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Use of ASSURE MODEL in ELT: Reflections on the learning and teaching process

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Abstract: Since 2020, the effects of the pandemic and advancements in instructional technologies have played a significant and transformative role in the educational system. The integration of student-centered activities has been emphasized by new technology, which continuously enhances educational processes. Additionally, the use of instructional design models, such as ASSURE, has been highlighted. This study aims to examine the reflection on the implementation of the ASSURE instructional design model in an English course within the learning-teaching process. In this case study, the 6th-grade English course was designed using the steps of the ASSURE instructional design model and implemented with 22 sixth-grade students during the spring term of the 2023-2024 academic year in Gaziantep, Türkiye. Data were collected through interviews with students and the researcher's diary, which were analyzed through content analysis. The findings indicate that the use of the ASSURE instructional design model in the English course enhanced students' academic achievement, increased their engagement, and positively influenced their attitudes toward the English language course.

1. INTRODUCTION

Taking the curriculum as a reference in the learning and teaching process is a fundamental determinant of educational efficacy. The curriculum serves as a critical framework that facilitates the attainment of educational objectives while simultaneously adapting to institutional requirements to ensure sustainability (Hadi, 2022). Foreign language instruction is a key area of the curriculum. The MoNE English Curriculum (2018) for 6th grade aims to foster creativity, imagination, and self-expression through the functional use of language in daily contexts. This approach encourages students to conceptualize language as a communicative instrument by utilizing authentic textual materials, including poetry, visual media, and conversational discourse, while fostering experiential learning through interactive pedagogical strategies such as gamification, dramatic performance, and puppet-mediated instruction. An eclectic approach that integrates diverse pedagogical methodologies, tailored to sociocultural contexts, is recommended for effective foreign language instruction (Tosun, 2012). The eclectic

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approach necessitates the integration of both visual and linguistic components of instructional materials deemed pedagogically appropriate. This enables educators to transcend reliance on purely verbal resources and instead leverage multimodal instructional strategies (Mwanza, 2017). Discussions on language pedagogy frequently engage with debates concerning the role of grammar in curriculum design, the selection of curricular frameworks, the teaching of communicative competencies, learner motivation, effective instructional strategies, vocabulary acquisition, and the integration of technological advancements in language instruction (Rodríguez-Izguierdo, 2021). The use of educational technology is instrumental in fostering learner engagement and optimizing language acquisition outcomes. To maximize efficiency, the selection of technological tools should consider factors such as portability, usability, and cost (Nagy, 2021). Moreover, educators must maintain awareness of emerging technological innovations and their pedagogical applications (Shadiev & Wang, 2022). Recent years have witnessed a paradigm shift in foreign language instruction, characterized by the adoption of novel educational models such as 'computer-assisted learning', 'distance learning', 'flipped learning', 'adaptive learning', 'deep learning', and 'blended learning' (Boyadzhieva, 2014; Irmiş & Uludağ, 2023; Jones, 2019; Lei, 2023).

Due to the diversity of instructional learners' needs, characteristics, and instructional goals, no single approach can fully meet all pedagogical needs. Accordingly, it is essential to identify an appropriate instructional model and design the implementation process based on pedagogical needs. Instructional design is defined in scholarly literature as the systematic application of pedagogical principles and learning theories to enhance instructional quality (Brown & Green, 2006). In other words, instructional design encompasses a systematic and reflective process aimed at fostering targeted knowledge and skill acquisition within specific learner demographics. The process entails transforming broad educational theories into practical teaching materials and methods (Gustafson & Branch, 1997). Instructional design can be realized through the application of various models. These models include ADDIE, ASSURE, Dick Carry and Carry, Kemp Morrison and Ross, Seels and Glasgow. The primary objective of instructional design models is to guide educators in structuring instruction rather than merely resolving isolated pedagogical issues (Molenda *et al*., 1996). Consequently, instructional design models play a pivotal role in enhancing learning effectiveness and mitigating instructional challenges. These models offer structured frameworks for the systematic implementation of instructional strategies (Şimşek, 2017). The implementation of these models also enables the optimization of learning outcomes and performance in various educational contexts by formulating structured pedagogical plans (Smith & Ragan, 1999; Reigeluth, 1983; Reiser & Dempsey, 2008). The meticulous planning of instructional activities, coupled with the effective integration of technological tools such as digital screens, projectors, and online learning platforms, significantly influences instructional efficacy (Cooke, 2008). The integration of technological resources, including smartphones, personal computers, tablets, laptops, and smart boards, enables seamless access to information while simultaneously fostering learner motivation and collaborative engagement (Ghavifekr & Rosdy, 2015). In this context, the incorporation of instructional technologies into the teaching-learning process emerges as a critical consideration. One of the most widely recognized instructional design models that integrates technology is the ASSURE model.

1.1. ASSURE Instructional Design Model

The ASSURE model distinguishes itself among various instructional design frameworks utilized in educational practice through its distinctive focus on the systematic integration of technology in teaching and learning environments (Heinich et al., 1999). The model provides a structured framework for incorporating technological resources into instructional planning to enhance learning experiences (Shelly *et al*., 2012). The ASSURE model comprises six systematic stages: 1) analyzing learners, 2) stating objectives, 3) selecting media and materials,

4) utilizing media and materials, 5) requiring learner participation, and 6) evaluating and revising instructional strategies (Smaldino *et al*., 2005).

The ASSURE instructional design model consists of six interrelated steps that collectively aim to enhance the instructional process. The first step, analyzing learners, underscores the need to evaluate individual input qualities, learning methodologies, and overall attributes (Heinich *et al*., 1999). In other words, learner analysis, the first phase of the ASSURE model, focuses on identifying key learner attributes such as general traits, background knowledge, and learning preferences (Megaw, 2006). This is followed by stating objectives, which refer to goals students are expected to achieve by the end of the instructional process. In this step, both the desired behaviors and the conditions necessary for achieving these results are discussed (Kim & Downey, 2016). The creation of objectives focuses on educational goals rather than the methods of instruction; however, well-defined objectives assist practitioners in selecting media and resources and in the evaluation phase (Smaldino *et al*., 2015). In this next step, selecting media and materials involves determining the most suitable approach, environment, and materials to meet the previously established objectives (Megaw, 2006). After assessing the learners and identifying instructional goals, the next step is to create a connection between these goals and the objectives. Consequently, the teacher must decide on the approach that best suits the learners and their learning objectives (Smaldino *et al*., 2008).

