing skills, particularly in foreign language contexts such as English, presents a significant pedagogical challenge for both learners and educators due to its multifaceted nature (Chowdhury&Zannat, 2021; Riswanto, et.al, 2023; Shokrpour&Fallazadeh, 2007).

In language learning, writing is commonly observed as the final skill to be developed, typically following listening, speaking, and reading. Despite this developmental sequence, writing skill is often perceived and recognized as the most demanding skill for novice EFL learners to master. Learners frequently encounter difficulties with writing even in their first language, and these challenges are significantly amplified when writing in English. This inherent complexity of writing acquisition, particularly in a non-native language context, has been a subject of considerable scholarly discussion and investigation within the fields of applied linguistics and language pedagogy (Chowdhury&Zannat, 2021; Nayman&Bavlı, 2022; Ngoc Anh, 2019).

Developing and advancing EFL productive skills, and for the sake of long-term learning transfer of the learning outcomes of

productive skills, effective teaching and practice, particularly speaking, is a key objective, achievable through diverse activities. For beginners, activities linking speaking and writing are beneficial, including topical word lists, everyday phrase practice in short dialogues and role-plays (like phone calls), and picture-based games. Individual writing tasks for beginners can include diaries, picture labeling, and comic strip word bubbles. As learners advance, activities should become more complex, incorporating specialized vocabulary and advanced versions of initial tasks. Effective activities for advanced learners include complex role-plays emphasizing grammar and vocabulary, descriptive writing on real-world issues, and oral summaries of media like films or books. Crucially, teacher evaluation and feedback are vital for learner progress, focusing on content clarity, originality, organization, delivery, and goal attainment. Evaluation sheets are useful tools, and incorporating student self-evaluation, compared with teacher assessment, can provide valuable and sometimes unexpected insights into learner progress and perception(Hammad, 2024; Golkovaa&Hubackova, 2014; Riswanto et al., 2023).

Fostering EFL speaking skills among learners is a multilayered process influenced by various characteristics that enhance communicative competence. Coherence and context awareness are fundamental components that enable learners to structure their speech logically and adapt to situational demands. Coherence, as highlighted by Cameron (2001), involves the logical flow of ideas and the effective use of cohesive devices, which are particularly essential for EFL learners who may struggle with structuring thoughts in a second language. Integrating real-life scenarios into teaching practices fosters learners' ability to use context-specific language effectively, enhancing their overall communication skills (Nishida, 2020). Furthermore, creativity and fluency are pivotal for expressing unique perspectives and maintaining natural

conversational flow. Creativity, according to Dörnyei (2009), fosters dynamic engagement, encouraging students to experiment with language use, while fluency, as noted by Hassan (2016), emphasizes the importance of consistent practice in achieving smooth and spontaneous speech. Combined, these skills help learners navigate the complexities of speaking in a foreign language.

Effective EFL speaking is further characterized by confidence, pronunciation, and interaction. Confidence, as MacIntyre and Gardner (1991) argue, is a significant factor that mitigates anxiety and motivates learners to engage actively. Supportive learning environments that encourage practice and provide constructive feedback can enhance self-efficacy and resilience in learners (Huang, 2020). Proper pronunciation, as Gilakjani and Sabouri (2016) point out, is critical for clarity and effective communication, with explicit instruction and exposure to native speaker models improving articulation and self-esteem. Interaction, highlighted by Swain (2000), is a cornerstone of communicative competence, providing opportunities for learners to negotiate meaning, receive feedback, and refine their speaking skills through social exchanges. Listening and cultural awareness are equally indispensable, as effective speaking requires active listening to understand conversational dynamics and cultural sensitivity to navigate diverse communication styles. Incorporating culturally immersive activities and emphasizing active listening in EFL instruction fosters a holistic approach to language learning, empowering students to develop the confidence, adaptability, and competence needed to communicate effectively in various contexts (Dörnyei, 2020; Zhang, 2021).

The development of EFL speaking skills is essential for preparatory school students, as it significantly impacts their overall language proficiency and communicative competence. Ahmed (2020) highlights that speaking skills are vital for career success and

personal development; his study emphasizes the importance of mastering these skills for effective communication. Additionally, Alruwili and Elsawy (2024) found that storytelling and narrative-based instruction improve students' oral language skills, including vocabulary, grammar, and fluency, which boosts their confidence and motivation to use the target language. Alamri (2018) further demonstrated that the use of online videos as supplementary materials enhances speaking abilities by exposing learners to authentic language use and diverse contexts, which is particularly beneficial in EFL settings. Thus, integrating varied and interactive activities into the EFL curriculum is crucial for developing students' speaking skills and preparing them for effective communication in both academic and real-world situations.

Previous studied confirmed more problems and much difficulty pertinent to EFL productive skills.Riswanto et al., (2023) explored cultivating EFL productive skills and attitude via the lens of two types of assessment, i.e. dynamic (DA) and non-dynamic (non-DA). The findings revealed a notable significant difference in the speaking and writing posttests of the participants in favor of the experimental group. Actually, the results of the study showed that on the speaking and writing posttests the dynamic assessment group outperformed the non-DA group. The results also showed that the DA group members had good opinions of the AD. It was found that progressing EFL students' English language learning effectively is by applying the DA in EFL sessions. The results of this study can convince educators to implement DA throughout their classroom activities and tasks.

In their examination of the challenges faced by non-native English speakers in developing speaking skills, Hu and Nation (2020) conducted a study involving international students enrolled in English language programs. Through a combination of questionnaires and interviews, the researchers found that students

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frequently struggled with fluency and pronunciation, which were compounded by anxiety during speaking tasks. The study highlighted the importance of targeted speaking practice and supportive learning environments to enhance students' confidence and competence in verbal communication.

Similarly, a study by Kormos and Trebits (2021) explored the speaking experiences of learners from diverse linguistic backgrounds. Their findings indicated that many students faced difficulties in spontaneous speech production, often attributing these challenges to limited vocabulary and grammatical uncertainties. Additionally, the researchers advocated for tailored communicative activities to promote active speaking, suggesting that such interventions could significantly improve the speaking proficiency of learners in academic contexts.

Furthermore, previous studies have underscored the multifaceted challenges faced by students in developing academic writing skills. For instance, an investigation by Aydin and Sariçoban (2014) explored the writing difficulties of non-native English-speaking students. Their findings revealed that these students struggled significantly with the areas of coherence and cohesion in their texts, which hindered their ability to effectively communicate their ideas. The research highlighted the necessity for targeted writing instruction to improve both the structural and stylistic aspects of their writing.

Likewise, a study conducted by Chen, Ruble & Zhang (2016) delved into international students' experiences in crafting academic texts. Through qualitative interviews, the researchers identified pervasive feelings of inadequacy and self-doubt regarding writing abilities among participants. This study accentuated the cultural and linguistic barriers that dampen the confidence of students in their writing endeavors, thereby calling for supportive measures in

educational institutions to enhance the writing capabilities of these learners.

Although studies have affirmed the importance of speaking skills to EFL learners (e.g., Abduh&Sulisworo, 2019; Cheng, Chen & Lee 2017), seldom research has been carried out on preparatory school students.Two studies have explored speaking skills among preparatory school students. The first study by Cheng, et al., (2017) investigated the impact of interactive speaking tasks on the speaking proficiency of 100 preparatory school students in Taiwan. The study employed a pre/post-test design, with students completing speaking tasks before and after the planned intervention. The results revealed significant improvement in students' speaking skills, particularly in fluency and accuracy, after participating in task-based interactive activities. The second study by Abduh and Sulisworo (2019) examined the effect of collaborative speaking tasks on the speaking abilities of 60 preparatory school students in Indonesia. The study used both qualitative and quantitative methods, including questionnaires, interviews, and pre- and post-test speaking assessments. The findings indicated that the collaborative tasks had a positive impact on the students' confidence and communication skills, especially in real-life situations. Both studies suggest that active engagement in speaking tasks is crucial for improving EFL speaking skills at the preparatory school level.

EFL writing skills encompass a range of characteristics that enable learners to effectively express ideas and communicate meaning in a second or foreign language. Among these, clarity and coherence stand out as essential elements of effective writing. According to Gibbons (2002), clarity entails using straightforward language and well-structured sentences to ensure the reader can easily grasp the intended message. Coherence, meanwhile, emphasizes the logical organization and natural flow of ideas throughout the text written. According to Khalil (2017), for

Egyptian preparatory school students learning EFL, achieving these qualities can be challenging due to the structural and syntactic differences between English and Arabic. Purposeful communication is another crucial feature; each piece of writing should serve a distinct function, such as informing, persuading, or entertaining. Hyland (2003) underscores the importance of understanding the writing task's intent, as this shapes the language, structure, and style employed. Abdelwahed (2019) highlights that when EFL learners in Egyptian preparatory schools recognize and align their writing with its intended purpose, they experience greater engagement and improved proficiency. Furthermore, creativity and originality are vital aspects of writing, allowing students to express unique and individualized perspectives. Gao and Zhang (2020) argue that fostering creative writing—such as storytelling or poetry—can promote "out-of-the-box" thinking. Khalil (2017) adds that encouraging imaginative expression in Egyptian EFL classrooms supports emotional growth and enhances linguistic competence as a whole.

