Student Engagement in a Social-networked Listening Space

By Ta Thi Thanh Hoa, PhD
Let us share our view of **Student Engagement**

1) Do you think that the student in this photo is highly engaged with his study? Please justify your opinion.

2) What do you think a highly engaged student would be like? (You can use words, draw a picture or act out, etc.)
“engagement is more than involvement or participation - it requires feelings and sense-making as well as activity” (Harper & Quaye, 2009, p.5)

“students’ behavioural, cognitive, affective, and social involvement in instructional activities with their teachers and classmates” (Lutz et al., 2006, p.3)

Our view: quality investment of heart, mind and quality interactions for desirable learning outcomes.
Characteristics

- multidimensional
- dynamic
- malleable
A Multidimensional Construct
encompassing at least two of the four dimensions - behaviour, cognition, emotion, interaction
# Student Engagement in L2 Listening

<table>
<thead>
<tr>
<th>Behavioural</th>
<th>Cognitive</th>
<th>Emotional</th>
<th>Social</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time investment</td>
<td>use of listening strategies,</td>
<td>enjoyment, enthusiasm,</td>
<td>sharing the resources and content they have</td>
</tr>
<tr>
<td></td>
<td>metacognitive strategies,</td>
<td>curiosity, interest,</td>
<td>listened for/ their comprehension/</td>
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<td></td>
<td>mental effort invested in listening,</td>
<td>confidence, apathy,</td>
<td>their difficulties/</td>
</tr>
<tr>
<td></td>
<td>preference for taking challenge</td>
<td>boredom, anxiety,</td>
<td>good ways of listening/ their other</td>
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<td></td>
<td>such as listening to different accents,</td>
<td>frustration</td>
<td>reactions toward listening activities</td>
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<tr>
<td></td>
<td>authentic texts or different text genres</td>
<td></td>
<td>and content</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>collaborating with other peers for</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>listening projects/ mutual support/</td>
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<td></td>
<td></td>
<td></td>
<td>participating in class/group discussions</td>
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</table>
Out-of-class L2 Listening

- either alone or with others,
- at his/her own space, pace and time
- without the direct control or dominance of the teacher
- for various purposes
Why Interested in Student Engagement in out-of-class L2 Listening?

- Own teaching experience
- The significance of student engagement and out-of-class L2 listening
  - a “condition”, intermediary role, “prerequisite”, “predictor” of learning, the quality of education, comprehension, language acquisition, etc.
- Research gaps in L2 listening research
- The status quo of low engagement in out-of-class L2 listening
The Project’s YouListen
What could the participants do?

- listen to available listening resources and use help options in their way and time
- engage in follow-up activities such as reflecting, acting out, making/joining quizzes
- be part of a small, informal online “listening community”
- (i.e. co-construct their understanding of a listening clip, build up shared practices of listening and language learning, engage themselves)
Learners’ activity in the VoiceThread sub-space

Please give us your feedback and share your tips to improve our listening skill.
Learners’ activity in the Facebook subspace

Sim: thank for your sharing, but i don't think it is a wrong way to improve level in listening and pronunciation in speaking event it is one of the usefull ways to do this and it makes listener feel exciting with learning english and no stress. For example, when you watch a us film which have eng-sub and you like, it is happier than listening other tasks or bored conversation in book. It is my opinion 😊:

· Reply · 2 September 2015 at 17:20

May Are u sure that listening with subtitle can enhance your level of this skill? Or for entertaining only? While the other is reading more quickly? Welcome your reply! 😊

· Reply · 3 September 2015 at 04:00

Ha depend on individual, I mean try to listen on the test at home 2 times fist without transcript then you check your listen in the third time 😊:D

· Like · Reply ·

‖ · 3 September 2015 at 04:05

May Absolutely right, dear! 😊😊 This experience is exactly! Like · Reply · 3 September 2015 at 04:07
Research Questions

1. How would the university learners of English as a foreign language engage in a social networked English listening group?

2. What factors would affect their engagement in this listening group?

3. How could a listening group be more engaging to learners?
Research design
The Learners’ Being Engaged in out-of-class L2 Listening

“I also wanted to leave comments for others to comment on, so I often listened. To share a comment, I found it necessary to provide my peers with information about a clip and check whether I had listened correctly or not. [Because of] These things, I was more self-aware, accessing the site more often to listen.” (Mai)
The Learners’ Engagement in out-of-class L2 Listening
The Learners’ Inflexible Use of Listening Strategies and Processes

“It’s so difficult to make a guess, firstly I thought it’s a kind of loudspeaker because I saw at the picture and heard that he bought it 6 months ago and it’s black. But, when listen some times after, I think it’s a kind of sausage, black sausage. he said that it’s probably be eaten, it has clues and below 65 pounds, it’s quite cheap. so that I guess it’s sausage.” (Na)
“Noisy” Co-construction of Knowledge on Facebook

Tu You should write the word which easy to understand, it is long you should write down the main point, not write all of this. Teacher also use PowerPoint to teach for children. We should use the color to underline the key words. I think it is good for everyone: d And I have a question, for you how many peoples take notes when you hear this video.