Once the media and materials have been selected, the next phase—*utilizing media and materials*—is implemented. At this stage, the chosen or developed instructional resources are actively employed in the learning process. It is widely recognized that students derive the greatest benefit from materials that align with their individual learning styles, thereby enhancing their ability to achieve the intended learning outcomes. To maximize the effectiveness of media and materials, a range of instructional strategies should be integrated, including the incorporation of diverse technological tools (Heinich *et al*., 2001). The following step emphasizes learner participation, recognizing that active student engagement in the learning process is essential for effective pedagogy and the attainment of established learning goals. This stage also suggests that educators should strive to keep learners engaged during instruction, allowing them to benefit from learning opportunities in an educational setting (Heinich *et al*., 1999; Megaw, 2006). Finally, the process concludes with the *evaluation and revision* phase. In this final step, the instructional design is systematically reviewed, and necessary modifications are made. This includes assessing the extent to which students have achieved the learning objectives, analyzing levels of learner engagement, evaluating the effectiveness of the instructional materials, and identifying and addressing any gaps or areas for improvement (Heinich *et al*., 2001).

The ASSURE instructional design model is widely utilized by educators in the development of learning activities and lesson planning (Russell *et al*., 1994; Russell & Butcher, 1999; Smaldino *et al*., 2015). Several factors contribute to its popularity. First, the model emphasizes the use of technology in instructional activities, accommodates short teaching durations, and supports individualized learning (Baran, 2010; Gündüzalp & Yıldız, 2020). Second, it effectively facilitates the integration of technology into educational settings (Kim & Downey, 2016; Shelly *et al*., 2012). In recent years, external factors such as the COVID-19 pandemic and natural disasters (e.g., earthquakes) have further accelerated the adoption of technology in education, compelling teachers to adapt quickly to online teaching environments (Sun *et al*., 2020). During the pandemic, two significant trends emerged: the rapid expansion of distance education and the acceleration of innovations in educational technologies (Ashour, 2021; Kang, 2021; Whitelock, 2024). Consequently, the ASSURE model has garnered increased attention as a relevant and adaptable framework for technology-enhanced instructional design.

1.2. Literature Review

The literature review reveals that extensive research has examined the impact of the ASSURE instructional design model on a range of educational outcomes, including the development of higher-order thinking skills, positive attitudes toward technology integration, environmental awareness, and the enhancement of social-emotional competencies. Additionally, the literature includes research studies exploring the implementation of the ASSURE model across a range of disciplines, such as mathematics, ICT, environmental education, music, science, and foreign languages.

Within this context, numerous studies have also investigated the effectiveness of the ASSURE instructional design model in enhancing students' higher-order thinking skills—particularly critical thinking and mathematical communication—within the field of mathematics education. Findings from these studies indicate that the ASSURE model is effective in fostering critical thinking skills among secondary school students (Kristianti *et al*., 2017) and significantly contributes to the development of mathematical communication skills (Sundayana *et al*., 2017).

Researchers have also explored the contribution of the ASSURE model to technology-integrated instruction, particularly its role in shaping students' attitudes toward information and communication technologies (ICT), reducing classroom anxiety, and addressing individual learning differences. For instance, Gündüzalp and Yıldız (2020) investigated the effects of an ICT course designed using the ASSURE model on students' attitudes toward ICT and their perceptions of the course. Çibir and Yazgan (2021) developed a lesson on 'Addition by Mind' for second graders using the ASSURE model. Their findings revealed that courses structured with the ASSURE instructional design model fostered positive attitudes toward computer courses while reducing student anxiety (Gündüzalp & Yıldız, 2020). Additionally, this model improved the effectiveness of teaching by mitigating learning challenges associated with individual differences (Çibir & Yazgan, 2021).

The ASSURE instructional design model has been applied across a range of disciplines, including environmental education, music, and science, with studies highlighting its effectiveness in promoting academic achievement, fostering social skills, and enhancing instructional efficiency. Çatar and Özdilek (2023) examined the effects of implementing the ASSURE instructional design model in environmental education on middle school students' environmental attitudes. Their findings indicated a significant improvement in students' attitudes toward the environment as a result of instruction based on the ASSURE model. Irmiş & Uludağ (2023) examined the effects of learning environments developed by integrating the ASSURE instructional design model, the station learning method, blended learning, mobile games, and Web 2.0 tools on both students and teachers in the context of teaching basic music theory. Their findings indicated that the implementation of the ASSURE model enhanced students' independent learning, motivation, cooperation, communication, interaction, socialization, and productivity skills. Notably, research on lesson planning grounded in instructional design models is predominantly concentrated in the context of science education. These studies have demonstrated that the ASSURE model significantly enhances students' academic achievement in science courses (Kaya *et al*., 2020) and provides various benefits for teachers, including time efficiency, improved student performance, increased student engagement, and the development of students' computer skills (Karadeniz & Karamustafaoğlu, 2022).

Within the context of English language instruction, research specifically addressing the ASSURE instructional design model remains limited. Altın (2021) evaluated the effectiveness of English language teaching practices informed by the ASSURE model and found that it significantly enhanced student achievement and engagement, while also emphasizing the need for ongoing evaluation and refinement of instructional practices. Similarly, Zai *et al*. (2024) explored the model's impact on student motivation, concluding that its structured and

interactive design fosters student engagement and contributes to more effective English language learning experiences. Adedapo and Opoola (2021) highlighted that the ASSURE model improves the quality of English language instruction by helping teachers align lesson objectives with learner needs and by encouraging the effective use of instructional media, which fosters a supportive and engaging learning environment. Sezer *et al*. (2013) emphasized that the learner-centered ASSURE model, grounded in cognitive learning theories, enhances English language teaching by integrating technology in a structured way that supports diverse learning styles and encourages active student participation. Kazancı *et al*. (2020) reported that the ASSURE instructional design model enhances English language teaching by promoting technological literacy, fostering active student participation, and supporting the development of customized lesson plans tailored to learners' needs.