Accuracy and precision are equally important, referring to the proper use of grammar, spelling, and punctuation. Graham andPerin (2007) and Richard and Renandya (2019) emphasize that these elements contribute to the professionalism of written work. However, achieving accuracy can be particularly challenging for Egyptian learners due to interference from native language structures (Khalil, 2017). Organization is another critical characteristic, as it ensures the logical presentation of ideas. Hyland (2003) highlights the importance of structuring writing with an introduction, body, and conclusion, alongside smooth transitions. This skill is especially significant for Egyptian students learning EFL, as it aids in presenting arguments clearly and persuasively (Gibbons, 2002)

Writing effectiveness can be further enhanced according to audience awareness, requiring writers to tailor their language, style, and content to the intended readers. The audience awareness fosters engagement by aligning the writer's intent with the audience's expectations concerning various written texts. Abdelwahed (2019) notes that educators can nurture this awareness in Egyptian EFL learners by designing activities that require identifying target audiences for various tasks. Additionally, reflective writing is integral to EFL writing, as it helps learners evaluate their strengths and weaknesses. Schmitt (2000) explains that reflection fosters metacognitive skills, enabling self-directed learning. Gao and Zhang (2020) highlight that reflective practices among Egyptian students much enhance personal and academic growth. Lastly, engagement with feedback is crucial, as it encourages learners to refine their skills and embrace continuous improvement. Graham and Perin (2007) assert that students who actively seek and respond to feedback, immediate or delayed, show greater progress in writingperformance. Khalil (2017) adds that a positive attitude toward feedback fosters resilience and motivation among Egyptian EFL learners, promoting sustained growth in writing proficiency.

Writing is the optimal outcome of EFL learning and progress, especially for preparatory school students, as it facilitates effective communication, critical thinking, and cultural awareness. Graham and Perin (2007) emphasized that writing skills enable students to express their ideas clearly, contributing to both academic success and personal growth. For EFL learners, proficiency in writing is essential for excelling in exams and assignments as some research clearly showed that strong writing abilities to better academic outcomes. For example, Hyland (2003) observed that writing fosters critical thinking, encouraging learners to analyze, evaluate, and articulate their viewpoints, which is invaluable in the Egyptian educational system. Gao and Zhang (2020) highlighted the role of

creative writing in nurturing self-expression and imagination, while Gibbons (2002) pointed out that culturally rich writing tasks promote intercultural understanding.

Furthermore, research emphasized that effective written communication is a critical skill for future career opportunities, underscoring the importance of mastering writing at an early stage. Khalil (2017) assured that reflective writing enhances personal development by fostering self-awareness; simultaneously, EFL writing integrates other skills as reading and listening, creating a holistic learning experience. Abdelwahed (2019) stressed the significance of digital writing, which equips students for modern communication landscapes, while Graham and Perin (2007) underscored that regular practice builds confidence and self-esteem, motivating students to improve their skills. Collectively, these studies highlight the weighty importance of EFL writing skills for preparatory school students in Egypt.

Although studies have affirmed the importance of writing skills to EFL learners (e.g., Denman&Al-Mahrooqi, 2018; Saleh, 2021; Sholah, 2019), few research has been carried out on preparatory school students or the so-called the intermediate learning level/stage. For instance, a study by Denman and Al-Mahrooqi(2015) attempted to improve writing skills for 60 preparatory school learners using process-based instruction. Their findings assured that integrating the process approach into writing curricula can enhance students' writing abilities.Similarly, Bewuket and Matebie (2019) confirmed thatprocess-genre approach significantly enhanced students' EFL writing performance. These studies and others underscore the effectiveness of process-oriented instructional methods in fostering English writing skills for preparatory school students.

The previously mentioned studies emphasize the value of process-oriented instructional approaches in enhancing students'

writing abilities at various educational levels. However, productive skills development does not occur in isolation; it is closely intertwined with students' broader engagement in their educational experiences. School engagement plays a pivotal role in fostering the cognitive, emotional, and behavioral conditions necessary for effective learning. This connection suggests that fostering school engagement can further amplify the benefits of targeted interventions in productive skills. Consequently, the next section explores the concept of school engagement, its dimensions, and its critical role in creating an environment conducive to the holistic development of EFL learners.

*School Engagement* is a multifaceted construct that encapsulates various dimensions essential for effective learning, including cognitive, emotional, and behavioral aspects. According to Finn and Zimmer (2012,p.506), school engagement can be defined as the degree of"attention, enthusiasm, and participation of each student in the academic environment or any learning setting". They emphasize the importance of students' active involvement in their learning processes as a whole. This definition highlights not only the effort and energy exerted by students but also the emotional connections and bonds they form with their educational experiences. Furthermore, it reflects the significance of fostering a sense of belongingness within the school community, thereby aligning students' motivations with their academic pursuits and progrss. The interplay of these dimensions underscores the importance of defining school engagement as a dynamic psychological process crucial forthe student'soverall performance and ultimate success (Axelson& Flick, 2011; Skinner &Pitzer, 2012).

To scrutinize the definition of *School Engagement*, it should be agreed that the overall term is mostly referred to as *Student Engagement* for which the scholars have put forth numerous definitions.The researchers put forth numerous definitions.

Conceptualized in the 1980s, it aimed to comprehend and mitigate student boredom, alienation, and dropout rates (Finn & Zimmer, 2012). Appleton, Christenson, Kim, and Reschly (2006) characterized it primarily as the active engagement of students with instructional activities and tasks that improve learning outcomes. Jones (2009) described it as the degree to which students are motivated, proactive, dedicated to learning and interactive with their peers in educational contexts. Harper and Quaye (2009) stated that student engagement refers to the active participation of students in educational practices, whether within or beyond the classroom. These practices yield quantifiable learning outcomes and achievement.

While experts have not reached a consensus on the defining qualities of engagement, the primary explanations of school engagement frequently encompass observable behavioral phrases or expressions, like on-task behavior or involvement, akin to the notion of behavioral engagement. Students' inattentiveness is also noted in the teachers' behavioral demands. Significantly, researchers have revealed that students can also report their engaged or disengaged practices, including attendance, concentration, participation, and effort on a specific assignment (Skinner &Pitzer, 2012). Axelson and Flick (2011) emphasized the behavioral dimension, characterizing it as the engagement of students in particularly successful actions of learners in executing and completing diverse academic activities. Walker (2011) further elucidated this by linking student engagement to the effective use of cognitive and metacognitive techniques necessary for a specific learning task.

Ideationally, it is highly agreeable that student engagement is a multidimensional construct (Arballo, 2011; Mansour, 2015; Martin, 2012; Shernoff, 2013; Wolters& Taylor, 2012). Subsequently, the highly acknowledgeable forms of students' engagement are behavioral, cognitive and emotional ones. Examining the utility of

partitioning the multifaceted construct of school engagement, scholars deconstruct it into more definite components of behavioral, affective/emotional, and cognitive engagement as asserted by Fredericks et al., (2004)and Guo et al., (2014).

Behavioral engagement is defined by Mccormick and Plucker (2013) as the active engagement of students in academic assignments and social practices. The phrase is defined as the observable actions of students in school, including attendance, involvement, collaboration, and timely completion of assignments. The metrics of behavioral engagement encompass all productive learning behaviors, such as persistence, effort, and participation in classroom activities, dedication to class practices and school events, completion of tasks, and adherence to directions and informed instructions.

Emotional engagement, in learning contexts, pertains to the affective aspects of the learning settings. Appleton et al. (2006) define emotional engagement as involving students' perceived feeling of belongingness and the quality of interpersonal relationships formed with both peers and instructors. Uden, Ritzen, and Pieters (2013) identifykey predicators representing emotional engagement, including a sense of belonging, feelings of safety, experiences of pleasure and enjoyment, and the perception of respect within the learning environment. Emotional engagement fundamentally revolves around the interpersonal dynamics and relational qualities present among students, and importantly, between students and their educators.

Many studies defined cognitive engagement as the strategies of information processing which students utilize to perform academic assignments and tasks. For instance, Barnett (2012) defined it as learning either cognitive or metacognitive skills, including the organization of information, note-taking, elaboration tasks, and rehearsals. According to Lovelace, Reschly, Appleton, and Lutz

(2014), cognitive engagement is demonstrated by the following indicators: exceeding the minimum amount of work, completing challenging learning tasks, managing distractions, and questioning the content.

To sum up, School engagement is increasingly recognized as a complex, multidimensional construct encompassing various facets of student involvement in the progressive educational process. According to a recent study by Alharbi and Alshammari (2023), school engagement can be effectively analyzed through the lens of the North American framework, which delineates four key dimensions: behavioral, emotional, cognitive, and agentic engagement. Behavioral engagement pertains to learners'active participation in academic, curricular and extracurricular activities, while emotional engagement reflects their feelings of belongingnessin addition to interest in school proceedings. Cognitive engagement entails investing mental effort and intentional endeavor in learning tasks, promoting deeper understanding and critical thinking. Finally, agentic engagement emphasizes the students' proactive role in their learning, including their ability to influence their educational experiences. This comprehensive approach not only highlights the interconnectedness of these dimensions but also underscores the importance of fostering a supportive educational environment that encourages active participation and emotional investment in learning (Alharbi&Alshammari, 2023; Lovelace et al., 2014).

Furthermore, pioneer scholars have established that behavioral, cognitive, and emotional dimensions of student engagement exhibit differential developmental trajectories and exert distinct influences on academic outcomes (Li & Lerner, 2011). In light of this developmental progression of engagement, researchers frequently focus on behavioral engagement in younger, elementary-aged students, while investigations of cognitive and emotional

engagement are more commonly directed towards older student (Guo et al., 2014). Correspondingly, behavioral engagement in early childhood is posited as foundational, potentially scaffolding the subsequent development in both cognitive and emotional engagement in forthcoming developmental and progressive learning stages (Li & Lerner, 2011).

