

International Students' Affective Engagement with EAP Pre-session Course

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In this talk...

- Background to the study
- Student Engagement models and definitions
- Current project (method & Design)
- Preliminary results & findings
- Discussions and implications
- Q&A

Your engagement!

- How engaged have you been with the conference so far?!
- How emotionally engaged have you been with the conference so far?!
- In 1 or 2 words factors indicate you considered when rating your (emotional) engagement.

<https://www.menti.com/al9bu8vw57tt>



Background

- Covid online PS (noticed the gap)
- End of course survey's limited scope
- Follow up to a small scale study focusing on emotional engagement and well-being
- Findings suggested overlap (educational/cultural background)



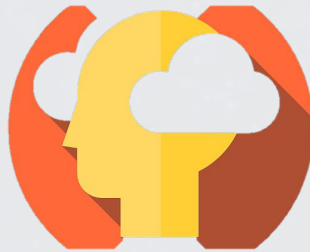
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Engagement models and definitions

Behavioural



Psychological



Socio-cultural



Holistic



(Kahu,2013)



Engagement: A psychological perspective

Behaviour

- rule following
- positive conduct
- participation in curricula and extracurricular activities

Cognition

- deep learning
- self-regulation

Emotion

- enjoyment
- interest
- sense of belonging

Conation

- Belief
- Courage
- Energy
- Commitment
- conviction and change

(Fredricks,
Blumenfeld, and
Paris 2004

(Lamborn et
al.,1992)

(Furlong et al.,
2003; Libbey,
2004)

(Riggs and
Gholar, 2009)

Why is understanding engagement important?

- HE Institutions accountability
- Inclusive pedagogy
- Affective pedagogy
- Learner as a whole
- Engagement and performance

Gaps in the HE and EAP literature

- Operational definition
- Context of engagement
- Factors affecting the definition of different dimensions
- Learner engagement ,especially from a psychological perspective, remains an under-researched area in the context of EAP

Gaps in the HE and EAP literature

- operational definition: **BE, CE, EE**
- context of engagement: **classroom and participants**
- factors affecting the definition of different dimensions: **Ss' journals**
- learner engagement ,especially from a psychological perspective, remains an under-researched area in the context of EAP: **PS EAP course**

RQs

1. What is international students' perceived psychological engagement with a summer pre-sessional EAP programme?
- 2 . What is international students' perceived well-being (stress) in a summer pre-sessional EAP programme?
3. What relations exist between the students' perceived psychological engagement and their well-being (stress)?
4. What relations exist between the students' perceived emotional engagement and other dimensions of engagement (behaviour and cognition)?

Method (triangulation)



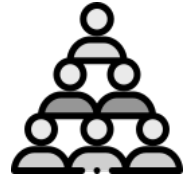
1. Engagement Survey

- The Engagement Scale (adapted from Sun and Rueda, 2012)
- Open ended items on stress factors
- Administered at the initial part and the end of course

2. Engagement Journals

- Interval contingent journals (Rose et al., 2020)
- Weekly journals (at the end of each week)

Participants

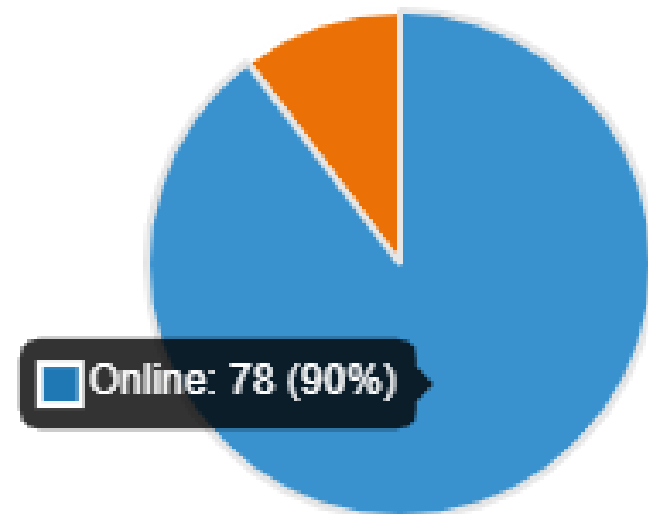


- All summer PS for June and July blocks (8 weeks) invited (N= 472)
- First survey (N=113) Second survey (N= 87)
- a response rate (95% Confidence Level, and +/- 10 Confidence Interval)
- Weekly journals (N=18)
- Mental health & well-being induction session
- Gift vouchers (BALEAP Social Justice Funding)

Demographic Info (N=87)