The shift to online learning prompted by the COVID-19 pandemic has profoundly impacted educational practices, as reflected in the growing body of research on instructional design models since 2019 (Hu & Huang, 2022; Maican & Cocoradâ, 2021). Technological advancements have proven particularly beneficial in foreign language education, especially in English language teaching, by improving access to resources, enabling personalized and interactive learning experiences, and increasing student engagement (Mulya & Putro Setyo, 2024; Poloju, 2024). In light of the increasing demand for technology-enhanced instruction, the deliberate integration of digital tools into lesson planning has become essential (Asandaş & Hacıcaferoğlu, 2021; Çetinkaya & Taş, 2016; Shelly *et al*., 2012; Sezer *et al*., 2013). As technology continues to expand the scope of educational possibilities, educators must develop a strong understanding of instructional design that effectively incorporates digital tools (Marín et al., 2018).

Against this backdrop, the present study explores the reflections of both students and the researcher on the implementation of the ASSURE instructional design model in the 6th-grade English unit 'Saving the Planet.' Addressing a gap in the literature, this study contributes to the field by providing applied insights into the use of the ASSURE model within a specific unit of English language teaching—an area that remains underexplored. Its significance lies in offering an instructional design framework grounded in the ASSURE model and evaluating its effectiveness through student feedback.

2. METHOD

2.1. Research Design

This study was designed as a qualitative case study, one of the widely employed research approaches in educational sciences. Case studies are utilized to explore contemporary phenomena within their real-world context (Stake, 1995). This approach is especially valuable when the boundaries between the phenomenon under investigation and its context are indistinct, and when a comprehensive understanding necessitates the use of multiple data sources (Yin, 1984). In case study research, the researcher examines one or more bounded systems in depth, utilizing multiple data collection instruments, such as observations, documents, interviews, audiovisual materials, and reports (Creswell, 2007). Various case study designs exist, each serving distinct analytical purposes. A single-case study focuses on one unit of analysis, such as an individual, program, institution, or school (Yıldırım & Şimşek, 2008). Within this framework, the holistic single-case design is particularly suitable for in-depth exploration of a specific case in its entirety (Storey, 2007). Given the scope and context of the present study—examining a 6th-grade English language course structured using the ASSURE instructional model—the holistic single-case design was identified as the most appropriate methodological approach.

2.2. Participants

The study group comprises one English language teacher and 22 sixth-grade students from a state-affiliated secondary school in Gaziantep/ Türkiye, during the spring term of the 2023-2024 academic year. Of the 22 students, 13 were female and 9 were male. The participants were selected through purposive sampling based on the school's readiness for technology-integrated instruction and voluntary participation. The students came from diverse socio-economic backgrounds and had limited prior experience with Web 2.0 tools.

The English language teacher, who is one of the researchers, has 12 years of teaching experience and holds a master's degree in Curriculum and Instruction. She was responsible for lesson implementation and reflective documentation through a researcher diary.

2.3. Data Collection Tools

The data collection tools employed in this study included a student interview form and the researcher's diary. To enhance the validity of the research in case studies, utilizing multiple data sets is considered crucial (Yin, 2003). In the initial development of the interview form, the researchers crafted a draft consisting of 13 questions. Subsequently, the draft was reviewed by two experts, whose feedback led to the elimination of certain questions (e.g., "Do you have any suggestions for improving this implementation?", "Does this implementation affect classroom interaction", and "Would you like see similar implementations in other units?") and the modification of the some statements (such as replacing "use of educational technologies" with "use of technology" and "technology-based activities and applications" with "ASSURE model."). Following this, the input of a language expert was sought, and the form was prepared for a pilot implementation. However, based on feedback from interviews with several students during the pilot study, it was determined that some questions should be discarded due to a lack of clarity; students were unable to provide meaningful responses to these queries. Consequently, the final version of the student interview form was refined to consist of 10 questions. These questions aimed to explore students' perceptions regarding the distinctions between ASSURE-supported courses and traditional implementations, the contributions and limitations of the ASSURE model to the learning process, and its potential applicability across other disciplines.

The researcher's diary served as the second data collection tool. The researcher meticulously documented the events during the study, incorporating various data sources, such as observations, direct quotations, brief notes, and personal reflections. Researcher diaries play a pivotal role in qualitative research, enriching both the research process and its outcomes, thereby enhancing overall effectiveness and depth (Borg, 2001; Mills, 2003; Gerg, 2009). In this study, the researcher's diary was utilized to record detailed observations of the classroom environment throughout the implementation of the ASSURE model.

2.4. Design and Implementation Process of the ASSURE Instructional Model

This section of the study addresses the implementation and processing of the topic "Saving the Planet", which is the 9th unit of the 6th-grade English course, following the steps outlined in the ASSURE instructional design model. Before the main implementation, the ASSURE model was piloted in another classroom with similar characteristics. Feedback and observations from the pilot implementation were taken into account to refine the process for the subsequent classroom implementation. For instance, some Web 2.0 tools that served similar purposes were removed from the list after being identified during the pilot study. Following the pilot phase, the instructional design was implemented with the study group over a three-week period. A detailed account of the instructional design development process, structured according to the steps of the ASSURE model, is provided below.

2.4.1. *Analyze learners*

This phase, which constitutes the first stage of the ASSURE model, involves an analysis of the students' general characteristics, prior knowledge, and learning styles.

General Characteristics: The study group consisted of 22 sixth-grade students (9 males and 13 females) aged 11-12 years. All students demonstrated fundamental academic competencies, including hearing, seeing, writing, and reading. No students required individualized education, as there were no identified learning disabilities or special educational needs. In terms of socioeconomic background, the majority of students belonged to middle-income families. Additionally, all students had access to desktop computers, laptops, or tablets, enabling them to engage with technology-based learning applications beyond the classroom environment.

Prior Knowledge: According to the English curriculum, a learning outcome from the "Saving the Planet" unit in sixth grade has been incorporated into the "Health" unit in the fifth grade. However, an assessment of students' prior knowledge reveals that their level of readiness for this unit is insufficient.

Learning Styles: Based on the learning styles inventory administered by the school guidance service at the beginning of the academic year, it was determined that students predominantly exhibit auditory, visual, and kinesthetic learning preferences. Consequently, the instructional design was planned to incorporate diverse learning activities that cater to all these learning styles, ensuring an inclusive and effective learning experience.

