

Innovation in Language Learning, International Conference



# **Academic engagement in self-regulated, cooperative foreign language learning**

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# Academic engagement in self-regulated, cooperative foreign language learning

- Topic: Academic engagement of EFL students
- Context: Self-regulated, cooperative learning
- Perspective: Teachers
- Focus: Teacher actions to enhance learner engagement
- Outline:
  - Theory
  - Empirical study
  - Discussion
  - Conclusions

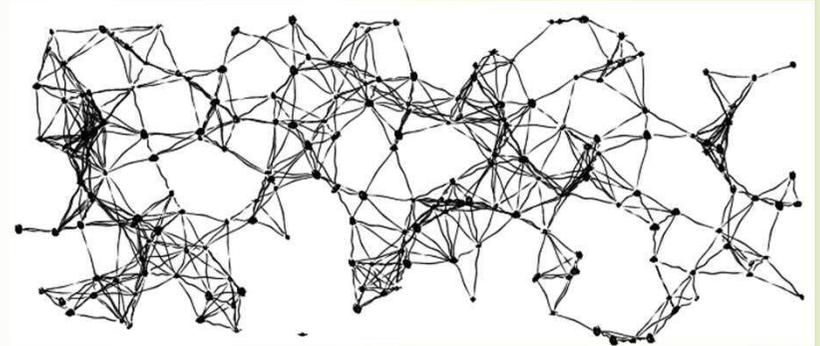


# Academic engagement in FL learning

- ▶ Physiological, behavioural, and psychological components (e.g., Finn & Zimmer, 2013; Linnenbrink & Pintrich, 2003; Marks, 2000; Mercer & Dörnyei, 2020; Skinner & Pitzer, 2013)
- ▶ Academic engagement in FL learning is “all student behavior related to planning, managing, and completing” their studies (Amerstorfer & Münster-Kistner, 2021).
- ▶ 7 components
  - ▶ Strongly interrelated
  - ▶ Dependent on learners’ knowledge, skills, and abilities

# 7 components of engagement

- Cognitive engagement
- Metacognitive engagement
- Affective engagement
- Social engagement
- Task engagement
- Communicative engagement
- Foreign language engagement





# COOL – CoOperative Open Learning

- Based on the Dalton Plan (Parkhurst, 1922)
  - Freedom
  - Cooperation
  - Budgeting time
- Self-study assignments
- Self-study time
- Teacher as coach
  - Guided goal-setting, self-reflection
  - Individual coaching

For more information on COOL, visit [www.cooltrainers.at](http://www.cooltrainers.at)



# Study design

- ▶ Research question:  
How do EFL teachers perceive and enhance learner engagement in COOL?
- ▶ Research environment:  
COOL school in Austria
- ▶ Participants:  
3 EFL teachers
- ▶ Instrument:  
Semi-structured interviews in German (L1)
- ▶ Data analysis:  
Expressions of perceived learner engagement  
Expressions of teacher support regarding learner engagement



## Results: Cooperative open learning ...

- ▶ places the student at the centre of learning.
- ▶ fosters a learning atmosphere that is more relaxed than in conventional EFL teaching.
- ▶ creates a learning environment in which student engagement and enjoyment are observable.
- ▶ enhances positive student-teacher relationships, which support learner engagement.
- ▶ enables teachers to offer a larger variety of topics and tasks that match student interests.
- ▶ integrates the teaching of EFL and life skills (e.g., self-regulation, time management, conscientiousness, team work).



## Results: COOL teachers ...

- ▶ care about students and about getting to know the students personally.
- ▶ perceive themselves as coaches rather than teachers.
- ▶ perceive their students as more open for conversation (both study-related and private issues) in comparison to students who do not participate in COOL.
- ▶ actively foster individual students' engagement in COOL activities.
- ▶ receive positive feedback from students implicitly and explicitly.

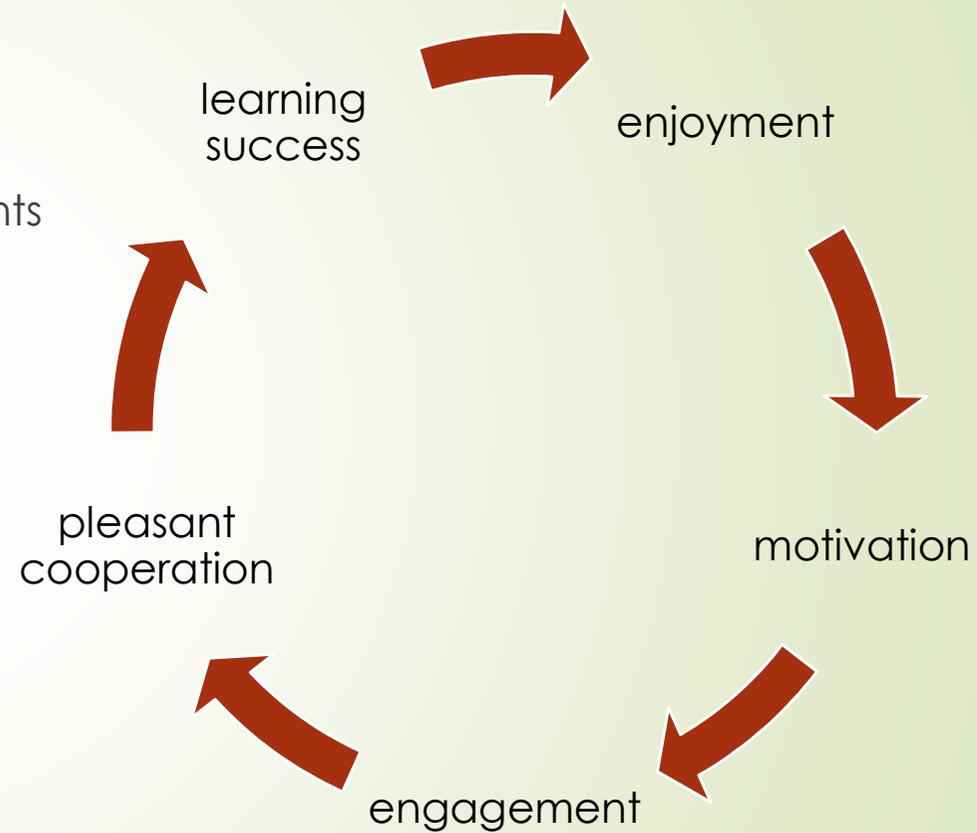


## Results: COOL students ...

- ▶ require time and practice to increase their efficiency in COOL.
- ▶ become increasingly efficient in completing COOL assignments.
- ▶ insist that cancelled COOL lessons be made up.

# Discussion

- Engagement across all components
- Coaching contributes to learner engagement
- Students appreciate life-skills
- Students enjoy self-regulated, cooperative EFL learning
- Positive student-teacher relationships
- Increased teacher motivation





# Conclusions

- ▶ Both students and teachers enjoy COOL
- ▶ Both the teaching approach and the teacher's actions contribute to academic engagement.
- ▶ Strong connections between
  - ▶ engagement & motivation
  - ▶ engagement & strategies
- ▶ More research required



# References

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Thank you!  
Questions?