


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

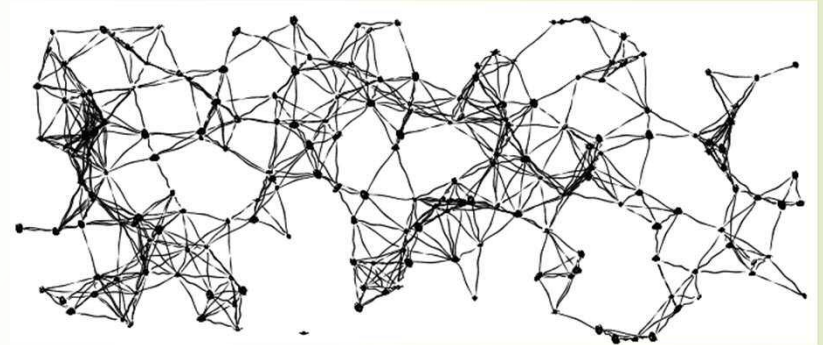


Academic engagement in FL learning

- ▶ 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



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.

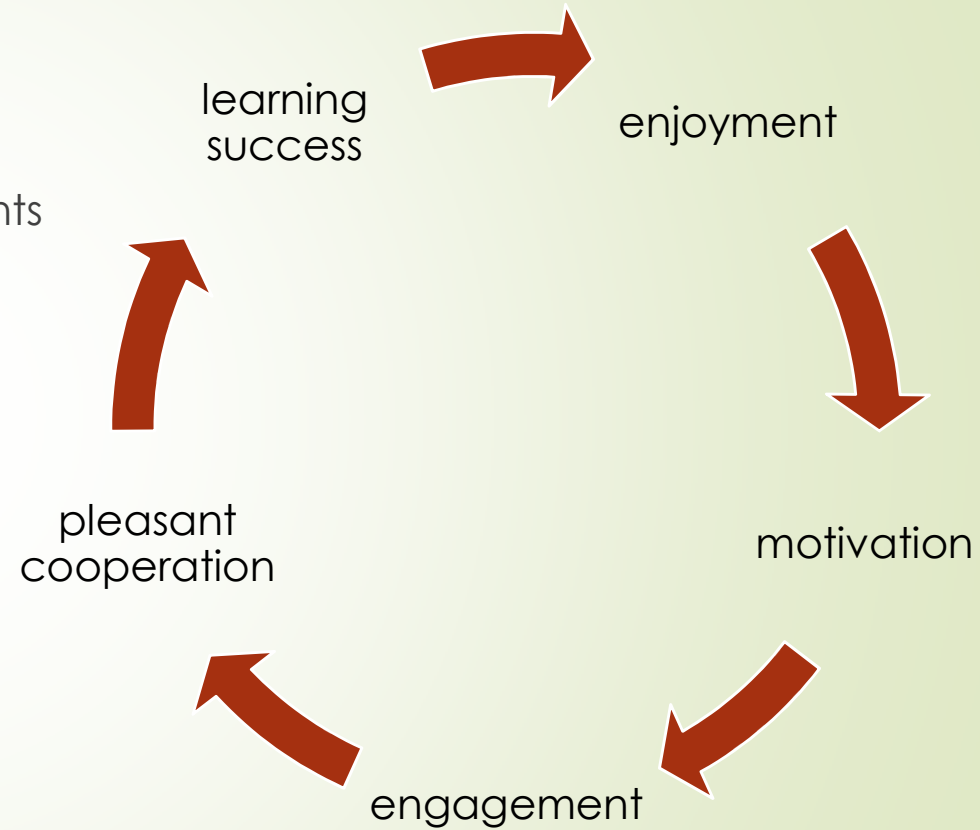


Results: COOL students ...

- ▶ 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?