2.4.2. *State objectives*

At this stage, the objectives outlined in the curriculum are prioritized. In this study, the unit objectives were determined based on the four language skills specified in the 2018 English curriculum.

2.4.3. *Select methods, media and materials*

As emphasized in the relevant curriculum, an action-oriented teaching approach was adopted in this study. This approach underscores the importance of student-centered learning, promoting active participation and opportunities for students to express themselves in the target language. Additionally, it highlights the integration of technology and individualized learning in digital environments, leveraging the advantages offered by multimedia tools and materials. The selection of methods, approaches, and resources was guided by their cost-effectiveness, pedagogical benefits, and ease of use for teachers. All activities were conducted within the classroom setting due to the availability of necessary resources. The methods, techniques, and materials utilized in the study are outlined below:

Smart Board and Education Informatics Network (EBA) Applications: The smart board was actively used throughout the instructional process. The EBA application and its digital content were integrated to facilitate the attainment of unit objectives. Additionally, teachers could adapt and utilize EBA resources for their instructional needs. EBA provides a wide range of educational content, including interactive activities and assessments. In this study, activity-based questions available in EBA were employed for evaluation purposes.

Google Classroom: Google Classroom application was utilized to create lessons, deliver content, and enhance vocabulary instruction aligned with the unit objectives. This platform also facilitated teacher-student communication, assignment tracking, and peer interaction. Students could submit assignments, view their peers' work, and provide comments, while teachers offered feedback and shared written materials related to the topic.

Web 2.0 Tools: A variety of Web 2.0 tools were integrated into the instructional process to enhance student engagement and facilitate both in-class and out-of-school learning. The selected tools included "Word Art", "Cram", "Bamboozle", "Word Cloud", "Mentimeter", "Learning Apps," and "Canva." These resources provided interactive and creative learning

opportunities tailored to different learning styles. Canva enables students to design visual material such as posters, banners, slides, and infographics. With Learning Apps, students reinforced the concepts covered in the lesson through a variety of interactive exercises and educational games. Students are able to play instructional games with the Bamboozle tool. The Word Art, Word Cloud, and Mentimeter allowed students to create visually appealing word clouds, helping them organize and internalize vocabulary in a dynamic way.

Textbook and Other Supplementary Resources: MoNE Textbook and other additional supplementary materials (such as quizzes as written assessment materials, as well as unit achievement tests and skills-based assessments prepared by the MoNE) were utilized throughout the unit to provide structured content and support student learning.

Song: As part of the instructional design, the song "Protect Our Planet" was incorporated to align with the unit objectives, reinforcing key concepts through music-based learning.

Quiz as Written Material: In addition to the activity-based questions available in the EBA application, the quizzes developed by the MoNE, comprising achievement comprehension tests and skill-based questions, were employed as written assessment tools to evaluate student progress.

2.4.4. *Utilize media materials and require learner participation*

First Week: Before the lesson, a vocabulary list containing the English and Turkish meanings of the key terms from the unit was shared with the students via Google Classroom. Students were instructed to review the vocabulary before attending the class to ensure a foundational understanding. In-class activities were designed to reinforce vocabulary acquisition among students who had familiarized themselves with the words in advance. Initially, flashcards created using the Cram tool were presented to students, who were expected to observe each card, infer its meaning, and articulate the corresponding word. To further reinforce vocabulary learning, an interactive game featuring the newly introduced words was conducted. This activity offered students an additional opportunity to engage with the target vocabulary in an interactive and enjoyable manner. Subsequently, Word Art and Word Cloud tools were utilized to create a visual representation of unit-related vocabulary. Each student contributed by recalling and stating a word associated with the unit, culminating in the collaborative formation of a word cloud.

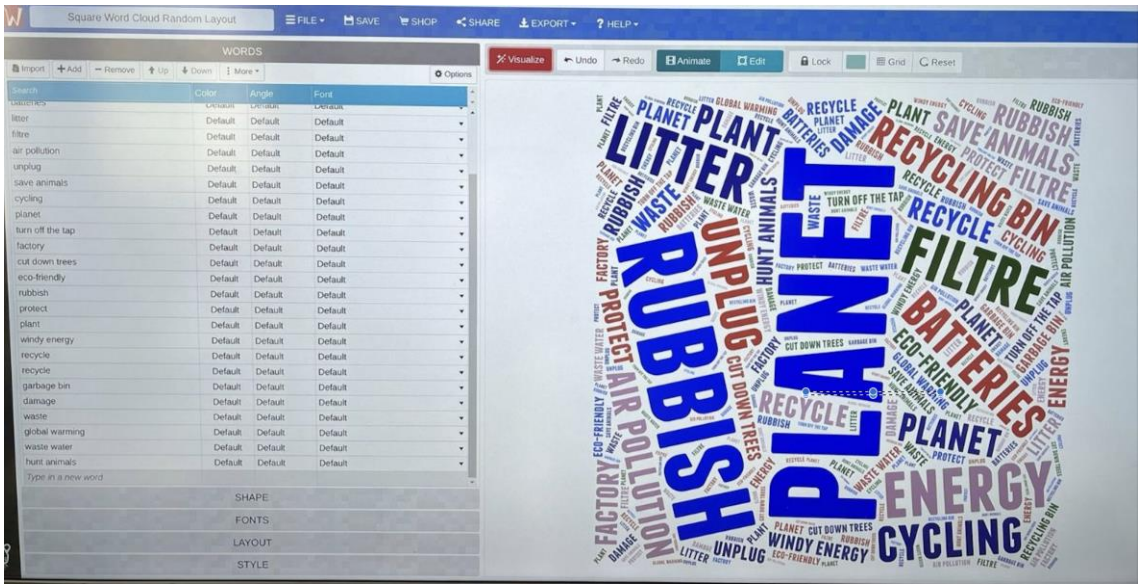

Figure 1. *Creating a word cloud with the Word Art tool.*

Additionally, students reinforced their vocabulary acquisition using the Bamboozle tool. Through this platform, they engaged in various interactive activities, such as matching English words with their Turkish equivalents, identifying word meanings in a wheel of fortune game, and participating in other vocabulary-based exercises offered by the tool. At the end of the lesson, students were assigned a Mentimeter activity as homework. The Mentimeter code was shared via Google Classroom, and students were instructed to enter newly learned words into the tool. This activity encouraged active recall and consolidation of vocabulary. To further reinforce their learning, students watched EBA's instructional videos related to the unit vocabulary, allowing them to review and solidify their understanding through multimedia content.