May I'm the one of them! 😃:D

Tu I like this! Love u ❤️<3 Other people how about you

Lan really, I still hear and don’t take notes this video but I think it’s better when we take notes in listening. I will try to use this way more

Tu I don't like you Thi Hu My 😁.v you must try to apply it in listening skill: d

Lan 😁.v . yes, I will try to use it so that you like me. hahaha

Lan thanks for your answers! 😃:D
“Quiet” Co- construction of Knowledge in the YouListen and VoiceThread Sub-spaces

- lurking
- low responsiveness
- lack of building on each other’s ideas
## Learners’ Dominant Positive Emotions

- Comfort
- Confidence
- Happiness
- Interest

<table>
<thead>
<tr>
<th>Circumstance</th>
<th>Description</th>
<th>YL</th>
<th>FL</th>
<th>VT</th>
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</thead>
<tbody>
<tr>
<td>1. appreciating certain listening clips or peers</td>
<td>appreciating that certain clips are useful, interesting, easy to understand, clearly spoken, informative, updated, nice accent, changes in the type of recordings (monologue to dialogue and vice versa) or in the voice/topic or that certain peers are enthusiastic, helpful or have good idea(s), etc.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>2. doing the sharing with peers</td>
<td>sharing one’s listening comprehension, a listening clip of interest, opinions, tips or experience, answer key, difficulty in listening, preferences, technical problems, etc.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>3. responding to peers’ message(s)</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>3.1. consensus building circumstances</td>
<td>clarifying or explaining (one’s choice of a clip to upload, ways of listening, etc.)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>3.1. expressing agreement</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>3.1. showing inquiring mind to peers’ feedback</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>3.1. Expressing or seeking rapport, empathy</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>3.1. sending photos, teasing peers</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>3.2. conflict-risk circumstances</td>
<td>giving feedback to peers</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>4. confronting or challenging peers</td>
<td></td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>4. completing ’tasks’ or questions</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>5. encouraging peers to do own tasks or activities</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>6. asking the poster to check one’s answers</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>7. drawing lessons from listening to a clip or discussing with peers</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>8. reflection on related experiences</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
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</table>
The Learners’ Variations in Engagement

- E.g. In the face of a challenging clip

- Making more effort, concentration
- Giving up
The Number of Learners Leaving Comments by Week

The number of the second-year comment givers
The number of the third-year comment givers
What factors would affect their engagement in this listening group?

Learner Factors

- The Learner’s Concerns relating to social identity
- The Learners’ Mastery Goals
- The Learners’ Test Orientation
- The Learners’ Expectations
- The Learners’ Attitudes
- The Learners’ L2 Language and Listening Proficiency
- The Learners’ Personality
Contextual Factors

Listening space
- The Value Attribute
- The Affordance Attribute
- The Autonomy Support Attribute
- The Activity Orchestration Attribute
- The Challenge Attribute

Peer Factor
- Peers’ Good Qualities
- Peers’ Unexpected Behaviours and Attitudes

Cultural Traits
- Face saving
- Priority to harmony
- In-group identity
- High context
- Unequal relationships
- Uncertainty avoidance
How could a listening group be more engaging to learners?

- features that support high interactivity among discussants
- "private" space for reticent, shy and face aware discussants
- time to be set for a post-related discussion
- teacher’s guidance on how to flexibly employ listening strategies, setting appropriate goals for challenging recordings
- authentic/meaningful activities rather than “listen, answer, check” ones
- goals and expectations to be clearly articulated and agreed upon
- changes in the way of thinking
Conclusion - Contributions

- fosters student engagement in listening to English outside class with a socially-mediated space
- contributes to a better understanding of the student engagement phenomenon in a social-networked listening space beyond the classroom
- provides empirical evidence that student engagement is a dynamic, complex and malleable phenomenon
- contributes to the empirical investigation of student engagement that employs multiple or mixed methods
- contributes to L2 listening research on listening strategy with a novel method to track learners’ use of listening strategies
Conclusion - Implications

- Paying attention and priority to student engagement and socially-mediated listening
- Being aware of the interplay of contextual and learner factors, potential facilitators and inhibitors, thereby making informed decisions/adjustments
- Being aware that the direction and intensity of student engagement are subject to how the learner perceives and experiences in a listening space.
- Adopting an educational disposition for rewarding listening experiences and interactions
- Undertaking more studies in other contexts and for other language skills or aspects of language
- Adapting and improving the design and/or to contribute more designs in the interest of the learner and to enable continuing research
References


References


