A Study of Engagement with Reference to Teachers' Role in Engaging Learners in EFL Classes

"This research is abridged from an M.A. thesis entitled: Investigating EFL Teachers' Strategies to Engage Learners in "Conversation" Classes at University Level"

[1]Hussein A. Ahmed, [2]Hawar Sh. Mohammed Salih

[1]English Department, Nawroz University, Duhok, Kurdistan - Iraq

[2]English Department, College Arts, University of Mosul, Mosul ,Iraq

---

ABSTRACT

Learners' engagement is widely acknowledged, theorized and researched as a salient source of impact on learners' achievement at all educational levels. As such, it has been extensively probed so as to be better realized and soundly applied to the relevant domains. This research accounts broadly, in the first place, for the definition of engagement side by side with its nature and importance. It then reviews the four dominant perspectives of engagement, namely the behavioural perspective that highlights both learners' behaviour and institutional practice; the psychological perspective that identifies engagement as learners' psycho-social process; the socio-cultural perspective with focus on the role of context, and the holistic perspective that tackles engagement at a broad level. "Types of engagement", viz intellectual, emotional, behavioural, physical, social, and cultural engagement, is a further point of departure that the current research endeavours to present and enlarge upon. Additionally, this research attends to teachers' role in engaging learners by introducing a set of strategies/techniques used by teachers to engage learners in the ongoing tasks and activities. The research ends with a number of concluding points that are derived from the relevant presented relevant literature.

Keywords: Engagement; Teachers' Role; Types of Engagement; Engagement Perspectives

---

1. Introduction

Learners' engagement (henceforth LsE) remains a complex and multifaceted buzzword that aims to draw together diverse threads of study, research and discussion (Fredricks, Blumenfeld & Paris 2004) due to its close linking to both achievement and learning, It stems from the extent of attention, curiosity, interest and passion that learners demonstrate on dealing with varied learning tasks. As such, it can be strongly claimed that learning improves when learners are curious, interested, or inspired, and that it tends to suffer when learners are bored, dispassionate, disaffected, or disengaged (http://www.greatschoolspartnership.org). Yet, LsE should not be accounted for within the narrow academic scope, but rather as a construct that incorporates the roles that learners might play in terms of decision-making, programme designing and learning opportunity, all of which are pertinent to the learning process and its outcomes in one way or another.

This research aims, in the first place, at shedding light on the concept of engagement in terms of its

definition and nature, perspectives, types and importance. It further aims at highlighting the role played by teachers in fostering LsE and introducing the effective and workable techniques/strategies to get learners involved with the learning tasks and practices.

The current research is expected to be of value to varied parties, especially within the educational domain, who may benefit from the theoretical presented information, and then endeavour to apply it in their classes so as to bring about better LsE.

2. Engagement: Definition

Weimer (2012) states that with LsE "as with many regularly used terms, everyone assumes we are talking about the same thing; but when asked for definitions, either we are hard pressed to present one or what is offered is a decidedly different collection of definitions"(p.28).

Based on the preceding statement, there have been broad enough definitions that account for some certain traits. For instance, LsE refers to the degree of attention, curiosity, interest and passion that learners display as they approach the learning process, and in such a way that reveals both the extent of their motivation to learn and the progress they achieve (http://www.greatschoolspartnership.org).

According to Krause and Coates (2008), LsE determines learners' involvement in their academic tasks through the application of sound and well planned techniques and strategies that lead to effective learning. It reflects learners' interaction and cooperation with peer learners and teacher through the exertion of the required effort devoted to educationally purposeful activities that contribute directly to the desired outcomes (Beyond The Conventional Definition: What Student Engagement Actually Is).

Finally, Balwant (2017) views LsE as learners' highly activated and pleasurable emotional, behavioural and cognitive involvement in academic activities.

3. Engagement: Nature

The lack of consensus on what LsE is has prompted researchers to put forward suggestions to gear the relevant educational literature towards a unified conceptualization of the term and the adoption of a set of psychological and socio-cultural perspectives so as to make the term, i.e. LsE, subsume three main dimensions, namely affect, behavior, and cognition (Kahu, 2013). Accordingly, the concept of engagement embraces a specific understanding of the relationship between learners and the institutions that are responsible for creating environments that make learning possible through the provision of the required opportunities to learn.