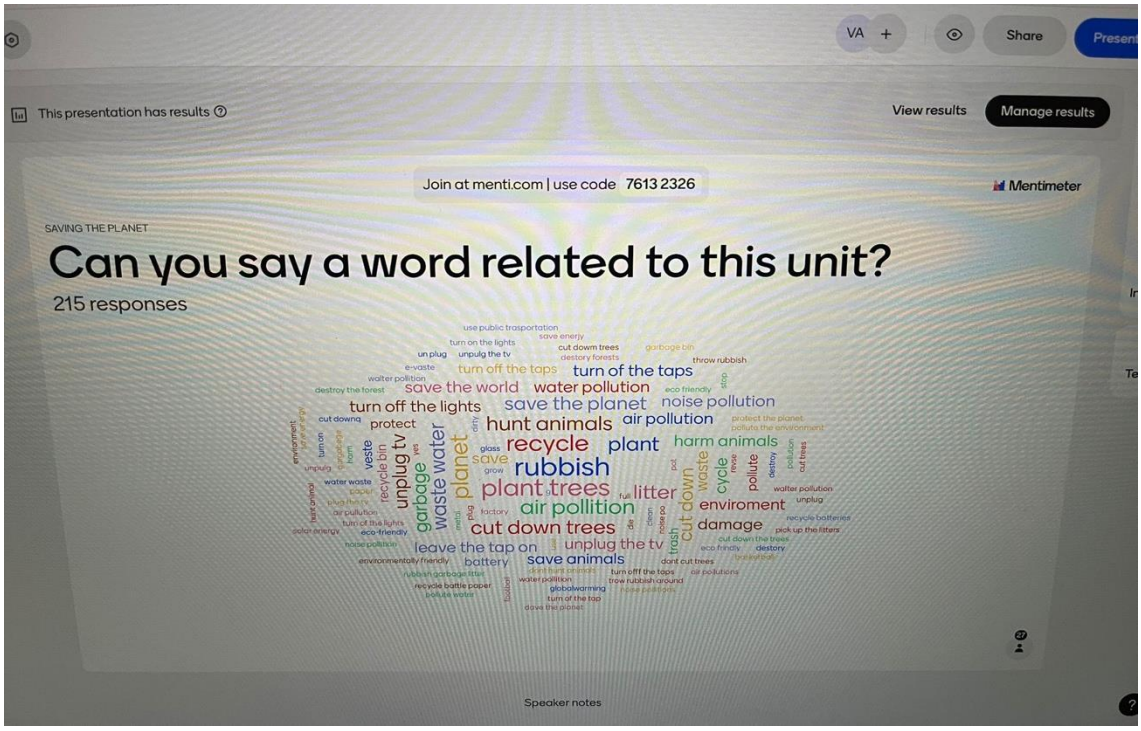

Figure 2. *Creating a word cloud with the Mentimeter tool.*

Second Week: Before the lesson, written material on the 'should/shouldn't' grammar structure was shared with students via Google Classroom. Students were expected to review the material in advance to ensure preparedness for the lesson. During the lesson, the topic was first introduced and explained, followed by reinforcement activities using EBA content. Students watched instructional videos related to the topic and participated in accompanying exercises to deepen their understanding. Given the significance of game-based learning in foreign language instruction, Web 2.0 tools that integrate technology-enhanced games were incorporated into the lesson. Learning Apps was the first tool utilized, offering a range of interactive activities related to the should/ shouldn't structure. To further consolidate learning, a quiz was conducted at the end of the session, allowing students to internalize the concepts through engaging and structured practice.

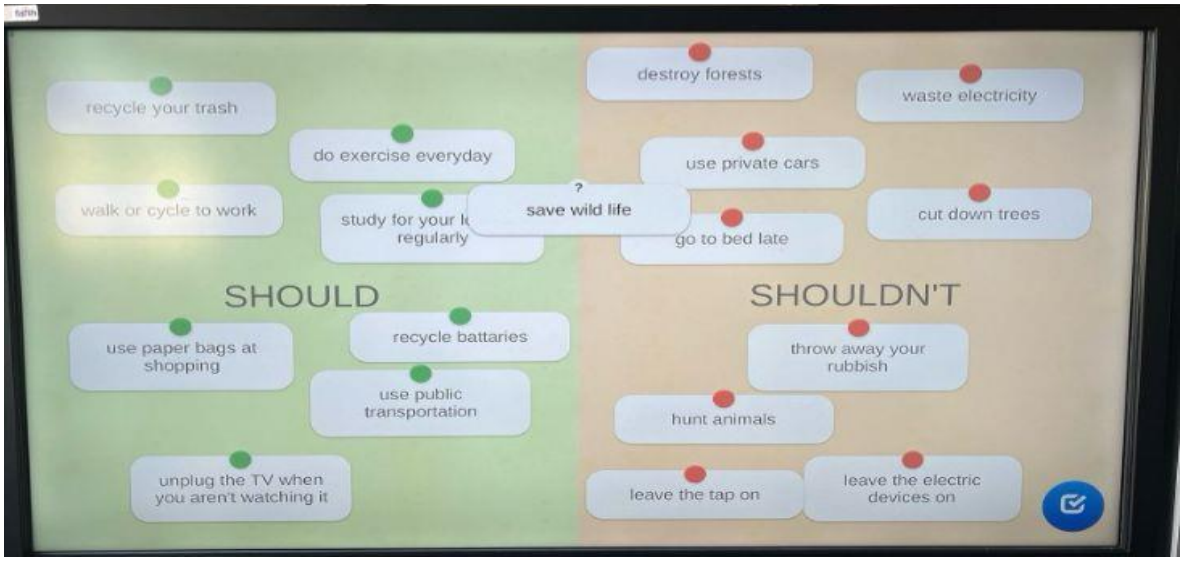

Figure 3. "*Should" activity with the Learning Apps tool*.