For more elaboration, models of Student Engagement are various and distinct.
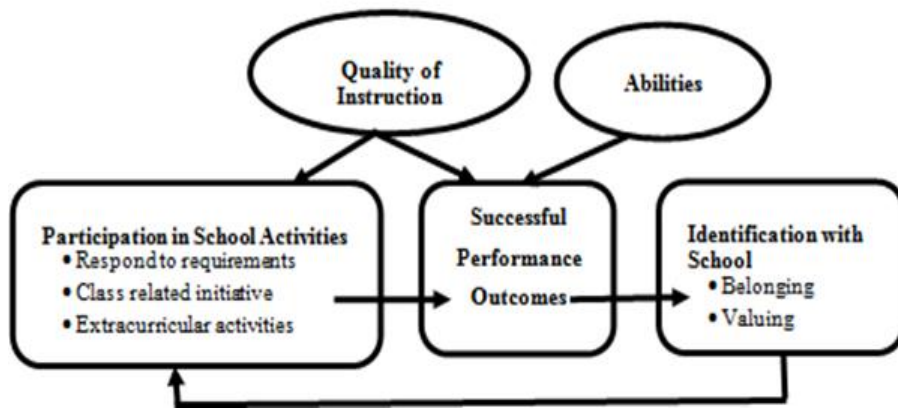


***Figure 1.*** Participation-identification byFinn and Zimmer (2012, p. 101)

According to Finn and Zimmer (2012, p. 101), their theoretical framework encompasses two fundamental elements: first, participation, which encompasses student behaviors that facilitate and encourage active involvement in educational activities leading to successful task completion; and second, identification, which pertains to students' perspectives toward their educational institution, particularly their sense of belonging and appreciation for learning. In 2006, Appleton and colleagues developed a comprehensive four-dimensional framework for student engagement that incorporates academic, behavioral, psychological, and cognitive

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elements. This framework emphasizes how environmental influences—including familial relationships, peer interactions, and institutional settings—significantly impact student engagement levels. Furthermore, Lawson and Lawson (2013) established a foundational model characterized by four essential elements: conditions, dispositions, actions/behaviors, and outcomes of student engagement. The conditions and dispositions components encompass various environmental influences, such as institutional climate, that shape students' engagement behaviors. The actions component encompasses the diverse learning behaviors that emerge from active participation and involvement within educational settings. The outcomes component addresses how engagement influences academic achievement and educational advancement. Collectively, these three theoretical frameworks demonstrate a consistent finding that elevated levels of positive engagement correlate with enhanced learning outcomes (Abdelsamea& Bart, 2016; Guo et al., 2014).

Concerning the significant mutually reflected connectedness between student engagement and standard-based learning outcomes, Abdelsamea and Bart, (2016, pp. 10-13) proposed a detailed model which employs specific strategies connected with each type of engagement, and consequently reflected on standardized learning outcomes. Their model comprises nine procedural learning strategiesif they are appropriately utilized, they surely improve the counterpart type of student engagement and so the overall intended learning outcomes.For behavioral engagement, they specified three strategies, i.e. active learning, thematiclearning, and service-based learning. Concerning emotional engagement, they specified also three strategies, i.e. peer learning, cooperative learning, and partnership-based learning. For, cognitive engagement, they assign three strategies, *viz.*,learning based on problem-solving,

metacognition, andprojects(Abdelsamea& Bart, 2016; Guo et al., 2014).

Empirical research and pedagogical discourse have consistently underscored the significant contribution of student engagement to the attainment of enhanced learning outcomes and, consequently, the realization of standards-based education. Carini, Kuh, and Klein (2004), for example, in a survey of 1058 university students, provided empirical support for the positive correlation between student engagement and academic achievement. They posited that student engagement is intrinsically linked to the degree of quality of the intended learning outcomes. Moreover, Furlong and Christenson (2008) highlighted the salience of student engagement within the broader context of educational reform initiatives, emphasizing its pivotal role in driving improvement. Hu and Wolniak (2013) emphasized the instrumental role of student engagement in fostering academic success among adolescent learners. Moreover, they asserted that student engagement constitutes an indispensable element of standards-based education and exerts a direct influence on intended learning outcomes. In a large-scale study conducted in the United States involving 3268 middle school students, Lee (2014) reported a robust positive correlation between student engagement and learning outcomes, particularly in the domain of reading comprehension.

In conclusion, *School Engagement* is a crucial determinant of learning progression, academic success and overall well-being among students, as confirmed by recent findings that emphasize its multifaceted benefits. A study conducted by Fredricks, et al. (2004) demonstrates that engaging students in the learning process not only leads to enhanced academic performance -evidenced by higher grades and improved test scores-but also plays a significant role in reducing behavioral problems such as delinquency and some mental health issues. Particularly for students facing socio-economic

challenges, such as those in the Egyptian educational context, fostering robust school engagement can promote essential life skills and boost psychological well-being. Furthermore, the study indicates that active involvement in school activities fosters better peer relationships and supports students in navigating the challenges of adolescence. Consequently, educators should prioritize various strategies and techniques to enhance and enrich student engagement; as such efforts have the potential to yield profound implications for students' academic trajectories and long-term success and progress (Wang & Holcombe, 2014).

Research examining the mutual correlation between productive skills and school engagement has consistently demonstrated a significant correlation between student participation in academic activities and their proficiency in skills such as speaking and writing. For example, Lawson and Lawson (2013) conducted a study involving 120 high school students to investigate the impact of school engagement on students' speaking skills, revealing that higher levels of engagement were associated with improved oral communication abilities. Similarly, Wang, Roth, and Moller (2011) explored the writing performance of 150 middle school students, finding that increased engagement correlated positively with the quality of their written work. Furthermore, Fredricks, et al. (2004) reviewed literature on school engagement and its effects on productive skills across various subjects, concluding that active student participation plays a crucial role in learningskills development.

Tokkatsu core activities, originating from Japan's educational system, emphasize holistic development by integrating academic, cognitive, social, and emotional learning aspects. These activities are designed to develop a student's personality and instill essential values like responsibility, teamwork, and a sense of community. Kusanagi, (2019) argued that Tokkatsu, derived from the term

*TokubetsuKatsudo*, refers to special activities implemented across pre-university education in Japan to nurture students' sense of belonging and accountability towards their school environment. By engaging in these activities, students learn essential life skills such as collaboration, role allocation, and self-discipline. Further,Tokkatsu activities aim to build self-esteem, foster critical thinking, and develop problem-solving abilities. Similarly, Bishri (2018) defines Tokkatsu as an educational practice that balances social, emotional, and academic growth, preparing learners to become fully well-rounded individuals. These activities not only enhance students' interpersonal skills but also promote a strong sense of community and responsibility, which are vital for character development. Muhammad (2023) and El-Sayed (2023) add that these activities promote communication skills because they create a positive and interactive framework that connects academic content with enjoyable social experiences, making education a more engaging process for students.

Conversely, other scholars, while supporting the principles of Tokkatsu, provide varied interpretations. Hussein and Khaled (2019) view Tokkatsu as teacher-led group discussions designed to promote cooperation, discipline, and teamwork in a controlled and guided environment. Raafat (2020) describes Tokkatsu as an avenue for fostering balanced cognitive and emotional development through collaborative and enjoyable peer activities. These definitions emphasize its role in creating an engaging atmosphere that encourages dialogue, planning, and problem-solving. Meanwhile, Abdel Salam (2020) characterizes Tokkatsu as group educational activities aimed at holistic student growth, where learners cultivate positive relationships, build confidence, and develop essential life skills. Abdo, Azmy, and Salah El-Din (2021) further assert that Tokkatsu transforms classrooms into unified learning communities, fostering integrated personality development and social

responsibility. They stress that these activities enhance students'cognitive and physical skills, helping them become joyful and productive contributors to their society. Likewise, Fouad and Samir (2023) emphasize the multifaceted nature of Tokkatsu by describing its focus on empathy, independence, and other habits that balance social, emotional, and academic development. Collectively, these perspectives highlight Tokkatsu's educational potential significance in preparing students for real-life challenges while fostering joyful and active participation within the learning environment schooling contexts.

Tokkatsu activities represent a diverse array of methods and forms tailored to promote the holistic development of students. These activities may hopefully be integrated into various educational stages and aim to foster collaboration, leadership, and community engagement. According to scholars such as Kudo (2017), Muhammad (2018),Kusanagi, (2019),Zaki (2021) and El-Sayed (2023), several significant types of Tokkatsu activities can be identified, especially in the preparatory education stage.