Newmann (1992) adds that LsE occurs when learners "make a psychological investment in learning. They try hard to learn what school offers. They take pride not simply in earning the formal indicators of success (grades), but in understanding the material and incorporating or internalizing it in their lives". On their part, Skinner and Belmont (1993) argue that engaged learners are behaviourly involved in the learning tasks; a trait that is twined with positive affect. They usually tackle activities that are within their competencies, initiate action when allowed and exert much effort and focus on doing learning tasks. Their emotions are generally positive and evident through the enthusiasm, optimism, curiosity, and interest they show as they get involved in the learning activities.

Similarly, engaged learners appear to be active, willing to take part and contribute, ready to exert the efforts required and motivated. Practically speaking, they are punctual in fulfilling their assignments, come out with good results, take part in discussions, and are motivated to acquire new knowledge and skills from the course**.** Just opposite are disengaged learners who

may complete assignments, yet forget about many other academic commitment, and hence come out with poor results (Beyond The Conventional Definition: What Student Engagement Actually Is).

Coates (2006) proposes that engagement in learning should be viewed in terms of nine qualities, viz. constructive teaching, supportive learning environments, teacher approachability, student and staff interaction, academic challenge, active learning, collaborative work, beyond-class collaboration, and complementary activities. Strong and Robinson (1995) add that LsE demands teachers' active endeavor to establish the environment that fosters it. The latter can be brought about through an agreed-upon conceptualization and understanding of what engagement is, clear articulation of learning criteria coped with clear, immediate, and constructive feedback; achievable skills and finally learners' realization that engagement in learning is a valuable aspect of their personalities.

Also, to better understand the nature of LsE, one should know that engagement is not a button that is switched on or/and off at will. It rather takes place on simultaneous multiple levels. That is to say, engagement on just one level, but not on the others, entails poor knowledge and ineffective performance (Beyond The Conventional Definition: What Student Engagement Actually Is).

Many scholars such as Rogers (1969: 161); Bandura (1997: 393); Covington (1998: 28-29), to mention only a few, point out that motivation alone does not suffice to make learners get engaged. There are also some other conditions necessary for engagement such as self-confidence, feelings of competence, realistic challenges, an intrinsic tendency to achieve success, a perception that one is capable enough of tackling a task and feelings of self-efficacy. It is further claimed the

engagement is a function of both the individual and the construct that varies in intensity and duration. For example, a learner's engagement may be so evident in one study semester rather than another, or s/he may enjoy some classes and feel quite board in other classes. Finally, while there is unanimous agreement on the importance of LsE, its nature remains a quite debatable issue. Kahu (2013) states that a distinction is required between engagement, its antecedents and its consequences. Also, though some overlap exists, there are four distinct perspectives in the literature that help in better understanding of the concept, namely the behavioural perspective with effective teaching practice its focal point, the psychological perspective that accounts for engagement as an internal individual process; the socio-cultural perspective that considers the role played by the socio-cultural context; and finally a holistic perspective that endeavours to put the preceding perspectives together.

4. Engagement: Perspectives

According to Fredricks et al. (2004: 59), engagement is a multifaceted construct that can be approached on the basis of a set of dynamically interwoven perspectives. Since engagement is typically categorized into **behavioral engagement** that outlines participation in academic, social, and co-curricular activities, **emotional engagement** that specifies the extent and nature of learners' positive and negative reactions to teachers, classmates, academics, and institution, and c**ognitive engagement** that focuses on learners' level of investment in learning, a classification, based on the preceding information, is made of engagement perspectives and as follows:

4.1 The Behavioural Perspective

Learners' behaviour and teaching practice are quite extensively emphasized in the literature on LsE which is viewed as a developing concept comprising relevant

practices and behaviours pertinent to learners' performance (Kuh, 2009). Within the behavioural perspective, LsE is defined as the time and effort that learners allocate to educationally purposeful activities'(Australian Council for Educational Research,2010). It, i.e. LsE is accordingly measured by means of six engagement tools, namely academic challenge, active learning, interactions, enriching educational experiences, supportive learning environment and work-integrated learning (Coates, 2010: pp.1-17).