This part of the lesson was devoted to developing speaking skills. To initiate the activity, visuals related to the predetermined environmental theme were placed in envelopes. Each student selected an envelope and was instructed to construct a sentence using the structure 'We should.....' based on the visual they received. For homework, students were assigned a poster creation activity using the Canva tool. They designed environment-themed posters to reinforce their understanding of the topic creatively. Upon completion, students uploaded their posters to Google Classroom, where they could view and engage with their classmates' work, fostering peer interaction and collaborative learning.

Figure 4. *Making a poster with the Canva tool.*

Third Week: As part of the unit, the song 'Saving the Planet'- which was easy for students to follow and sing along with- was introduced. Initially, students listened to the song multiple times to familiarize themselves with its lyrics and rhythm. Subsequently, they both listened to and sang the song, enabling them to naturally acquire and internalize key vocabulary and expressions related to the unit. To assess students' understanding and retention of the unit content, a written exam was administered at the end of the unit. Additionally, tests and exercises from EBA were utilized to evaluate whether the topics had been effectively reinforced. Finally, students completed a MoNE assessment, which included unit achievement tests and skill-based questions, providing a comprehensive measure of their learning outcomes.

2.4.5. *Evaluate and revise*

In the study, various assessment tools were utilized, including ready-made questions and exercises from EBA, quizzes as written assessment materials, as well as unit achievement tests and skills-based assessments prepared by the MoNE. The integration of EBA's evaluation

resources not only streamlined the assessment process but also enhanced practicality for teachers, as EBA generates an automated analysis report upon completion of the exams. Moreover, EBA's detailed evaluation reports provided valuable insights into student performance, enabling a more comprehensive assessment of learning outcomes.

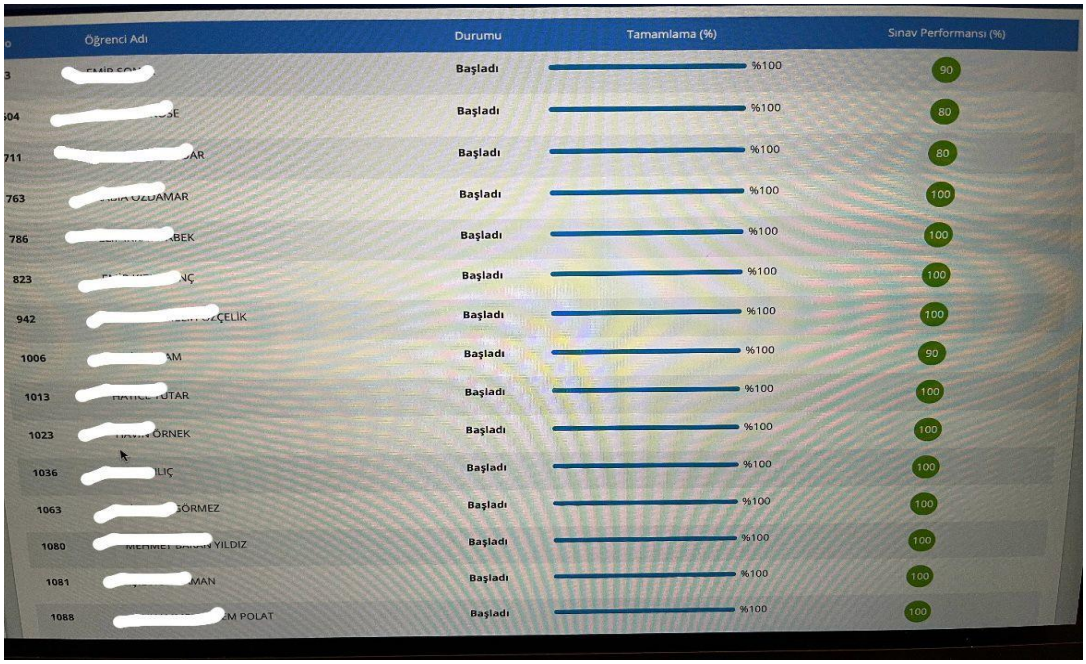

Figure 5. *Evaluation of the activity sent from EBA.*

The evaluation of the instructional process indicated that the implementation of the instructional design was carried out smoothly, with students demonstrating active engagement in the learning activities and the instructional materials effectively fulfilling their intended objectives.

2.5. Data Collection Process

In the context of the research, semi-structured interviews were conducted with the students to gather their perspectives on the instructional design developed based on the ASSURE instructional design model. Following the implementation of the instructional design, interview questions were asked at the end of the research process to evaluate the effectiveness of the approach from the students' viewpoints. In order to enable students to express themselves more effectively, the interview form was prepared in Turkish. Rather than interviewing the entire class, a sample of nine students was selected, with three students chosen from each learning style group. Each interview session lasted between 20 to 25 minutes, and the questions from the interview form were presented sequentially. The interviews were conducted neutrally, ensuring that the researchers did not influence the participants' responses.

In addition to the interviews, a researcher's diary was employed as another data collection tool. Throughout the implementation process, the first researcher maintained a reflective diary to document observations and key developments. During this phase, the ASSURE instructional design practices were analyzed with respect to their impact on the teaching and learning process, the learning environment, and the integration of instructional technology. The determination of these dimensions was guided by a comprehensive approach, ensuring that the analysis complemented, rather than duplicated, the findings from previous literature on ASSURE instructional design practices. Additionally, expert opinions and the questions used in the student interviews played a decisive role in shaping the evaluation framework.

2.6. Data Analysis

In this study, the data obtained from semi-structured interviews and the researcher's diary were analyzed using content analysis. The analysis process followed a systematic sequence, beginning with coding the data, followed by identifying themes, structuring and defining the data based on these codes, and finally interpreting the findings. To ensure rigor and reliability, the data were read twice, with significant observations noted, after which the researchers independently coded the data without prior collaboration. Following this, similar codes were grouped, and overarching themes were generated. Unlike descriptive analysis, no predefined conceptual framework guided the process at the outset. Instead, in line with content analysis methodology, an inductive approach was adopted, allowing codes and themes to emerge naturally from the data rather than being predetermined (Strauss & Corbin, 1990). For confidentiality, participants were anonymized during the interview analysis; they were assigned coded identifiers (e.g., Student 1 (S1), Student 2 (S2)). To enhance the clarity and comprehensibility of the findings, the identified themes and codes were visualized using MindMeister, with corresponding figures created to systematically represent the results.