**Figure 2:Types of Tokkatsu Activities**

As illustrated in figure (2), such Tokkatsu activities include:

a) **Class Council Activities:**serve as a foundational element of Tokkatsu, allowing students to engage actively in the development of school life. These activities encourage collaboration among students to face challenges collectively and implement their ideas effectively. Through participation in class councils, students not only learn to work together on projects but also develop a sense of community and responsibility (Kudo, 2017; Muhammad, 2018; Yamamoto & Mori, 2020).

b) **Classroom Management Activities:**encourage students to play active roles in creating a productive learning environment. By participating in tasks such as organizing materials and discussing classroom dynamics, students develop critical thinking and decision-making skills

while fostering a sense of ownership and accountability (Kudo, 2017; Yamamoto, 2018).

c) **School Activities:** are designed to enhance students' sense of community and facilitate meaningful give-and-take interactions. This category encompasses a variety of forms, including celebration events that mark significant milestones, cultural activities that showcase student learning, health and safety initiatives that prioritize overall well-being. Each of these activities contributes to enriching the educational experience and fostering a vibrant school spirit (Kusanagi, 2019; Muhammad, 2018).

d) **School Trips and Group Overnight Stays:**entail experiences which are instrumental in deepening relationships among students. They provide opportunities for students to explore natural and cultural environments outside of the classroom, promoting teamwork and cooperation. Such outings help cultivate positive experiences and reinforce behaviors like public morals and collaboration (Fouad& Samir, 2023;Komoto, 2015a; Sugita, 2019).

e) **Productive and Service Activities:**focus on instilling a sense of pleasure and social responsibility among students. Examples include community clean-up projects, agricultural programs, and volunteer work at social care facilities. By actively participating in these initiatives, students gain firsthand and hands-on experience of the value of hard work and the joy of contributing to the welfare of others (Yamada, 2019; Yamamoto; 2018;Zaki, 2021).

f) **Home Visit Activities:**entail initiatives which provide ongoing support for students, particularly those who have been absent from school. Involving teachers and school leaders in these visits helps create connections between home and school, addressing students' educational needs and positively impacting their academic performance. This outreach is essential for fostering a nurturing educational environment (Komoto, 2015b; Tsuneyoshi et al., 2020).

g) **Club Activities:** play a crucial role in forming positive relationships and promoting individual excellence among students. These activities create spaces where students can interact with peers who share similar interests, fostering teamwork and cooperation. Through planning, managing, and enjoying club activities, students develop motivation and enthusiasm for their involvement, reinforcing their sense of belonging within the school community (El Sayed; 2023; Fouad& Samir, 2023; Kudo, 2017).

h) **Extracurricular Activities:**encompass a range of various interests, including sports, arts, and clubs. Participation facilitates socialization, strengthens peer relationships, and provides informal settings for language spontaneous practice, particularly beneficial for EFL learners using English in relaxed contexts (Sugita, 2019; Yamamoto & Mori, 2020).

i) **Special Events:**such as school festivals and cultural celebrations foster school spirit and enhance overall student engagement. These occasions allow students to express creativity while collaborating on projects, reinforcing community ties and providing meaningful contexts for language use (Sugita, 2019).

j) **Reflection and Goal Setting:**is crucial for developing self-awareness and accountability among students. Reflective practices, such as journaling and group discussions, encourage students to evaluate their experiences and set actionable goals for improvement, enhancing both language skills and personal growth (Yoshida, 2013; Yamamoto & Mori, 2020).

In the Egyptian educational landscape, the Egypt-Japan Education Partnership (EJEP) represents a collaborative professional development training initiative that was founded through cooperation between Egypt and Japan in 2016 with the objective of implementing the transformative education framework known as **Education 2.0**. This initiative is fundamentally grounded in Japan's comprehensive educational curriculum approach, commonly referred to as Tokkatsu or special activities (Mostafa, 2021a).From an alternative analytical viewpoint, Mostafa (2021a) conceptualized Tokkatsu as a collaborative inquiry methodology; her research examined the ways in which this program contributes to the cultivation of innovative pedagogical approaches and instructional strategies through the application of Tokkatsu principles, while also analyzing the final outcomes manifested in educators' professional practices subsequent to program participation and identifying the obstacles they face. The research findings revealed favorable results and the successful integration of contemporary and innovative learning approaches within teachers' instructional practices acquired through EJEP participation. These innovative pedagogical methods played a significant role in fostering students' autonomy and enhancing independent learning environments. Learners demonstrated increased engagement and dedication to their educational experience through participation in Tokkatsu activities, improvements that were subsequently evident in

both their scholastic conduct and academic performance (Mostafa, 2021a; 2021b).

Previous studies have highlighted the significance of Tokkatsu activities in fostering students' academic achievement, personal growth and social development. Moreover, Tokkatsu activities help students develop emotional intelligence and improve their interpersonal relationships. According to Yoshida (2013), Tokkatsu fosters social interaction among students, which strengthens their communication and problem-solving abilities. Through these activities, students are encouraged to work together-peers or teams-resolve conflicts, and support one another, promoting a cooperative spirit within the classroom. This social cohesion is crucial for the development of empathy and mutual respect, which are vital for students to thrive both academically and socially. By participating in various Tokkatsu activities, students not only build friendships but also develop a stronger sense of social responsibility and emotional maturity (Muhammed, 2018; Muhammed, 2023).

In addition to enhancing social and emotional skills, Tokkatsu activities promote cognitive development and critical thinking. As pointed out by Tsuchiya (2014), these activities engage students in reflective thinking by requiring them to assess situations, make decisions, and solve problems in real-time. For example, when students are tasked with organizing school events or handling classroom responsibilities, they learn how to prioritize tasks, manage their time effectively, and make informed choices. These experiences help students develop decision-making and critical thinking skills that are applicable both in and out of the classroom. Tsuchiya further suggests that Tokkatsu activities cultivate a sense of autonomy in students, allowing them to take initiative and approach challenges with confidence.

Furthermore, Tokkatsu activities contribute to the development of leadership qualities and a sense of achievement among students.

In a study by Kudo (2017), it was found that students who engage in Tokkatsu activities often take on leadership roles, where they are responsible for guiding their peers and organizing group efforts. These roles not only foster a sense of accountability but also encourage students to hone their leadership skills. The collaborative nature of Tokkatsu activities ensures that students develop a sense of teamwork and collective shared responsibility, which is essential for their future success in various social and professional contexts.

Despite emphasis on the need to utilize Japanese Tokkatsu activities, rare studies- to the researcher's best knowledge - investigated the use of Japanese Tokkatsu activities to enhance preparatory students' English productive skills, particularly in writing and speaking. For example, El-Sayed (2023) conducted a study using a quasi-experimental design to assess the impact of a Tokkatsu-based program on developing English communication skills among primary students at Egyptian Japanese Schools, involving 37 randomly selected pupils in Hurghada; results indicated significant improvements in listening, speaking, and overall communication skills, leading to a strong recommendation for employing Tokkatsu activities as a comprehensive approach to enhance various language skills, including reading and writing. This research represents a significant contribution to the growing body of literature exploring the application of Japanese holistic educational methodologies within EFL contexts.

Eskasasnanda(2020) examined implementationTokkatsufor improving face-to-face interaction among students in university. The study implementedTokkatsu, a Japanese school activity aiming at developing interpersonal-emotional skills through collaborative, student-led exercises, offers a structured approach to rebuilding face-to-face engagement in higher education settings. By integrating Tokkatsu into university classrooms, educators can foster interpersonal skills, empathy, and real-world communication

abilities that are diminished by online-only collaboration.Tsuneyoshi (2015) conducted research on the impact of Tokkatsu activities on interpersonal skills and emotional competencies among students. A sample of 50 elementary school students participated in the study, with tools including classroom observations and reflective journals to evaluate students' communication and emotional skills. The findings highlighted that collaborative Tokkatsu activities fostered better interpersonal understanding and improved students' ability to communicate effectively, particularly in group settings, which positively impacted their speaking and writing abilities.

The increasing interest in integrating Tokkatsu core activities into educational practices has gained prominence in enhancing students' EFL productive skills and some non-academic aspects such as school engagement. While much of the research focuses on Tokkatsu's role in fostering governmental public/non-cognitive skills and improving school culture, limited studies—especially in non-Japanese contexts—have explored its potential positive influence on developing EFL productive skills, i.e. speaking and writing. To the best of the researcher's knowledge, few studies address how these activities actively cultivate school engagement and the targeted language competences. However, further exploration is necessary to establish concrete connectedness between these activities and productive language skills, underpinning the need for future research in diverse educational settings.

## Methodology

### Participants

The current study involved eighty-four (n=84) first-grade preparatory stage students from a governmental public school in El-Sharqia Governorate during the first term of the 2024–2025

academic year. The participants were randomly selected and equally divided into two groups: a treatment group (n=42) and a control group (n=42). Students in the treatment group were taught using Tokkatsu core activities, while those in the control group received regular teaching/learning practices. To ensure homogeneity, all participants shared similar environmental and educational backgrounds, including studying in the same type of school, having no native English-speaking parents, and being taught by the same teacher. Their ages ranged from 12 to 13 years old. Furthermore, the participants' levels in EFL productive skills (speaking and writing) and school engagement were pre-tested using the study instruments to confirm that both groups were at the same level prior to the treatment, ensuring comparability of the results.

**Table 1**
**Pre-test results of the means of the experimental group and the control group in the Productive Skills Test (Speaking Test and Writing Test)**

| Productive Skills | Groups | N | Mean | S.D | T. Value | Sig. |
|---|---|---|---|---|---|---|
| *Speaking Skills* | | | | | | |
| Pronunciation | Exp. | ٤٢ | 5.08 | 1.160 | .387 | .699 |
| | Cont. | ٤٢ | 5.42 | 1.011 | | |
| Vocabulary | Exp. | ٤٢ | 6.19 | 1.021 | .896 | .373 |
| | Cont. | ٤٢ | 5.94 | 0.853 | | |
| Grammar | Exp. | ٤٢ | 5.87 | 1.076 | .402 | .689 |
| | Cont. | ٤٢ | 6.05 | 1.022 | | |
| Fluency&Intelligibility | Exp. | ٤٢ | 4.83 | 1.224 | 1.068 | .289 |
| | Cont. | ٤٢ | 4.73 | 1.145 | | |
| Total | Exp. | ٤٢ | 21.97 | 2.041 | 1.608 | .121 |
| | Cont. | ٤٢ | 22.14 | 1.449 | | |
| *Writing Skills* | | | | | | |
| Content (Cohesion) | Exp. | ٤٢ | 3.92 | 0.546 | 1.005 | .318 |
| | Cont. | ٤٢ | 3.87 | 0.503 | | |
| Vocabulary | Exp. | ٤٢ | 4.12 | 0.499 | .181 | .857 |

| | Cont. | ٤٢ | 4.58 | 0.654 | | |
|---|---|---|---|---|---|---|
| **Grammar & Structures** | **Exp.** | ٤٢ | 4.72 | 0.468 | 1.303 | .196 |
| | Cont. | ٤٢ | 4.37 | 0.503 | | |
| **Organization (Coherence)** | **Exp.** | ٤٢ | 3.94 | 0.546 | 1.417 | .160 |
| | Cont. | ٤٢ | 3.76 | 0.773 | | |
| **Mechanics& Orthography** | **Exp.** | ٤٢ | 3.97 | 0.529 | 1.338 | .184 |
| | Cont. | ٤٢ | 4.26 | 0.852 | | |
| **Total** | **Exp.** | ٤٢ | 20.67 | 0.673 | .513 | .609 |
| | Cont. | ٤٢ | 20.84 | 1.286 | | |

t-value is NOT significant at (0.01) level.