4.2 The Psychological Perspective

Here, engagement is viewed as an internal psycho-social process of both varied intensity and developing nature. The psychological perspective of engagement distinguishes between engagement and its antecedents. It further incorporates, as outlined by Fredricks et al. (2004) , three main elements: **(1)** positive conduct and rule following including attendance, **(2)** engagementin terms of the time spent on the task and the questions posed, and **(3)** extensive participation in extracurricular activities

Within the educational context, the psychological perspective has become quite evident with the inclusion of affect, cognition and behaviour as the three main dimensions of engagement (Fredericks et al., 2004). First, the cognition dimension, according to Newmann, Wehlage and Lamborn's (1992, p.12) is 'a student's psychological investment in and effort directed towards learning, understanding, or mastering the knowledge skills or crafts'. It accounts for learners ' self-regulation and efficient utilization of deep learning strategies., and focuses on motivation, expectations and self-efficacy as salient characteristics of learners (Jimerson, Campos & Greif,2003).Second, affect is recognised as being both the enthusiasm for the topic and the sense of belonging to the institution. As such,

the affective dimension stands as the milestone of the psychological perspective since 'there is an emotional intensity attached to the experience of learning that is often overlooked' (Askham, 2008). It also distinguishes between instrumental and intrinsic motivation. Instrumentally motivated learners are involved in a learning task both cognitively and behaviourally with the intention to arrive at an end, mostly represented by high grades or a qualification. This is on one hand. On the other hand, learners are intrinsically motivated by their pleasure and interest in doing learning tasks. In the literature on learning, intrinsic motivation has been given more privilege over instrumental motivation. Third, some researchers opine that, conation, i.e. the desire or will to succeed, including its six features, namely belief, courage, energy, commitment, conviction and change**,** is a further dimension that lies under the umbrella of the psychological perspective (Corno & Mandinach, 2004; Riggs & Gholar, 2009).

Kahu (2013) concludes that the psychological perspective, in spite of variation in its intensity and response to the environment, is the most effective one as far as the improvement of LsE is engaged. It is quite beneficial as engagement is viewed to be situational, i.e. arising from the bidirectional effect of the context and the individual, rather than combining engagement to its antecedents or its outcomes.

4.3 The Socio-cultural Perspective

This perspective of LsE attends to the effect of the broad social context on learners' and in such a way that requires educational institutions to engage learners' whole personality in terms of their being, knowing and acting (Dall'Alba & Barnacle,2007).It also provides the thoughts that are really demanded so as to pinpoint the reasons behind learners' engagement or alienation. Finally, the socio-cultural perspective highlights the need for the institutions to consider not just the learners

support structures but also the institution's culture, and the wider political and social debates impacting their engagement (Kahu, 2013).

4.4 The Conceptual Perspective

Bryson, Cooper & Hardy (2010) point out that each of the four perspectives already referred to provides useful and relevant insights into the study and understanding of engagement. For instance, the behavioural perspective attributes much value to learners behaviour, the psychological approach vividly identifies the engagement state with focus on the role of affect; the socio-cultural perspective highlights the socio-cultural context wherein LsE takes place; and finally, the holistic perspective emphasizes taking learners' personal motivations and expectations into account. However, it is worthy to note that each perspective accounts for a part of engagement. As such, Zepke and Leach (2010) state that LsE can be based on a conceptual organizer that highlights four research perspectives, namely motivation, transactional engagement with both teachers and learners, institutional and non-institutional support, and active citizenship. This organizer also efficiently brings together many sources of influence on LsE referred to and identified in the other perspectives and as follows: institutional assistance and interactions with teachers from the behavioural perspective; active learning and academic challenge from the cognitive perspective, and the influence practiced by the external circumstances from the socio-cultural perspective.

Based on the preceding information, it is worthy to note that a conceptual framework adds to what has already been stated about the four preceding perspectives of engagement and indirectly highlights a number of elements that might influence LsE in one way or another. It a useful tool for pinpointing the viewpoints and conceptualizations that aim at augmenting LsE. It

does not aim at viewing the learner as a member of a fixed homogenous group, but at highlighting the complex combination of factors that impact LsE within the wider socio-cultural context. By so doing, the conceptual framework makes the unique nature of the learner's experience become clearer. It does not claim to encompass all the types of relationships and impacts, but rather to separate engagement components into parts and organize the focal variables and relationships between these components (Kahu, 2013).