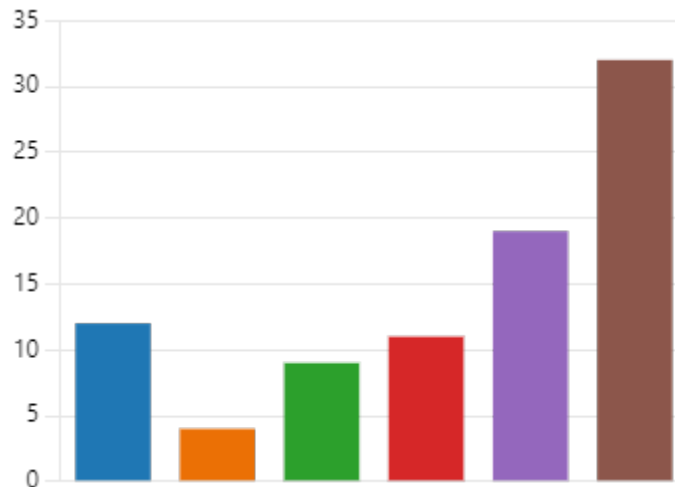
A sample population of pre-sessional
Intl. PG students (N=87) (E=10% at the
95% confidence level)

L1 background	Count
Chinese	83
Thai	2
Kazakh	1
Arabic	1



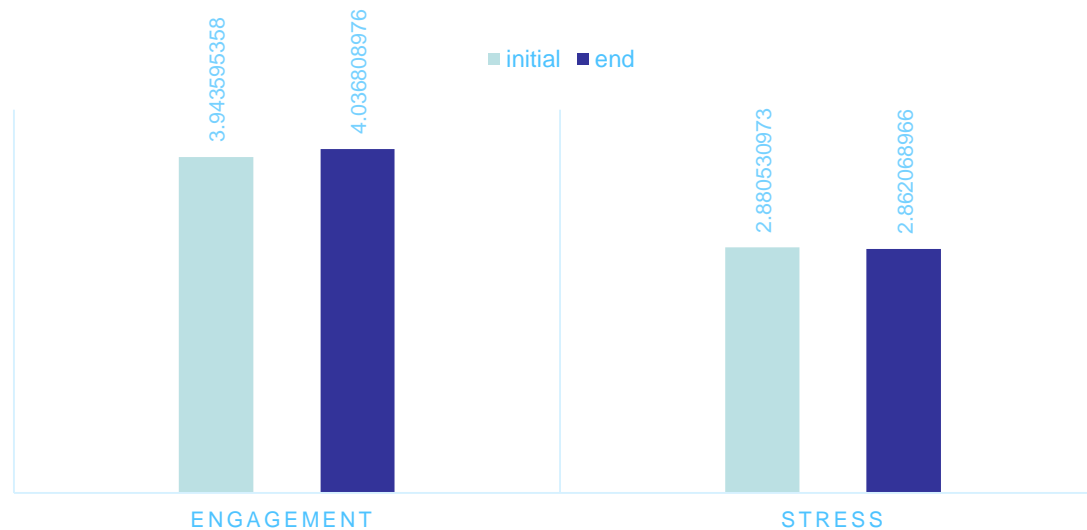
Demographic Info

● AccFinn (Accounting & Finance)	12
● BioMed (Pre-Masters in Biomed...	4
● Law	9
● Management (PMM)	11
● SETUP (Science, Engineering, Te...	19
● SSAE (Social Sciences, Arts and ...	32



Preliminary results: Perceived Engagement and Stress

Perceived emotional engagement and well-being
1 (lowest rate)-5 (highest rate)



Preliminary results: Engagement & Well-being

Correlations										
		Strs1 &2	E1	E2	BE1	CE1	EE1	BE2	CE2	EE2
Stress 1&2	Pearson Correlation	1	-.080	-.197	-.046	-.078	-.24**	-.59	-.50	-.317**
	Sig. (2- tailed)		.402	.068	.631	.412	.009	.587	.646	.003

Correlation is significant at the 0.01 level (2-tailed).

Preliminary results: Engagement Dimensions

Correlations						
		EE1&2	BE1	CE1	BE2	CE2
EE 1&2	Pearson Correlation	1	.657**	.556**	.0492**	.559**
	Sig. (2-tailed)		.001	.001	.001	.001

Correlation is significant at the 0.01 level (2-tailed).

Preliminary results: Stress Factors (course related)

Themes	Token=99
Workload	28
Assessment & Results	26
Time Pressure	14
Unfamiliarity	13
L2 competence	11
Peer work	7

Discussion

- Stress negatively affects engagement and significantly lowers emotional engagement
- Emotional engagement and other dimensions of engagement (behaviour and cognition) positively affect each other
- Stress can lower emotional engagement which in turn can reduce other aspects of engagement and engagement in general
- Engagement and academic motivation are two related constructs (Irvin et al., 2007) which have a facilitative function in students learning success (Martin et al., 2017)
- Summer PS courses are initial encounter to the academic experience in the UK for many intl., students; such experience can potentially affect motivation in the remainder of their studies

Some implications (course design)

- Gradual move to independent study experience (e.g. providing initial guide on choosing optional materials to manage workload effectively)
- Guided group work (provide students with initial support for getting to know each other before giving them full control over forming study groups)
- Accessible guides on using online learning and teaching platforms (e.g. multimedia such as videos rather than dense texts)
- Opportunities for outside class (e.g., live session) synchronous events to establish relationship with peers, teachers and other students
- Opportunities for extracurricular activities (e.g., getting to know the wider university context and local culture) and planning for this in light of weekly workload



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Thank you!

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