**Table 2**
**Pre-test results of the means of the experimental group and the control group in the School Engagement Scale (Wholly and Dimensionally)**

| Dimension | Groups | N | Mean | St Deviation | T. Value | Sig. |
|---|---|---|---|---|---|---|
| **Behavioral engagement** | **Exp.** | ٤٢ | 15.27 | 0.647 | .539 | .591 |
| | Cont. | ٤٢ | 15.34 | 0.605 | | |
| **Cognitive engagement** | **Exp.** | ٤٢ | 14.68 | 0.716 | .470 | .640 |
| | Cont. | ٤٢ | 15.23 | 0.721 | | |
| **Emotional engagement** | **Exp.** | ٤٢ | 6.14 | 0.571 | .283 | .778 |
| | Cont. | ٤٢ | 5.89 | 0.619 | | |
| **Agentic engagement** | **Exp.** | ٤٢ | 5.97 | 0.570 | .336 | .738 |
| | Cont. | ٤٢ | 6.35 | 0.559 | | |
| **Total** | **Exp.** | ٤٢ | 42.06 | 0.605 | .523 | .602 |
| | Cont. | ٤٢ | 42.81 | 0.604 | | |

t-value is NOT significant

## StudyDesign

The current study adopted a quasi-experimental design to investigate the impact of Tokkatsu core activities on enhancing EFL

productive skills (speaking and writing) and school engagement among first-grade preparatory school students. Eighty-four students were equally assigned to: a treatment group taught throughTokkatsu activities and a control group receiving regular instruction. The study spanned over two months approximately during the first term of the academic year (2024-2025), preceded by the pilot testing and pre-assessment of both treatment and control groups. The intervention began with a training stage (explained in detail later) for the teacher and the participants. The intervention group participated in introductory training stage (explained in detail below) which outlined objectives and introduced Tokkatsu activities to motivate and activate the necessary prior knowledge. Over the scope and sequence of the intervention within three units was schedulized in accordance with the pre-supposed distribution of the English syllabus (five classes per week), the intervention group received targeted instruction through Tokkatsu activities, while the control group got regular teaching. Each group concluded with a review session conducted in their respective instructional method, followed by post-assessment of the study instruments.

**Instruments**

The instruments of this study include a pre-post English Productive Skills Test (See Appendix C) and a School Engagement Scale (See Appendix D). The test comprises two sections targeting speaking and writing skills and sub-skills. The speaking section involves guided conversations, picture-based discussions, role-plays, and situational questions to measure fluency, accuracy, and

coherence. The writing section focuses on paragraph composition, guided writing, and responses to prompts or visual cues to assess grammar, vocabulary, coherence, and writing proficiency. A scoring rubric was developed, ranging from A (highest) to D (lowest), to ensure reliable evaluation. The School Engagement Scale measures students' cognitive, emotional, behavioral, and agentic engagement through 40 statements rated on a four-point Likert scale. These items were validated by experts for clarity, relevance, and alignment with engagement constructs. The instruments underwent pilot testing with 30 students outside the main sample to refine clarity and suitability. Internal consistency and reliability were established using Cronbach's alpha ($\geq 0.85$ for all sections). The productive skills test and engagement scale were administered to a sample of first-grade preparatory students twice, ten days apart, to calculate test-retest reliability (speaking: $r = 0.89$; writing: $r = 0.91$). Exploratory factor analysis confirmed the scale's construct validity, identifying four distinct factors (behavioral, emotional, cognitive, and agentic engagement), accounting for 87.1% of the variance. Average testing durations were 62 minutes for speaking and 59 minutes for writing, calculated from the fastest and slowest completion times.

**Study Procedures and Material**

The study material was meticulously developed to align and integrateTokkatsu Core activities with the formal English syllabus *Hello! Beyond Words: English for Preparatory School Students, First Year, Term 1*(See Appendix E). The study tackled **Module 2** which comprises three units and addition to a Revision lesson. The rationale beyond selecting this module is that it was supposed to be taught after a considerable time of the semester which put it clear about the students actual state of school attendance and being accustomed to the recent formal instructions and regulations posed by the Ministry of Education concerning attendance and regular

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quizzes. This pre-duration was also very beneficial for making the Training Stage viable and realistic for both the teacher and the study participants. Furthermore, the topics of the units with the entailed lessons within this module are much compatible to be adapted with the Tokkatsu activities. The intervention occurred in two successive stages: (I)Training Stage and (II) Integrating Tokkatsu Activities Stage.

### (I)– Training Stage

**1- Teacher Training:** the teacher received two training sessions within which she was introduced to the philosophy, nature, objectives and procedures of the Tokkatsu activities. She was provided with the necessary training material in terms of documents, videos and available links and websites. Furthermore, she got much exemplary material and was trained how to adapt various Tokkatsu activities and orient them to promote students EFL productive skills and increase the students' engagement within the school contexts. Then, she became ready to train the participants of the study and, then, precede the intended intervention.

**2- Students Training:** students received a two-week training (three sessions per week).The aim of training was to inform them with some basic information on EFL productive skills and school engagement and what would be expected on their behalf. Concerning Tokkatsu training, they got information about how to proceed, orient and adapt the proposed activities to promote such skills. Tokkatsu activities involved were categorized according to their applicability and possibility of frequency into:

**(a)pivotalactivities** (Classroom management activities & Reflection and goal setting activities) which were implanted in each session; **(b)basicactivities** (Class council activities, Extracurricular activities & Club activities) which were basic options within classes; and finally**(c)specificactivities** (School activities; Special

events, Daily life skills & Home visit activities) which were implemented interchangeably flexibly accordingly its appropriateness to the learning objectives assigned.The training on Tokkatsu activities followed a practical framework in four successive steps, i.e. **KNOW**, **SEE**, **DO/REHARSE**, &**IMPROVE**.

**1-KNOW:** In this step, the students learn necessary foundational knowledge about the aim and nature of Tokkatsu curriculum as a whole; then they were introduced to the information related to all and each type of Tokkatsu activities. They also knew which activities were pivotal, basic, or specific; and which were obligatory and which was optional or may be interchangeable. During this stage, students were encouraged to ask any questions, seek more interpretation, and request extra illustration whenever they need to do.

**2-SEE:** During this stage, under the supervision of the teacher, the students watched various videos of the activities in original Japanese context; much more videos of real and actual practices performed by their peers in the Egyptian Japanese Schools were also provided.

**3- DO/REHEARSE/Model:** This is the stage of controlled and guided practice. The teacher modeled activities with some students and in front or others. That's, both the teacher and the students began to rehearse the activities in the light of the knowledge they got either through the teacher presentations or the videos they watched. This phase was characterized as being very flexible and it was a phase of trails and errors. Students were encouraged to make any suggestions or opinions. Repetition of specific steps or details or a whole activity was a key procedure. Feedback, either immediate or delayed, was properly provided.

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1- IMPROVE: This was the stage of benefitting from the feedback the students got and how hands-on experiences or possible of actual problems occurring or difficulties encountered during performing these activities. Accordingly, they could modify, improve and enhance their future performance, how to adapt the details in various language learning tasks and how to focus the activity to be oriented for achieving the targeted linguistic forms (speaking or writing) and connect them with the suitable aspect of school engagement.

## (II) Integrating Tokkatsu Activities Stage

The study's content was structured according to Module 2 into three thematic units:  The Module includes three units. Each unit includes six interconnected lessons tailored to achieve pre-specified behavioral objectives through carefully selected and adapted Tokkatsu activities. Unit 4 "**Digital Life**", Unit 5 "**In Nature**", and Unit 6 "**Food for Thought**" and Review B. **Unit 4 "Digital Life"**explores the intersection of technology and everyday life, highlighting sustainable innovations, digital safety, and problem-solving tools. Lessons emphasized developing digital literacy, analyzing texts, and fostering creativity. Students engaged in collaborative tasks such as presenting ideas, designing blog posts, and discussing advancements in science and technology. Tokkatsu activities include the pivotal, basic and specific activities as illustrated before; these activities were adapted and oriented to produce language orally and in written forms. Accordingly, concerning *speaking skills* objectives, the students were managed to talk about safe online positions, engage in dialogues, use visual clues to elicit specific information from a text, play guessing games,

hold conversations about online safety, discuss themes from the short story "*Scammed!*" give oral presentations, and share ideas through group discussions. Furthermore, concerning *writing skills* objectives, the students were managed to write blog posts using new vocabulary an expressions, write different pieces using imperatives and zero conditionals, make a summary of the lesson, record their opinions and personal experiences related to online safety, analogize written sentences, complete structures and expressions, write lists of ideas/notes/tips/prompts, write paragraphs presenting some advice about using the internet in safe modes. Their attention was drawn to some writing mechanics and how to discriminate the organization features of blog posts and the structure of short stories, and also how to make their writing attractive and interesting and eye-catching, and readable.

