

Enhancing Student Engagement Pedagogical Exchange and Development Day Saturday 6 June 2020

Abstract - English

Teachers' professional profiles are evolving with today's digitalisation and other rapid and complex changes in society and professional life. Additional competences are required and practices need to be adjusted accordingly to face the new challenges in language and communication teaching and learning.

Encouraging student engagement is one such competence. It supports learners in optimizing the learning process by developing life-long learning as well as communication and language skills and competencies. It also has a positive effect on dropout rates.

Student engagement is viewed in the literature as being a complex concept. It is generally described as multidimensional, involving not only cognitive but also social, behavioural and affective aspects that are interdependent and mutually influential. (Philp & Duchesne, 2016).

What influence can teachers bring to bear in this domain? Following Zepke and Leach's proposals for action (2010), the following questions will be explored during the symposium:

- How can we create meaningful and socially relevant tasks (e.g. collaborative project work), making students aware of the importance of interpersonal and intercultural skills in communication?
- How can we take into account the impact of emotions such as pleasure, satisfaction, anxiety and frustration on the learning process?
- How can we adapt to constant changes in learning environments and make use of new technology that adds value to the learning experience (e.g. gamification and flipping the classroom)?
- How can we foster student autonomy and self-confidence in the pursuit of personal goals?

We invite participants to share ideas, experiences and research on the topic of student engagement in the context of language learning.

Bibliography

- Leach Linda & Zepke Nick, *Improving Student Engagement: Ten Proposals for Action*, "Active Learning in Higher Education", October 2010.
- Philp, J. & Duchesne, S. (2016). Exploring engagement in tasks in the language classroom. *Annual Review of Applied Linguistics*, 36.