

Student Engagement and Their Equity in their Engagement in the Thai Context

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Abstract

This study measured the level of engagement shown by Thai undergraduate students taking the upper intermediate English course at a private international university and ascertained what teachers can do to enrich the student engagement. It is the researchers' intention to present this information as being relevant in the Thai context, as currently, there is not much research available in this regard. The study also explored the premise that students have an equity in their own learning and engagement. The researchers conducted a questionnaire survey and interviews among Thai students studying English courses at the university level. Findings within the framework of 23-questions and the interviews revealed satisfactorily high levels of engagement. In particular, students' interest in attendance and punctuality do much to prove the point concerning student engagement – unless students show an equal level of responsibility towards their own growth, learning and achievements, student engagement by itself will fail to accomplish noteworthy results. Respect for the teacher was also at a significantly high level, proving the point of this study that the cultural ethos of a country (such as Thailand) must be taken into account whilst being an educator in that country.

Keywords: Classroom Emotional Climate, Student Alienation, Student Engagement, Push-and-Pull Factor, Drop-Out Factor, Student Equity