**Unit 5** "**In Nature**" focuses on environmental themes, addressing global challenges such as climate change, water scarcity, and energy conservation. Students learned to analyze texts, create eco-friendly solutions, and collaborate on group projects. Tokkatsu activities include the pivotal, basic and specific activities as illustrated before; these activities were adapted and oriented to produce language orally and in written forms. Accordingly, concerning *speaking skills* objectives, the students engaged in language tasks such as holding talks and dialogues about the topics of the unit  (climate changes, water scarcity, energy preservation), matching photos, singing the poem "*Helping the Earth*"*,* orally analogizing it, guessing solutions of some environmental phenomena around them, debates about preserving water, planning for planting some trees within the school, brainstorming the consequences of such eco-problems, and discussing about how to prevail ecological awareness among their schoolmates and in the school, negotiating about assigning roles to implement these procedures. Moreover, concerning *writing skills*, the students

expected to write posters, public tips, signals and advice, and publication boards about being eco-friendly. They were expected to mind map their ideas and suggestions, distinguishing the organizational features of each written form in order to get their massage successfully delivered. They were asked to analogize the poem within the unit and discriminate its particular structure and organization. They were asked to pay attention for using correct grammatical structures with conjunctions and proper use of articles in addition to correct punctuation rules especially capitalization and other writing mechanics.

**Unit 6** "**Food for Thought**" explores the cultural and historical significance of food; it connects traditional cuisines, celebrations, and culinary skills.

Tokkatsu activities include the pivotal, basic and specific activities as illustrated before; these activities were adapted and oriented to produce language orally and in written forms. Accordingly, concerning *speaking skills* objectives, paying attention to using some oral discourse markers, the students engaged in language tasks as eliciting questions and answers from photos provided, conversing and taking turns to ask and answer questions from an email text, sharing ideas and answers with other groups, researching and sharing to lean something additional, conversing about favorite foods, listening, repeating and analogize dialogues involved, discussing the ideas in the short story "The Living Café", discussing some exotic traditions of food they knew or experienced, and talking about traditional celebrations of food. Additionally, concerning *speaking skills* objectives, the students engaged in language tasks to write analyze recipes, make recipe card, deconstruct an email to identify its structure and organization, complete sentence distinguishing adverbials of time and place, write about celebrations of food they knew, list ideas from texts, summarize the short story in paragraphs, identify the organizational

features of a paragraph, compose Wh-questions and answer them about food customs and celebrations, write descriptions of dishes and of food customs from other cultures, assess writing of peers, and write well-organize paragraphs using adverbials of time and place correctly.

## Results

For presenting the results of the study,*t*-tests for paired and independent samples were used to analyze the data collected. Also, Black's Formula was used to compute the gain ratio. Descriptive and inferential statistics were calculated by the Statistical Package (SPSS).

### Testing Hypothesis One

Hypothesis One states: 'There are statistically significant differences between the means of Tokkatsu-treatment group and those of the control one in the post-assessment of the overall EFL Productive Skills (Speaking and Writing) favoring Tokkatsu-treatment group'.

**Table 3**
**t-test results comparingthe experimental group and the control one in the post-assessment of EFL Productive Skills test**

| Productive Skills | G | N | M | SD | t. Value | Sig. |
|---|---|---|---|---|---|---|
| Speaking Skills | | | | | | |
| Pronunciation | Exp. | 42 | 12.86 | 1.999 | 19.783 | 0.01 |
| | Cont. | 42 | 8.09 | 1.348 | | |
| Vocabulary & Expression | Exp. | 42 | 13.98 | 1.987 | 22.136 | 0.01 |
| | Cont. | 42 | 9.71 | 1.296 | | |
| Grammar | Exp. | 42 | 14.07 | 2.144 | 19.504 | 0.01 |
| | Cont. | 42 | 9.01 | 1.313 | | |
| Fluency & Intelligibility | Exp. | 42 | 12.91 | 1.909 | 20.839 | 0.01 |
| | Cont. | 42 | 7.95 | 1.496 | | |

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| Total of Speaking | Exp. | 42 | 53.82 | 2.113 | 65.794 | 0.01 |
|---|---|---|---|---|---|---|
| | Con t. | 42 | 34.76 | 1.651 | | |
| **Writing Skills** | | | | | | |
| Content (Cohesion) | Exp. | 42 | 17.05 | 0.826 | 24.327 | 0.01 |
| | Con t. | 42 | 6.39 | 0.506 | | |
| Vocabulary | Exp. | 42 | 17.68 | 0.826 | 25.194 | 0.01 |
| | Con t. | 42 | 8.21 | 0.506 | | |
| Grammar & Structures | Exp. | 42 | 17.01 | 0.826 | 25.253 | 0.01 |
| | Con t. | 42 | 8.53 | 0.506 | | |
| Organization (Coherence) | Exp. | 42 | 16.45 | 0.826 | 24.495 | 0.01 |
| | Con t. | 42 | 7.03 | 0.505 | | |
| Mechanics & Orthography | Exp. | 42 | 17.24 | 0.812 | 26.292 | 0.01 |
| | Con t. | 42 | 8.01 | 0.477 | | |
| Total or Writing | Exp. | 42 | 85.43 | 0.812 | 67.812 | 0.01 |
| | Con t. | 42 | 38.17 | 0.468 | | |
| Total of Productive Skills | Exp. | 42 | 139.25 | 2.004 | 83.645 | 0.01 |
| | Con t. | 42 | 72.93 | 1.754 | | |

**Table 3** shows that Tokkatsu-treatment group performed better than the control group in the EFL Speaking Skills post-test, with significant differences observed in speaking sub-skills and the overall skill. The mean scores for the Tokkatsu-treatment group in speaking sub-skillswere (12.86), (13.98), (14.07), (12.91), respectively, and (53.82) for the overall skill. These values are compared to those of the control group (8.09), (9.71), (9.01), (7.95), respectively, for the speaking sub-skills and (34.76) for the overall skills. The $t$-values for pronunciation, vocabulary, grammar, fluency and intelligibility (19.783, 22.136, 19.504, 20.839) are statistically significant at 0.01. $t$-value for overall speaking test (65.794) is statistically significant at 0.01. Thus, the first hypothesis is

verified.These differences may be attributed to the Tokkatsu core activities which treatment group students have experienced.

Concerning Writing Skills,**Table 3** alsoshows that the Tokkatsu-treatment group excelled the control group in the EFL Writing Skills post-test, with significant differences observed in writing sub-skills and the overall skill. The mean scores for the Tokkatsu-treatment group in writing sub-skills were (17.05), (17.68), (17.01), (16.45), (17.24), respectively, and (85.43) for the overall skill. These values are compared to those of the control group (6.39), (8.21), (8.53), (7.03), (8.01), respectively, for the writing sub-skills and (38.17) for the overall skills. The *t*-values for content (cohesion), vocabulary, grammar& structures, organization (coherence), and mechanics were (24.327, 25.194, 25.253, 24.495, 26.292) are statistically significant at 0.01. *t*-value for the overall writing test (67.812) is statistically significant at 0.01. These differences may be attributed to Tokkatsu core activities which treatment group students have received.

Concerning overall EFL Productive Skills,the table demonstrates thatthe post-mean scores of Tokkatsu-treatment group in the overall EFL productive skills are higher than the means of the control group. The means of the Tokkatsu-group were (53.82) for speaking, (85.43) for writing, and (139.25) for the overall productive skills. Compared to the control group, the means were (34.76) for speaking, (38.17) for writing, and (72.93) for the overall productive skills.The *t*-values for speaking, writing, and overall skills were (65.794, 68.512, 83.645 respectively) which are statistically significant at 0.01. The observed improvements are likely due to the experiential and interactive nature of the Tokkatsu activities, which facilitated enhanced engagement and skill development in speaking and writing.

**Testing Hypothesis Two**

Hypothesis Two states: 'There are statistically significant differences between the means of Tokkatsu-treatment group in the pre- and post-assessments of the overall EFL Productive skills (Speaking and Writing) favoring the post-assessment'.

**Table 4**
**T-test results comparingthe experimental group in**
**The pre-post-assessments of the EFL Productive Skills test**

| Productive Skills | Group | N | M | S.D | t. V | Sig. |
|---|---|---|---|---|---|---|
| **Speaking Skills** | | | | | | |
| Pronunciation | Pre | 42 | 5.08 | 1.160 | 49.106 | 0.01 |
| | Post | 42 | 12.86 | 1.999 | | |
| Vocabulary & Expressions | Pre | ٤٢ | 6.19 | 1.021 | 47.295 | 0.01 |
| | Post | 42 | 13.98 | 1.987 | | |
| Grammar | Pre | ٤٢ | 5.87 | 1.076 | 51.324 | 0.01 |
| | Post | 42 | 14.07 | 2.144 | | |
| Fluency & Intelligibility | Pre | ٤٢ | 4.83 | 1.224 | 48.205 | 0.01 |
| | Post | 42 | 12.91 | 1.909 | | |
| Total of Speaking | Pre | ٤٢ | 21.97 | 2.041 | 82.713 | 0.01 |
| | Post | 42 | 53.82 | 2.113 | | |
| **Writing Skills** | | | | | | |
| | | | | | | |
| Content (Cohesion) | Pre | 42 | 3.92 | 0.546 | 24.327 | 0.01 |
| | Post | 42 | 17.05 | 0.826 | | |
| Vocabulary | Pre | ٤٢ | 4.12 | 0.499 | 25.194 | 0.01 |
| | Post | 42 | 17.68 | 0.826 | | |
| Grammar & Structures | Pre | ٤٢ | 4.72 | 0.468 | 25.253 | 0.01 |
| | Post | 42 | 17.01 | 0.826 | | |
| Organization (Coherence) | Pre | ٤٢ | 3.94 | 0.546 | 24.495 | 0.01 |
| | Post | 42 | 16.45 | 0.826 | | |
| Mechanics & Orthography | Pre | ٤٢ | 3.97 | 0.529 | 26.292 | 0.01 |
| | Post | 42 | 17.24 | 0.812 | | |
| Total of Writing | Pre | 42 | 20.67 | 0.673 | 67.812 | 0.01 |
| | Post | 42 | 85.43 | 0.812 | | |
| Total of Productive Skills | Pre | 42 | 42.64 | 1.635 | 87.536 | 0.01 |
| | Post | 42 | 139.25 | 2.004 | | |

**Table 4** shows that the Tokkatsu-treatment group got higher mean scores in the EFL Speaking Skills post-test, with significant differences observed in speaking sub-skills and the overall skill. The mean scores in the post-assessment in speaking sub-skills were (12.86), (13.98), (14.07), (12.91), respectively, and (53.82) for the overall skill. These values are compared to theirs in the in the pre-assessment (5.08), (6.19), (5.87), (4.83), respectively, for the speaking sub-skills and (21.97) for the overall skills. The *t*-values for pronunciation, vocabulary, grammar, fluency and intelligibility (49.106,47.295, 51.324, 48.205,respectively) are statistically significant at 0.01. The t-value for the overall speaking skill (82.713) is statistically significant at 0.01. The significant differences may be attributed to the Tokkatsu core activities which treatment group students have experienced.