Similarly, the conceptual framework classifies the psycho-social influences on LsE into university, relationships and student variables. First, there are sources of influence within the university, namely the curriculum and assessment (Barnett & Coate, 2005), that affect LsE. Second, good relationships boost engagement, which duly fosters good relationships; and engagement leads to better grades, which in turn motivate learners to be more engaged. Third, learners form the source of a bulk of variables, namely motivation, personality, and self-theories, that influence LsE. In other words, learners' personalities, the times of pressure they undergo throughout their studying life, employment, needs of dependents, finances and health form influential factors of prominent impacts on their engagement (Yorke, 2000). Added to that, based on the belief that engagement breeds engagement, Llorens, Schaufeli, Bakker and Salanova (2007) proved that when learners realize there are enough resources available to them, they feel more self-confident and more prepared to be engaged in the learning process, perform better academically, improve classroom behavior, and gain a higher sense of self-esteem.

Ferlazzo (2014) concludes that learners' motivation, among many other related variables, forms a major cause contributing to many learners' choice of the

option of "exit" (withdrawal from active engagement) over "voice" (active participation) in academic life. It is worthwhile to note that the impact of these factors, according to Zepke & Leach (2010: pp.227–242), may not be continuous, but rather appear sporadically when conditions are appropriate.

Finally, the conceptual framework emphasizes that engagement does not come into existence by means of just one of these influences, but rather through the intricate combination of them. LsE, as Nystrand and Gamoran (1991) outline, "depends on what teachers and learners do together … neither can do it alone'.

5. Types of Engagement

Within academic settings, engagement falls into the following different types on the basis of learners' reaction to, reflection upon, involvement in, and fulfillment of learning activities:

5.1 Intellectual/Cognitive Engagement (I/CE)

Intellectual/Cognitive engagement (I/CE) means taking an active, committed approach to coming up with learning strategies. According to Newmann (1992), I/CE demands learners' feeling good about what they are doing and their ability to acquire new knowledge. Likewise, Almarado (2018) views I/CE as learners' possible reflection on an issue when they are engaged in it. It is believed that learners' memorization of what they learn comes from their thinking about the content of that learning. Herein lies the importance and the paramount role of I/CE as it makes learners move from thinking to action; i.e. learning is doing. Accordingly, teachers are required to provide more avenues to learners' thinking when they embark on learning activities. They are also supposed to constantly monitor LsE and do the required adjustment when they notice learners slipping into disaffection or disengagement. To conclude, learners are required to take the initiative to accommodate the learned material within their own

context and make use of varied learning strategies to efficiently intake new information and improve their performance.

5.2 Emotional Engagement

Learners are more likely to achieve quite better when they find, especially within the educational setting, people who regularly meet them, ask them about their academic and non-academic matters, and give them advice on different personal, academic and social issues. Almarado (2018) states that "learners must emotionally engage in the day's learning. How learners feel is real; it is the link to how they think!". If a learner is emotionally disengaged due to causes outside of school or due to a comment we made on his/her first stepping into classroom, it will be difficult to get him/her to broadly think, in the first place, and hence specifically think about the subject taught.

Similarly, developing emotional engagement, i.e. preventing the aforementioned feelings on learners' part can be achieved through well-planned and soundly implemented teaching materials. Learners who are aware of the objectives behind studying a subject and the techniques and strategies to improve their learning of it are more prepared to get engaged with the content emotionally (Christenson & Anderson, 2002).

Finally, teachers have to play their role in preventing emotional disengagement. Interacting with learners and identifying their moods, feelings, providing effective and beneficial counseling, peer mentoring and giving learners all forms of support they need, are all effective techniques that make learners have feelings of relaxation, stability and self-confidence, feel positive and optimistic about the educational setting and learning; i.e. they become emotionally engaged (http://www.greatschoolspartnership.org).

5.3 Behavioural Engagement

Behavioral engagement is the easiest type of engagement to observe as learners are overtly dealing with learning activities and working through the content rather than retaining or implementing some new knowledge. It outlines learners' commitment to their academic obligations and the on-time fulfillment of the assignments.

In this type of engagement, and based on the information accessed, the teacher may set activities and assign roles to the learners so as establish behaviours more conducive to learning; use cues or gestures to make learners re-concentrate on what they have been distracted from; use physical motions to remind learners of what they are supposed to do, and set consistent routines to make learners go on dealing with a learning task or to keep them engaged (http://www.greatschoolspartnership.org).

