

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 Theoretical Framework**

##### **2.1.1 Students' Learning Engagement**

Students' learning engagement or student engagement, as Alrashidi et al. (2016) have concluded, is a complex term. The definition stems from different and varied authors. Student engagement has been gaining curiosity of educators and researchers as they view engagement as the theoretical model in intervening students' process in learning, thus engagement has developed many substantial terms (Alrashidi et al., 2016). Despite their variations, some similar themes have been noted between the definitions across the researchers. Christenson et al. (2012) have defined it as students' participation, commitment, investment, and identification with schooling and school-related activities and have subtyped student engagement into academic engagement, behavioural engagement, affective engagement, and cognitive engagement. While Fredricks et al. (2016) have described student engagement as a malleable, developing, and multidimensional construct that consists of three broad dimensions: behavioural, cognitive, and affective. Then Alrashidi et al. (2016) come with all definitions and press the point of enhancing students' performance. Thus, researcher finds the term student engagement as how students engage and perceive in their learning, based on their behavior, cognition, and affection, to achieve their learning goals and what are affecting it.

Redmond, Heffernan, Abawi, Brown, & Henderson's Online Engagement framework (2018) have brought student engagement in specific situations that are online settings. Redmond, et al. (2018) have come with their conceptual framework tailored for reflecting student engagement in higher education specifically online. With maintaining the original key concepts of student engagement (Friedrick, 2004) and using approaches, the authors of the framework appear with two key points. The online engagement elements are social

engagement, cognitive engagement, behavioural engagement, collaborative engagement, and emotional engagement. The authors have provided each element indicators such as developing relationships and establishing trust for social engagement that refers to students' investment with others. Cognitive engagement means all of the students' learning process and in Redmond et. al. (2018) framework it has indicators such as activating metacognition, developing deep discipline understandings and distributing expertise. Behavioural engagement has been referred to the class activities, actively participating in the class activities, completing the course assignment, looking up for their peers when in need of help (Redmond, et. al., 2018). The indicators of behavioural engagement are developing academic skills, identifying opportunities and challenges, and upholding online learning norms. Collaborative engagement relates to collaboration with peers or instructors such as learning with peers and relating to faculty members. The last is emotional engagement refers to students' emotional reaction to the online course (Redmond, et. al., 2018) and the indicators are managing expectations, articulating assumptions, recognising motivations, committing to learning.

*Table 2. 1 Online Engagement Framework for Higher Education*

Online Engagement Elements	Indicators (illustrative only)
Social engagement	Building community Creating a sense of belonging Developing relationships Establishing trust
Cognitive engagement	Thinking critically Activating metacognition Integrating ideas Justifying decisions Developing deep discipline understandings Distributing expertise

Behavioral engagement	Developing academic skills Identifying opportunities and challenges Developing multidisciplinary skills Developing agency Upholding online learning norms Supporting and encouraging peers
Collaborative engagement	Learning with peers Relating to faculty members Connecting to institutional opportunities Developing professional networks
Emotional engagement	Managing expectations Articulating assumptions Recognising motivations Committing to learning

*Source: Redmond, Heffernan, Abawi, Brown, & Henderson (2018)*

### **2.1.2 Academic Listening and Speaking Course**

Richards (2008) has said that courses of speaking and listening skills have a prominent place in language programs in the world until today especially for English, as English is an international language. One state university in Tasikmalaya also has a speaking and listening course in their study. Based on the course syllabus (Hidayati, p. 1), Academic Listening and Speaking course is a course that provides the students lots of spoken text in academic context leaning towards teaching practices and academic presentations that leads them to present their own presentations in a seminar or conference. The course's goals and objectives are to familiarize various spoken texts in an academic setting, including international conferences, to listen and interpret class lectures through note-taking, to enrich students' vocabulary related to academic presentation, also to decide what to say at each stage of the presentation through video viewing, etc. The key points of Academic Listening and Speaking course are to learning,

improve, strengthen the listening and speaking skills for participating in seminars and giving academic presentations through lectures by receiving feedbacks, small group discussions, etc (Goh, 2018; Oxford University Press ELT, 2012). These goals are in line with Richards' (2008) concept about the notion of English as an international language.

### **2.1.3 Online Learning**

As cited in Ferrer, Ringer, Saville, Parris, and Kashi (2020), online learning refers to either full or blended delivery of courses in an online environment adopting advanced digital tools learning materials through learning management systems (LMS) or meeting face to face online using technological platforms such as Skype. They believe that the use of technology also offers students greater flexibility to advance their learning and subsequent engagement through the utilisation of self-directed learning according to their needs, since online and offline learning is different. As Ferrer, et al (2020) argue that technology is correlated with engagement and the way that students engage is different for online and on-campus environments.

In this regard, the Academic Listening Speaking course (henceforth, ALS) course also has shifted to online learning due to the pandemic. Tseng, Kuo, Walsh. Jr., (2020) have stated many students have been struggling in learning and interacting with others in a fully online course for the first time, and feeling high level anxiety at the beginning of the online courses. According to preliminary data, when the online learning started, the students were having cultural shock. The course is doing synchronous and asynchronous learning, using Skype for face-to-face meetings, and WhatsApp for sharing information and discussion. Since the final project of the course is planned to hold a mini conference, the course would have it online as a webinar project, collaborating with other universities to maximize the opportunity of online learning.

## **2.2 Study of Relevant Research**

The students' learning engagement as a focus of research study has been done for years, roughly in 2010 until 2018 (summed by Zepke, 2019). Bloomfield

(2016) has researched the engagement of senior secondary school students in blended learning. Almarghani and Mijatovic (2017) in their research has found the availability and active usage of the university's ICTs resources, the university's reputation and teachers' activating influence on students most efficiently predict student engagement in higher education institutions. Mounika and Thamarana (2018) have researched teaching speaking skills online that dealt with certain prospects and possibilities involving teaching speaking online related aspects such as the issues and plans for teaching speaking skills. Chamorro (2018) has researched a study resulting in an opportunity to improve the courses, introduce important changes, establish collaboration, and create an action plan to support instructors through professional development, the analysis and production of research, and the implementation of new forms of delivering content to offer more effective online solutions. Gördeslioğlu and Yüzer (2019) in their research which investigated if the design of a course planned using language management systems, i. e. BlackBoard Learn, resulted in generally positive for both listening assignments and speaking tasks, yielding to important implications associated with online task designs. Ting, Tan and Voon (2020) have researched the result of competitiveness and sustainability as factors in influencing student engagement in Malaysia.

Now that the teaching and learning activities are fully migrated to online exclusively, many aspects are needed adjustment for the teacher and students that affect the flow of the activities and goals or achievements as cited in Coman, Tiru, Mesesan-schmitz, Stanciu, and Bularca (2020). Hence, the student engagement is one of important elements in education as empirical studies have validated both conceptualisations of engagement (Fredricks et al., 2004; Schaufeli et al., 2002) and found them to relate to students' performance at all educational levels: the more engagement students experience, the better they perform in their academic achievement, it is sought by the researcher with the phenomenon that has been found.