2.7. Reliability and Validity

To ensure the validity and reliability of the research, several measures were implemented. Firstly, to enhance the internal reliability, all findings were presented directly and without interpretation, ensuring transparency in data reporting. Participants' responses were included as direct quotations to provide authentic insights into their perspectives. Efforts were made to maintain objectivity in both the interpretation and description of the data. Additionally, the data coding process was conducted independently by the researchers to avoid bias. To establish the reliability of the research, the researchers later convened to discuss and reconcile the identified codes and themes. Miles & Huberman's (1994) reliability formula (Reliability = Agreement / Agreement + Disagreement) was applied, yielding an agreement rate of .87, which indicates a high level of reliability. Following this calculation, the researchers further deliberated on discrepant codes, achieving full consensus (100%) through discussion. To ensure internal validity, the researchers actively participated in all stages of the research, including data collection and analysis. The first researcher played a key role in implementing the instructional design and maintaining the researcher's diary. To enhance external validity, a detailed account of the research process was provided, outlining each step undertaken during the study. Finally, semi-structured interviews and the researcher's diary were employed to enhance the validity, ensuring the use of multiple data sources. By incorporating these diverse sources, data triangulation was achieved, allowing for a more comprehensive and holistic understanding of the research findings.

3. RESULTS

3.1. Student Interviews

As a result of the interviews with the students, five themes and codes related to each theme emerged. The themes and codes are presented in Figure 6. As seen in Figure 6, the first theme is centered around what the ASSURE instructional design model evokes in students. The related codes include "various activities", "use of technology (Web 2.0 tools)" such as "Canva", "Learning apps", "Word Cloud", "Cram", "Mentimeter", "Google classroom", and use of "EBA." One student (S6) expressed that "*When I think of ASSURE model, I think of the games we played in Learning apps, the posters we created in Canva, and many different activities we did in the classroom".* Another student (S3) mentioned that *"The activities we did in class and the song we sang are the first things that come to my mind."* The second theme highlights" ASSURE's contribution to the learning process", with codes such as "learning vocabulary easier, feedback, use of technology, permanent learning, being active, learning with fun, self-confidence, application of learning, increasing willingness/motivation, learning better, learning

faster, learning with activities and learning easier". One of the students (S1) stated that "*Before, I had difficulty understanding the topics, but now I understood the lesson better and realized that I did not forget what I learned."* Another student (S9) remarked that "*Learning words has never been so easy. When I see it, I immediately remember what it means."*

Figure 6. *Reflections of ASSURE to learning-teaching process.*

The third theme addresses the differences of ASSURE-supported courses from a routine course, identifying codes like "using technology", "learning writing less", "different activities", "entertaining", "memorability", and "increasing interest." One student (S7) noted: "*Yes, it was different from the English lessons we used to teach before because in our other lessons we did more writing, there was a lot of lecturing. But now we used technology more and did different activities."* The fourth theme focuses on the compatibility of ASSURE applications with other courses, with codes including "Turkish, Social Studies, Maths and Science". One student (S8) commented: *"I think this model is more suitable for Turkish and Social Studies lessons because these lessons are based on rote learning and should be learned by having fun.*" S2 stated that "*More suitable for Maths and Science. These lessons are difficult to understand, and being active and doing activities like these can make it easier for us to understand."*

Finally, the last theme examines the disadvantage of the ASSURE application, where "noise" is the sole code. This is the only drawback mentioned by students regarding this issue. One of the students (S5) pointed out, "*When the smart board is switched on, there is usually a lot of noise in the classroom."* One of the participants (S4) stated that "*Normally the whole class is silent while writing, but in this model, when there was no writing and technology was at the forefront, the noise broke out."*

3.2. Researcher Diary

In the researcher's diary, salient and meaningful aspects of the study were documented over a three-week observation period. The themes that emerged from the reflective diary pertained to the implementation of the ASSURE instructional design model in English language teaching (ELT) and were categorized as "Web 2.0 tools," "students," and "classroom environment." These themes, along with their associated codes, are presented in Figure 7.

Figure 7. *Researcher Diary.*

Concerning Web 2.0 tools, it was noted that students were initially unfamiliar with the concept; however, they engaged with and learned to utilize various tools throughout the process. During the implementation, students demonstrated recognition of tools such as Learning Apps, Canva, Mentimeter, Word Art, and Google Classroom. Notably, students expressed a strong preference for Canva, particularly enjoying the process of creating their own posters. Additionally, educational games facilitated through the Learning Apps tool were particularly popular among students. There was a marked increase in the active and conscious use of the EBA platform, contrasting with the previous behavior of students who only intermittently searched for homework assignments.

In terms of student engagement, a positive shift in attitudes toward the English course was observed overall. Even students who had previously shown little interest in the lesson became more active and engaged during classroom activities. Notably, students were able to understand the subject matter more meaningfully, and their self-confidence increased as they participated more actively in lessons. The integration of digital tools contributed to heightened interest in both the lesson and the subject matter, particularly facilitating easier retention of vocabulary. Furthermore, students expressed enjoyment in utilizing Web 2.0 tools, which facilitated a more enduring understanding of the material through diverse activities. They developed greater awareness of their language skills, particularly while creating posters with Canva and engaging in singing activities related to the unit. The students' natural curiosity about digital technology led them to find the lesson both enjoyable and motivating.

Lastly, regarding the classroom environment, the small class size was noted to enable a variety of activities. The classrooms were adequately equipped with technological resources, such as smart boards. It was observed that the implementation of the activities using the smart board resulted in a higher noise level compared to traditional lessons. Students tended to be quieter when writing on a blackboard; however, the increased use of digital tools in this model led to

more active and participatory classroom dynamics, which contributed to heightened enthusiasm and, at times, restlessness among students during lessons.

4. DISCUSSION

This study explored the impact of the ASSURE instructional design model on the teaching and learning process, drawing on data from post-implementation student interviews and the researcher's reflective diary. The findings revealed consistent themes highlighting both the pedagogical and emotional effects of the model.