5.4 Physical Engagement

Teachers can trigger learners' interest through the use of short physical activities quick exercises that also aim, in the main, to reduce learners' distracted behaviors (via the net, 1).Teachers' use of 'kinesthetic learning', i.e. the use of physical motions and activities during the learning process, is a key technique in physical engagement. Learners' walking to the front of the classroom and taking over the teacher's role by posing questions either verbally or nonverbally by writing them on the board and writing the answers in the same manner can help in learners' better remembering of the relevant information as different areas of the brain are operating simultaneously and in such a way that enhances learners' linguistic performance.

5.5 Social Engagement

Teachers may make use of social interaction as a means to create a variety of techniques that lead to LsE (http://www.greatschoolspartnership.org). Learners are said to be socially interacted when they are divided into pairs or groups that either work collaboratively or take part in academic competitions. In language classes, the debate teams form a good example of academic activities that bring together learning experiences and social interactions. Added to that, learners' public presentation of their works to audiences including experts from the local community can also characterize the learning process as civic and social. Finally, the learning that centres around societal problems and active participation in probing the social reasons behind such problems can also improve engagement.

5.6 Cultural Engagement

Within educational settings, learners from diverse cultural backgrounds usually come together. The authorities at such institutions are supposed to make the new comers feel welcomed, accepted, safe, and valued. They should also hold special guidance meetings and offer translation services and informational materials translated into multiple languages. Likewise, the out-of-class activities should subsume varied materialistic elements and educational materials derived from the learners' cultural diversity. In addition to the attempts to increase LsE in academics and school activities by means of such techniques and strategies, the latter should also aim at minimizing the feelings of confusion, alienation, disconnection, or exclusion that some learners may experience (http://www.greatschoolspartnership.org).

6. Teachers' Role in Engaging Learners in Foreign Language Classes

Teachers play many roles in the lives of the learners in their classrooms. They set the tone of their classrooms, create good environments conducive to effective learning, mentor and give feedback to learners, present role models, and listen and try to pinpoint the

problematic areas so as to suggest the best remedies (http://www.ehow.com).

Likewise, teachers play a vital role in the LsE and motivation (Hill and Rowe, 1996). Although much of the issue is intrinsic, i.e. works from within the learner, research has highlighted that teachers form a salient factor in learners' motivation and engagement. Martin (2006) found that a teacher's enjoyment and confidence in teaching, pedagogical efficacy, and affective orientations in the classroom have a positive impact on LsE. Contrariwise, teachers who are lecturing, i.e. presenting the teaching materials by doing much talking about it are less likely to be sources of engagement for the learners (Young, 2015).

When teachers enjoy teaching and feel confident in managing its varied requirements, they can affectively influence learners and have positive learner-teacher relationships.. According to Flink, Boggiano, and Barrett (1990), teachers who advocate learners' autonomy can for sure create more curiosity, motivation and preparedness for change in them. Finally, Connell and Wellborn (1991) point out that learners-teacher positive relationships are closely related to learners' cognitive, emotional and behavioural engagement in the class.

Based on the information the researcher could get access to from the website (http://www.ehow.com), teachers' role in engaging learners can become quite outstanding and prominent when they:

- **Impart knowledge by means of a curriculum that is based on sound and effective** guidelines and varied techniques such as lecturing and small group activities.

- **Create learning environments since warm and** happy environments are more conducive to learning. In fact, teachers, through their behavior and actions, are responsible for the social behavior

in their classrooms especially when a learning environment turns into a negative one. For instance, an angry and nervous teacher makes learners react negatively; and hence learning can be deterred.

- **Model good roles as they** spend long hours with the learners. Teachers' influence as models can be either positive or negative; something that is decided by the teacher himself/herself Learners' realization of teachers' roles as models to be imitated is not limited to teaching. It extends to teachers' love and caring for learners especially when teachers are aware of the fact that they are highly respected by the people in the surrounding community.

- **Mentor since mentoring** is a basic required attribute of every efficient and successful teacher. Teachers' serious mentoring and follow up are real keys for learners' better achievement and success as they will enjoy learning, have confidence and hence get engaged in its varied activities and want to be successful. It is worthy to note that teachers' good mentoring comes from listening to learners and imparting a sense of autonomy to them in the classroom.