Moreover,**Table 4**illustrates that the Tokkatsu-treatment group got higher mean scores in the EFL Writing Skills post-assessmnent, with significant differences observed in writing sub-skills and the overall skill. These means in the post-assessment in writing sub-skills were (17.05), (17.68), (17.01), (16.45), (17.24) respectively, and (85.43) for the overall skill. These values are compared to theirs in the in the pre-assessment (3.92), (4.12), (4.72), (3.94), (3.97) respectively, for the writing sub-skills and (20.67) for the overall skills. The t-values for content (cohesion), vocabulary, grammar and structures, organization (coherence), mechanics and orthography were (49.106,47.295, 51.324, 48.205 respectively) which are statistically significant at 0.01. The *t*-value for the overall writing skill (67.812) is statistically significant at 0.01. The significant increases may be attributed to Tokkatsu core activities which treatment group students have experienced.

Concerning overall Productive Skills, the table showsthe post-mean scores of Tokkatsu-treatment group in the overall EFL productive skills are higher than those of the pre-assessment. The

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mean scores of the post-test were (53.82) for speaking, (85.43) for writing, and (139.25) for the overall productive skills. Compared to those of the pre-test, the means were (21.97) for speaking, (20.67) for writing, and (42.64) for the overall productive skills. The *t*-values for speaking, writing, and overall skills were (59.413, 62.327, 87.536 respectively) which are statistically significant at 0.01. Therefore, the second hypothesis is verified. These improvements may be attributed to Tokkatsu core activities which treatment group students have experienced.

## Testing Hypothesis Three

Hypothesis Three states: 'There are statistically significant differences between the Tokkatsu-treatment group's mean scores and those of the control group on the post-assessment of the school engagement scale favoring Tokkatsu-treatment group'.

**Table 5**
**T-test results ofthe experimental group and the control one in**
**the post-assessment of the School Engagement Scale**

| Dimension | Group | N | M | S.D | t. Value | Sig. |
|---|---|---|---|---|---|---|
| Behavioral Engagement | Exp. | 42 | 19.47 | 0.427 | 1.748 | Non |
| | Cont. | 42 | 17.03 | 0.552 | | |
| Cognitive Engagement | Exp. | 42 | 18.95 | 0.384 | 1.859 | Non |
| | Cont. | 42 | 16.12 | 0.573 | | |
| Emotional Engagement | Exp. | 42 | 17.69 | 0.779 | 7.518 | 0.01 |
| | Cont. | 42 | 8.43 | 0.623 | | |
| Agentic Engagement | Exp. | 42 | 18.32 | 0.538 | 8.246 | 0.01 |
| | Cont. | 42 | 8.27 | 0.774 | | |
| Total | Exp. | 42 | 74.43 | 1.674 | 12.829 | 0.01 |
| | Cont. | 42 | 49.85 | 1.709 | | |

As shown in **Table 5**, the means ofTokkatsu-treatment group in post-assessment of the School Engagement Scale were (19.47) for behavioral engagement, (18.95) for cognitive engagement, (17.69) for emotional engagement, and (18.32) for agentic engagement. Comparing them with the control group's, the means were (17.03), (16.12), (8.43), and (8.27) respectively. *T*-values for the first two dimensions were (1.748) for behavioral engagement and (1.859) for cognitive engagement: these values are NOT significant at 0.01 level. For the other dimensions, *t*-values were (7.518) for emotional engagement and (8.246) for agentic engagement; these values are significant at 0.01. The means for overall School Engagement were (74.43) for Tokkatsu-treatment group and (49.85) for the control group with *t*-value (12.829) which is significant at 0.01. Accordingly, this hypothesis is verified and the significant improvements may be attributed to the Tokkatsu-core activities optimized with the control group students.

**Testing Hypothesis Four**

Hypothesis Four states: 'There are statistically significant differences between Tokkatsu-treatment group's mean scores on the pre-post assessments of the school engagement scale favoring the post-assessment'.

**Table 6**
T-test results of the experimental group pre- and post-assessment
of the School Engagement Scale

| Dimension | Groups | N | M | S.D | t. Value | Sig. |
|---|---|---|---|---|---|---|
| **Behavioral Engagement** | Post | 42 | 19.47 | 0.427 | 1.918 | Non |
| | Pre | 42 | 17.81 | 0.440 | | |
| **Cognitive Engagement** | Post | 42 | 18.95 | 0.384 | 2.015 | Non |
| | Pre | 42 | 13.96 | 0.384 | | |
| **Emotional** | Post | 42 | 17.69 | 0.779 | 8.364 | 0.01 |

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| Engagement | Pre | 42 | 6.15 | 0.479 | | |
|---|---|---|---|---|---|---|
| **Agentic Engagement** | Post | 42 | 18.32 | 0.538 | 9.753 | 0.01 |
| | Pre | 42 | 5.87 | 0.561 | | |
| **Total** | Post | 42 | 74.43 | 1.674 | 15.038 | 0.01 |
| | Pre | 42 | 43.79 | 0.634 | | |

**Table 6** shows that the means of the Tokkatsu-treatment group in the post-assessment of School Engagement Scale were (19.47) for behavioral engagement, (18.95) for cognitive engagement, (17.69) for emotional engagement, and (18.32) for agentic engagement. In a comparison to the meansof the pre-assessment, the means were (17.81), (13.96), (6.15), and (5.87) respectively. T-values for the first two dimensions were (1.918) for behavioral engagement and (2.015) for cognitive engagement; these values are NOT significant at 0.01 level. For the other dimensions, *t*-values were (8.364) for emotional engagement and (9.753) for agentic engagement; these values are significant at 0.01 level. The mean scores for the overall school engagement in the post-assessment was (74.43) for and (43.79) in the pre-assessment with *t*-value (15.038) which is significant at 0.01. Accordingly, this hypothesis is verified and the significant advancement may be attributed to the Tokkatsu-core activities applied by the experimental group students.

## Testing Hypothesis Five

Hypothesis Five stated: 'Tokkatsu core activities are effective in developing EFL productive skills (wholly and dimensionally) and in increasing their school engagement among preparatory school students'. This hypothesis was tested by computing Black's Formula where the range of gain ratio from 1 to 2 is considered satisfactory.

**Table 7**
**Gain Ratio of the Tokkatsu-Treatment Group in EFL Productive Skills and School Engagement via Black' Formula**

| Dimension | Tokkatsu-Treatment Group | Means | Gain Ratio |
|---|---|---|---|
| Speaking Skills | Pre | 21.97 | 1.39 |
| | Post | 53.82 | |
| Writing Skills | Pre | 20.67 | 1.47 |
| | Post | 85.43 | |
| Overall Productive Skills | Pre | 42.64 | 1.45 |
| | Post | 139.25 | |
| School Engagement | Pre | 43.79 | 1.23 |
| | Post | 74.82 | |

As shown in **Table 7**, the gain ratio of EFL overall productive skills was **(1.45) wholly and (1.39) for speaking and (1.47) for writing**. In addition, the gain ratio of school engagement was (1.23).These values are *Satisfactory*. Accordingly,the Tokkatsu core activities proved effective in developing EFL productive skills and in increasing students' school engagement.

## Discussion

The findings of the current study demonstrate the effectiveness of Tokkatsu-based activities in enhancing EFL productive skills (speaking and writing) and promoting school engagement among Egyptian preparatory school students with satisfactory gain ratios. The intervention group showed remarkable improvements across all measured dimensions, including speaking and writing skills and their sub-skills, as well as, emotional, and agentic engagement, which were significantly higher compared to the control group. These results emphasize the potential of Tokkatsu activities in fostering both language proficiency and student engagement.

These results are consistent with those of El Sayed (2023) who confirmed the potentiality of Tokkatsu in developing EFL

communication skills, and student engagement as assured by Muhammad (2023). Furthermore, these results align with many studies which examined or recommended Tokkatsu model to be effective in teaching EFL domains or any other various learning domains and achievement (e.g. Abdel Salam, 2020; Abdo et al., 2021; Arai & Okamoto, 2011; Eskasasnanda, 2020; Fouad& Samir, 2023; Hussein &Khaled, 2019; Komoto; 2015a;Komoto; 2015b;Kusanagi, 2019; Mostafa, 2021b; Raafat, 2020; Sugita, 2019; Yamamoto, 2018).Additionally, these results agree with those of the studies which attempted to develop EFL productive skills employing new promising approaches and methods other than traditional tackling (e.g. Chowdhury&Zannat, 2021; Golkovaa&Hubackova, 2014; Hammad, 2024; Nayman&Bavlı, 2022; Riswanto et al., 2023; Tófalo&Sollier, 2017; Zhang, 2021).