Firstly, the use of Web 2.0 tools and technology-integrated materials, such as Canva, Learning Apps, Mentimeter, Google Classroom, and EBA, emerged as central to students' engagement and learning. Students primarily associated the ASSURE model with the use of digital tools and engaging activities, indicating that technology integration not only supported vocabulary retention and feedback but also enhanced the accessibility and enjoyment of learning. The incorporation of tools such as Canva contributed to varied and visually appealing instruction, increasing student interest (Sari & Hasanah, 2022). These findings align with those of Smaldino *et al*. (2008) and Kim and Downey (2016), who emphasized that the ASSURE model improves instructional quality by promoting effective media integration and active student participation. Additionally, Juan (2011) emphasizes the model's systematic structure in applying instructional technologies, which was evident in the structured digital activity design implemented in this study.

The model's impact extended beyond cognitive gains to affective domains. Students reported increased motivation, self-confidence, and willingness to participate in class. Relevant studies show that the implementation of the ASSURE model has been shown to increase student engagement through the use of technology-based learning environments (Eliana *et al*., 2024). The ASSURE model leads to better learning contexts (Zahran, 2023). These findings are in alignment with Arriyani & Pratama (2021) and Zhu *et al*. (2023), who found that ASSURE-based virtual instruction supports both engagement and language proficiency, while also providing valid structures for measuring student involvement. Likewise, Alhenaki & Alarfaj (2020) emphasize the role of the ASSURE model in enhancing learning motivation at intermediate levels. The ASSURE model positively impacts the learning process (Saputra *et al*., 2021) by increasing students' engagement (Eliana *et al*., 2024) and motivation (Kazanci *et al*., 2020; Zai *et al*., 2024).

The students clearly distinguished the ASSURE-supported lessons from routine ones. Unlike traditional methods focused on writing and lecturing, the ASSURE-based instruction provided multimodal, visually enriched, and activity-based experiences. This contrast aligns with Giang *et al*. (2022), who noted that the model integrates cognitive, emotional, and participatory dimensions of engagement both inside and outside the classroom. Moreover, students expressed a desire to see the ASSURE model applied in other subjects, especially Social Studies, Turkish, Maths, and Science. While Turkish and Social Studies were perceived as overly reliant on rote memorization, Mathematics and Science were viewed as more comprehensible when taught through activity-based methods. In a study by Şahbaz *et al*. (2024), students reported that they found educational games enjoyable and particularly well-suited to Science courses. The findings indicated that incorporating educational games not only enhanced learning but also made the process more engaging and enjoyable for students.

Math and Science were viewed as more accessible through activity-based approaches. This perspective finds support in Kristianti *et al*. (2017) and Sundayana *et al*. (2017), who demonstrated the model's capacity to enhance academic achievement in Math and Science. Similarly, studies have shown the effectiveness of ASSURE-based instruction in environmental education and science content (Çatar & Özdilek, 2023; Kaya *et al*., 2020; Karadeniz & Karamustafaoğlu, 2022).

Finally, results from the researcher's diary provided observational evidence that reinforced student views. Students were initially unfamiliar with Web 2.0 tools, but through consistent use, they became more autonomous and enthusiastic participants. The model fostered an interactive classroom environment, where noise levels increased due to active learning rather than distraction. While this was seen as a limitation by some students, it was interpreted in the researcher's diary as a sign of heightened engagement. Irmiş & Uludağ (2023) acknowledged that the dynamic nature of ASSURE-based environments contributes to student motivation and collaboration, even if it challenges conventional notions of classroom order.

5. CONCLUSION

This study demonstrated that the ASSURE instructional design model positively influenced English language learning by enhancing student engagement, motivation, and achievement. The integration of Web 2.0 tools and student-centered methods provided a dynamic learning environment tailored to various learning styles, resulting in more effective and enjoyable instructional experiences.

The findings underscore the model's potential to support both cognitive and affective outcomes in language education. Despite the study's contextual limitations, it offers practical insights for applying the ASSURE model in technology-integrated classrooms and suggests its broader applicability across disciplines, fostering active, reflective, and learner-focused instruction.

5.1. Pedagogical Implications

Based on the research findings, it is recommended that the ASSURE instructional design model be utilized in English language teaching and adapted for broader application across various subjects. Educators adopting the model should begin with a thorough analysis of students' age, interests, and learning preferences to design and deliver effective lessons. Successful implementation also requires the careful selection of appropriate instructional techniques, strategies, and resources, along with the establishment of clear and measurable learning objectives. Furthermore, designing engaging, practical activities that promote active student participation and effectively integrate technology is essential.

Teacher competency is crucial for the design and implementation of ASSURE instructional design. Therefore, to enhance teachers' pedagogical knowledge and skills, it is recommended that a comprehensive in-service training be provided, focusing on technology integration, learning analysis, and differentiated instructional strategies. Consequently, curricula and teacher training programs should be designed to support adaptive, innovative, and technologically advanced teaching methods.

5.2. Limitations

Although the study provides valuable insights into the application and pedagogical implications of the ASSURE instructional design model in technology-integrated English language teaching, it is not without limitations. Firstly, it exclusively focused on the implementation of ASSURE instructional design within a 6th-grade English classroom. Secondly, the study is constrained to the specific Web 2.0 tools employed during the implementation of the ASSURE model. Lastly, the study was conducted in a public-school setting, which imposes limitations related to the facilities and conditions typical of such environments.

The findings highlight the potential of the ASSURE model for fostering student-centered learning environments. To enhance the generalizability and adaptability of the model, it is essential to conduct comparative studies that assess its efficacy across diverse age groups and subject areas. Additionally, qualitative research is recommended to explore the challenges instructors face when implementing this model, along with their suggestions for addressing these challenges. Furthermore, a deeper understanding of the ASSURE model's role in digital learning environments could be achieved through long-term studies that investigate how

technology-supported instructional methods might be refined within the framework of the model. Finally, a comprehensive evaluation of the model should include an examination of its impact on affective outcomes, such as motivation, self-confidence, and attitudes, in addition to student achievement.

Declaration of Conflicting Interests and Ethics

The authors declare no conflict of interest. This research study complies with research publishing ethics. The scientific and legal responsibility for manuscripts published in IJATE belongs to the authors. **Ethics Committee Number:** Gaziantep University Ethics Committee, 02.04.2024- 474996.

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