- **Pinpoint learners' problematic issues by looking into the problems especially when they notice behavioural change or physical signs of trouble in the learners.**

- **Motivate learners** by making use of their personal proficiency, teaching experience and accumulated knowledge so as to develop learners' interest in the subjects they are studying and duly get engaged in the learning activities.

Based on the preceding information, LsE requires well-planned preparation and teaching skills so as to make learners become more self-motivated in the classroom

and later show a lifelong interest in acquiring knowledge. This is added to the fact that teachers' use of the effective engagement techniques enable them to experience a relaxing teaching life as they see many interesting and nice things taking place in their classrooms; the most prominent of which is that LsE positively influences their motivation, memory, social skills, and behavior (www.bryan-harris.com.; Twitter at@DrDebbieSilver).

According to Bandura (1997), confident and self-efficient teachers are usually capable of introducing, testing and looking for alternatives when initial success is not there, enhancing working by means of high levels of both effort and persistence, handling problematic situations through the practice of impact on the cognitive and emotional processes pertinent to the situation, and engaging in instruction with positive, proactive, and solution-focused orientations, and in such a way that results in more motivation and engagement on learners' part.

Similarly, when teachers enjoy teaching and feel confident in managing its varied requirements, they can affectively influence learners and have positive learner-teacher relationships**. In the following lines, light will be shed on the roles that are supposed to be by teachers and as outlined by the reference that the researcher could get access to (http://www.scientificlanguage.com/esp/classroom-management.).

- **Teacher as a student:** Teaching and Learning are two inseparable academic activities that together form a continuous process. A teacher has to think from the learners' perspective before planning to interact with them. By doing so, s/he can instill in learners interest and a sense of success by convincing them that education and knowledge are the routes for achieving their needs.

- **Teacher as a facilitator:** Teachers should make learners feel that they are in the classrooms for assistance and caring. They have to provide environments that are conducive to better learning and attend to learners' life in terms of its societal, intellectual and linguistic aspects.

- **Teacher as an assessor:** Assessment is a crucial tool for identifying learners' knowledge and hence providing the required feedback so as to bring about good learning. Similarly, assessment helps teachers in having better planning of their forthcoming teaching based on the effective techniques and strategies to be implemented.

- **Teacher as a manager:** Teachers' adoption of the right and workable teaching strategies/techniques enable them to handle teaching issues within the time set and cover academics as well as interpersonal skills. Well-experienced teachers can make use of the most efficient mechanisms that result in the success of the teaching-learning process.

- **Teacher as an evaluator:** True and fair evaluation plays a crucial role in teachers' success. It should be done by teachers so as to be fair in judging learners' performance in such a way that makes learners benefit from and learn through the mistakes they commit.

- **Teacher as a guide:** Teachers are supposed to provide learning conditions and develop activities that lead to LsE in the learning activities. Teachers' realization of learners needs and the implementation of the effective strategies/techniques to meet such needs can make learners have a high sense of self-confidence and success. It is worthwhile that teachers are motivated and encouraged more when they discover that the introduced learning activities

have culminated in learners' better learning and success.

Teachers' roles are liable to change based on the change in their ways of teaching and academic responsibilities. Teachers should know the objectives behind teaching a certain course and hence plan for the achievement of these objectives by means of good instruction and evaluation. They should introduce the most workable techniques to encourage learners to interact meaningfully through effective practice (https://www.k12.gov.sk.ca/docs/francais/frcore/sec / inst1.html.). This is so since LsE requires well-planned preparation and teaching skills so as to make learners become more self-motivated in the classroom and later show a lifelong interest in acquiring knowledge. Added to that, teachers' use of the effective engagement strategies/techniques enable them to experience a relaxing teaching life as they see many interesting and nice things taking place in their classrooms; the most prominent of which is that LsE positively influences their motivation, memory, social skills, and behavior (www.bryan-harris.com; Twitter at@DrDebbieSilver_)..

According to Ferlazzo (2014), teachers' role becomes prominent as they come to provide plenty of self-checks and formative assessments so as to make learners be aware of their own progress and learning pace, introduce challenging but attainable activities and assignments, provide the necessary materials and resources to bring about success at the end, be positive with the learners by highlighting the good points in their performance rather than concurrently reminding them of the wrong points, provide the possible choices and optional assignments since learners who are able to make sensible choices concerning their work will find it intrinsically engaging based on the sense of autonomy derived from such choices, design classes that are

conducive to interaction and enable learners to use technology and other medial creatively and solve authentic problems, and attend to learners' delight on dealing with situations full of fun. Teachers' use of assignments that require problem solving, playing games, watching humorous videos will definitely appeal to leaners' playful nature.