Concerning the mean scores of Speaking Sub-skills (Pronunciation, Vocabulary & Expressions, Grammar, Fluency& Intelligibility) are higher than those of the pre-assessment. In addition the gain ration of overall speaking is (1.39) which is satisfactory. For more validation, the mean scores of the Tokkatsu-treatment group excelled those of the control group in the post-assessment. These significant improvements can be attributed to the Tokkatsu activities employed in this study.

Tokkatsu activities such as *Classroom Management*, *Reflection and Goal setting*, *Class Council*, *Cultural and Hobby Clubs*, *Extracurricular Activities* and other types were adapted to provide the students opportunities for generating language orally in authentic meaningful contexts where active participation became a must to maintain communication for the sake of tasks completion. They turned the language class to be student-led learning situations. Students held discussions, made debates, began initiatives, held specified dialogues or spontaneous conversations while implementing various Tokkatsu activities. The students could

present suggestions for managing their class, suggest possible solutions for the problems occurring using the targeted verbal and oral output. They, in addition, obviously could express themselves, articulate their opinions, use visual clues, share ideas, prepare oral summaries or short presentations emphasizing on certain language expressions and forms. Furthermore, they also could complete dialogues, analogize others, discuss and share ideas to elicit information from texts or photos provided within the lesson under tackling. All this authentic use of language was successfully yielded from Tokkatu-language-oriented- activities.

These findings are supported by those of various studies which either improved EFL speaking skills through new teaching methods/strategies, or recommended doing so (e.g. Abduh&Sulisworo, 2019; Alamri, 2018; Alruwili, &Elsawy, 2024; Basha, 2024; Cheng et al., 2017;Dehham et al., 2021; Giad, 2020;Gilakjani&Sabouri, 2016 ;Gohar, 2024; Jahara&Abdelrady, 2021; Kandeel, 2024; Kormos&Trebits, 2021; Mohammadi&Enayati, 2018; Ngoc Anh, 2019).

Concerning the mean scores of Writing Sub-Skills (Content (Cohesion), Grammar & Structures, Vocabulary & Expressions, Organization (Coherence), and Mechanics & Orthography) are higher than those of the pre-assessment. In addition the gain ration of overall writing skill was (1.47) which is satisfactory. For extra validation, the mean scores of the Tokkatsu-treatment group were significantly higher than the means of the control group in the post-assessment of writing test. These significant improvements can be attributed to the Tokkatsu activities employed in the intervention.

Tokkatsuactivities presented a conducive learning context which stimulated the students to engage in writing-oriented tasks while proceeding the activities as whole, either individually, in pairs or in groups. The students were asked to express themselves in writing: writing the steps of activities, record the instructions or guidelines

suggested, and put plans for following actions. Again, during implementing each Tokkatsu activity, they could complete columns of similar items, complete certain expressions, record written notes and guidelines. On the level of producing a written piece or long output, they were encouraged to write blogs, posters, recipes, emails (formal and informal), and paragraphs distinguishing the organizational features of each type. Using specific structures and expressions, furthermore, they obviously mastered the paragraph starters, subordinating details and the concluding statements, organized their ideas correctly using ordinals (first, second. third, etc.) for the sake of interesting presentation, write lists of ideas related to a specific topic, summarize given texts in certain number of words, ask and answer *Wh*-questions and place and times adverbials properly. They also optimized the literature pieces presented in their book to represent the theme and plot in their own words. Some of them creatively analogized that literature input.

Tokkatsu activities imply the students present and share their written outputs with peers or within groups and in the front and presence of other students, this fundamental point urged the students be competitive an attentive with special focus on the organizational features of written pieces. By the end of the intervention, they master the organizational features of each writing type, i.e. blogs, posts, emails, paragraphs, descriptions, lists, recipes, summaries, questions and answers, and some literary genres (poems and short stories) as well.

These findings align with the findings of other related studies which enhanced EFL writing skills through innovative intentional intervention with EFL learners (e.g. Abd El-Wahab; 2022; Abdelwahed, 2019; Abdelmohsen, 2022; Ahmed, 2010;Bewuket&Matebie, 2019;Gao& Zhang, 2020;Kandi, 2023; Rass, 2015; Sabti et al., 2024; Saleh, 2021; Sholah, 2019).

Concerning **School Engagement**, the overall gain ratio was (1.23) which is a satisfactory value. Simultaneously, the mean scores of *BehavioralEngagement* and *Cognitive Engagement* were (19.47) and(18.95) respectively, with NON-significant *t*-values, though little improvement occurred. This was because that the most recent instructions and regularities –related to validating students attendance code and the weekly assessments- imposed by the Ministry of Education and Instruction and Technical Instruction have already punctuated and regulated these dimensions for all students, either the experimental group or the control group.

Other aspects of School Engagement which are *Emotional Engagement* and *Agentic Engagement* were significantly improved with (17.69) and (18.32) mean scores and (8.364) and (9.753) significant *t*-values respectively. These findings in addition to the value of the gain ration (1.23) attribute the improvements to the intervention based on Tokkatsuactivities. Successful accomplishing of these activities were conditioned on the students' active participation in taking the responsibility of their learning, interacting with each other, collaborating in planning and implementing detailed steps, negotiating their roles, sharing mutual tasks, and engaging in perfecting their own roles. Since Tokkatsu activities mainly target the holistic and well-rounded development of the learners, utilizing these activities brought about fostering student-led initiatives, self-discipline, leadership skills, sense of belonging, good communication skills, proper social dynamics within groups, high appreciation and value of school as a community. Additionally, adapting Tokkatsu activities to the English syllabus ensured alignment with students' academic goals, enhancing their relevance and impact. The comprehensive and multidimensional nature of the intervention targeted all aspects of engagement—behavioral, cognitive, emotional, and agentic—offering a holistic framework

that benefited both academic performance and overall actual school involvement.

The finding are more validated by the findings of various studies which emphasized enhancing school engagement either through Tokkatsu or any other pedagogical intention intervention(e.g. Abdelsamea& Bart, 2016; Alharbi&Alshammari, 2023; Dewaele& Li 2021; Guo et al., 2014; Harper &Quaye, 2009; Jensen, 2021; Mansour, 2015;McClain, 2020; Mccormick&Plucker, 2013; Mekki et al., 2023; Reeve, 2013; Yamamoto & Mori, 2020; Yoshida, 2013).

## Recommendations

Based on the findings of this study, it is highly recommended to incorporate Tokkatsu-based activities into English curricula to enhance students' productive skills and foster holistic school engagement. These activities have demonstrated significant potential to improve writing and speaking skills while simultaneously addressing behavioral, cognitive, emotional, and agentic engagement dimensions. Educational policymakers should integrate Tokkatsu activities across various grade levels, particularly in preparatory schools, to address the multifaceted nature of language learning and engagement. Teachers should prioritize strategies that facilitate student agency, encourage active participation, and integrate language skills with real-world tasks. To this end, professional development programs are essential for training educators in effective implementation of Tokkatsu-based strategies. Such programs should focus on adapting these activities to local cultural and educational contexts, ensuring relevance and acceptance. Emphasizing collaborative group activities, peer feedback, and task-based learning will further enhance students' ability to use English in meaningful ways, aligning with best practices in communicative language teaching.

Moreover, teacher education programs should include training in Tokkatsu activities to prepare future educators to use this approach effectively. Workshops and awareness sessions should be organized to familiarize in-service teachers with the role of engagement in fostering productive skills and overall learning. Schools should also promote the use of dialogue and observational tools to track student progress in speaking and writing while embedding concepts of school engagement in curricula. Creating a positive, supportive environment that emphasizes collaborative problem-solving and real-life relevance of language tasks will inspire greater participation and achievement among students. Additionally, integrating Tokkatsu principles into student workshops and extracurricular activities can raise awareness of the importance of engagement and communication as vital life skills. Policymakers and educators must align efforts to modernize teaching methods, utilizing research-backed strategies like Tokkatsu to create a transformative educational experience for students. These recommendations underscore the importance of a comprehensive and culturally responsive approach to addressing the challenges of EFL education and school engagement.

**Further Research**

In the light of the findings of this study, some areas are recommended for further research:

1. Investigating the long-term impact of Tokkatsu activities on developing EFL productive skills (writing and speaking) to assess the sustainability of the observed improvements.

2. Examining the role of Tokkatsu activities in enhancing students' collaborative problem-solving skills and their ability to work in teams in language-learning contexts.

3. Exploring the effect of Tokkatsu-based interventions on other language domains, i.e. reading comprehension and listening skills, to evaluate their comprehensive impact on language proficiency.

4. Conducting comparative studies to evaluate the effectiveness of Tokkatsu activities in diverse cultural and educational settings, including urban and rural schools, to assess adaptability and scalability.

5. Investigating the impact of Tokkatsu activities on teacher efficacy and instructional practices, particularly in integrating student-centered and task-based approaches into traditional curricula.

6. Exploring the influence of Tokkatsu-based engagement strategies on students' attitudes toward learning English and their overall motivation in language acquisition.

7. Examining the potential of integrating Tokkatsu principles into digital and hybrid learning environments, assessing their impact on engagement and language skill development in online settings.

8. Conducting case studies on the challenges and opportunities of implementing Tokkatsu activities in different educational systems to identify best practices for successful integration.

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