In conclusion, teachers' keeping abreast of research in the domain of education through reading journals, attending workshops and using effective, research-based strategies and techniques are the key aids for them to remain the most salient pillars of any education system, and to be the real masters who have the required feat to motivate learners and engage them in the FL varied learning activities. Though most of the motivation and engagement techniques are intrinsic to the learner, teachers play a vital role in creating learners' motivation and cultivating their engagement.

7. Conclusion

The following concluding remarks have been deduced from the preceding theoretical presentation of the pertinent information:

- LsE forms a priority for the educational circles nowadays due to the shift of focus on teacher-centred approaches to learner-centred approaches.

- Based on 1 above, the current learner-centred orientations advocate the development of learners' autonomy and independence; a quite aspiring aim that cannot be brought about unless learners are given voice and choice in the varied aspects relevant to their education.

- A distinctive feature of LsE is that it boosts learners' focus and attention. It is especially important at the university level as it increases

learners' persistence and mastery of the challenging materials.

- LsE is a cooperative joint matter that remains incomplete and unfulfilled without the exertion of the required joint efforts by the people involved in the educational system. In other words, not only LsE, but also that of teachers, is crucial for developing learners' satisfaction with and enjoyment in it. If the teacher is disengaged, the learners are not expected to be engaged and inspired either.

- LsE is not workable and productive to the level required unless the learners are cognitively, emotionally and behaviourally engaged in the actions and the activities at hand.

- The concept of LsE stems from the fact that learning improves when learners are curious, interested, or inspired, and that it tends to suffer when learners are bored, dispassionate, disaffected, and/or disengaged.

- LsE is a multi-dimensional concept. As such, it is not purely academic. It rather has social and cultural dimensions that are evident from the interaction and communication that take place between teachers and learners.

- Teachers, by means of their personalities, educational an pedagogical background, form a main source of LsE, and can play discrepant motivational roles in this respect.

8. References

1. Almarado, J. T. (2018). "8 Ways to Increase the Engagement in Your Classroom" in Teaching Methods. Retrieved 19/5/2019

2. Askham, P.(2008). Context and identity: Exploring adult learners' experiences of higher education. Journal of Further and Higher Education, 32: 85–97.

3. Australian Council for Educational Research (2010). "Doing more for learning: Enhancing engagement and outcomes". Australasian Student Engagement Report, Camberwell: ACER.

4. Balwant, Paul T. (2017). "The meaning of student engagement and disengagement in the classroom context: lessons from organisationalbehaviour". Journal of Further and Higher Education, (0): 1–13.

5. Bandura, A. (1997).*Self-efficacy: The exercise of control.* New York:Freeman and Co.

6. Barnett, R. and Coate, K. (2005). Engaging the curriculum in higher education.Maidenhead, UK: Open University Press.

7. Bryson, C., Cooper, G. and Hardy, C. (2010). Reaching a common understanding of the meaning of student engagement. Paper presented at Society of Research into Higher Education Conference, December14–16, in Wales.

8. Christenson, S. L., and Anderson, A. R. (2002). Commentary: The centrality of the learning context for learners' academic enabler skills. School Psychology Review, 31(3), 378-393.

9. Coates, H. (2006). Student engagement in campus-based and online education: university connections, London: Routledge.

10. …………. (2010).Development of the Australasian Survey of Student Engagement (AUSSE). Higher Education, 60: 1–17.

11. Connell, J. and Wellborn, J. (1991). Competence, autonomy, and relatedness: A motivational analysis of self-system processes. In M. R. Gunnar, and L. A. Sroufe (Eds.), *Self process in development: Minnesota Symposium of Child Psychology*. Hillsdale, NJ: Lawrence Erlbaum Associates. 29, 244-254.

12. Corno, L. and Mandinach, E.(2004). "What we have learned about student engagement in the past twenty years". In Big theories revisited, McInerney, D. M. and Van Etten, S (eds.). Greenwich, CT: Information Age Publishing, 299–328..

13. Covington, M. V. (1998). The will to learn: A guide for motivating young people. Cambridge University Press.

14. Dall'alba, G. and Barnacle, R. (2007). An ontological turn for higher education. Studies in Higher Education, 32: 679–91. Retrieved 7/8/2019.

15. Ferlazzo, L. (2014). The Best Ways to Engage Students in Learning. Student Engagement. From Wikipedia, the Free Encyclopedia. Retrieved 5/9/2019.

16. Flink, C., Boggiano, A. K., & Barrett, M. (1990). Controlling teaching strategies: Undermining children's self-determination and performance. Journal of personality and social psychology, 59(5), 916.

17. Fredricks, J. A., Blumenfeld, P. & Paris, A. 2004. School engagement: Potential of the concept, state of the evidence. Review of Educational Research, 74: pp. 59–109.

18. Fredricks, J. A. (2014). Eight Myths of Student Disengagement: Creating Classrooms of Deep Learning. Los Angeles: Corwin.

19. Jimerson, S., Campos, E. & Greif, J.(2003). Toward an understanding of definitions and measures of school engagement and related terms. The California School Psychologist, 8:. 7–27.

20. Kahu, E. R. (2013). "Framing student engagement in higher education" in Studies in Higher Education, 13 (5), 758-773.

21. Krause, K. and Coates, H. (2008). Learners' engagement in first-year university. https://doi.org/10.1080/026029307701698892, 493-505. Retrieved 23/6/2019.

22. Kuh, G.D. (2009). The national survey of student engagement: Conceptual and empirical foundations. New Directions for Institutional Research, 141: pp. 5–20.

23. Llorens, S., Schaufeli, W., Bakker, A. & Salanova, M. (2007). Does a positive gain spiral of resources, efficacy beliefs and engagement exist?. Computers in Human Behavior, 23: 825–41.

24. Martin, A. J. (2006). The relationship between teachers' perceptions of student motivation and engagement and teachers' enjoyment of and confidence in teaching. *Asia-Pacific Journal of Teacher Education, 34*(1), 73-93.

25. Newmann, F. (1992).Student Engagement and Achievement in American Secondary Schools. Teachers College Press. 2–3.

26. Newmann, F. M., Wehlage, G. G. & Lamborn, S.(1992). "The significance and sources of student engagement". In Student engagement and achievement in American secondary schools, F.M. Newmann (ed.), New York: Teachers College Press, 11–39.

27. Nystrand, M. & Gamoran, A. (1991). Instructional discourse, student engagement, and literature achievement. Research in the Teaching of English, 25: 261–90.

28. Riggs, E. G. & Gholar, C. R. (2009). Strategies that promote student engagement, 2, Thousand Oaks, CA: Corwin Press.

29. Rogers, C. (1969). Freedom to learn: A view of what education might become. Columbus, OH: Merrill.

30. Skinner, E. A., and Belmont, M. J. (1993). Motivation in the classroom: Reciprocal effects of teacher behavior and student engagement across the school year. Journal of Educational Psychology, 85, 571–581.

31. Strong, R. , Silver, H. and Robinson, A. (1995) "What do learners want (and what really motivates them)?" Educational Leadership, 25.

32. Weimer, M. (2012). 10 Ways to Promote Student Engagement. In Faculty Focus. Retrieved 22/8/2019.

33. Yorke, M. (2000). The quality of the student experience: What can institutions learn from data relating to non-completion?. Quality in Higher Education, 6: 61–75.

34. Young, S. (2015). 14 Activities That Increase Student Engagement During Reading Instruction. Reading Horizons. Retrieved 15/9/2019.

35. Zepke, N. and Leach, L. (2010). Beyond hard outcomes: 'soft 'outcomes and engagement as student success. Teaching in Higher Education, 15: 661–73.

9. Websites

1. http://www.greatschoolspartnership.org.Retrieved 19/5/2019.

2. Beyond The Conventional Definition: What Student Engagement Actually Is. Retrieved 12/7/2019.

3. http://www.ehow.com. Retrieved 26/6/2019

4. http://www.scientificlanguage.com/esp/classroom-management.pdf. Retrieved 15/8/2019

5. https://www.k12.gov.sk.ca/docs/francais/frcore/sec/inst1.html. Retrieved   26/6/2019

6. www.bryan-harris.com. Retrieved 1/5/2019.

7. Twitter at@DrDebbieSilver. Retrieved 26/4/2