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Learners' Engagements and Teachers' Pedagogical Success in an Online Academic Writing Class

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ABSTRACT

This study examined Filipino students' engagement as a measure of teachers' pedagogical success in an online academic writing class. Through convenience sampling, 540 Grade 12 students from a Catholic university in Manila participated using the adapted *four aspects of engagement and characteristics of successful teachers*. The analysis required employing frequency distribution, percentage, mean, Mann-Whitney U test, and Kruskal Wallis Test, utilizing IBM SPSS v.23. Results showed students were "engaged" in the agentic type but exhibited minimal online engagement. They were much engaged behaviorally, emotionally, and cognitively. Meanwhile, teachers demonstrated significant pedagogical success. Results also showed no significant differences in sex, but notable differences were determined in their academic strands. Online instruction could be a platform for positive online practices behind arguments, challenges, and limitations. It recommends that teachers further empower learners by offering opportunities to develop their agency as active knowledge producers.

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Introduction

The COVID-19 pandemic has changed the overall framework of education globally (Pokhrel & Chhetri, 2021), including learner engagement and learning outcomes (Cleofas, 2021). While no one is ready for this 'overnight' system overhaul from face-to-face to virtual engagements,

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the quality of teachers' instructions and students' learning outcomes consequently suffered. The pandemic is only one of several factors affecting the teaching-learning processes and the operating system. The educational landscape constantly changes through factors within and surrounding it. What remains a constant factor is the teacher, who has an essential role in the learners' engagement in class. Also, pedagogical strategies can increase or decrease students' class engagement. Whatever the circumstances where the teaching-learning transaction occurs, a telling factor for students' engagement is how the teacher carries on with the instruction. Thus, the student's achievement of learning outcomes, substantially influenced by their engagement in the learning process, is a feedback on the pedagogical success of the teacher, especially in an online context.

Underlying the ambiguous pandemic impact is the undeniable impediment posed by the quality of learning time to the expected quality of learning outcomes, worsening the chronic learner disengagement from active learning. Compounding the scenario is the sudden use of alternative modes that redirect learners' development. With these different pandemic features in education, the school system needs more contingency planning to immediately address the growing challenges that encumber learning (Garcia & Weiss, 2020). Consequently, teachers and parents faced troubled encounters with virtual platforms and challenging responsibilities as stakeholders. In turn, students grappled with anxiety because of the perceived ambiguous future, which isolated most of them (Soland et al., 2020), especially the "vulnerable group consisting of students who are weak in learning face difficulties" and even those competent and motivated students "from economically disadvantaged backgrounds are unable to access and afford online learning" (Pokhrel & Chhetri, 2021, p. 136). Ultimately, student engagement and interaction are significant parameters for improving online learning and instructional practices (Gray & DiLoreto, 2016).

Learner Engagement

Engagement is a significant determinant of learning success in language teaching that builds motivation (Akbari et al., 2016). Mercer (2019) defined engagement as a successful language-learning indicator that dynamically shapes the learners' active thinking, allowing them to enjoy their language-learning experience. It also serves as a "physical and psychological impetus," sustaining the language learners' energy in interacting with their teachers and other students to achieve positive academic outcomes (Astin, 1984, cited in Karabiyik, 2019, p. 282). Also, student engagement is "a student's emotional, behavioral and cognitive connection to their study" influential to learning processes and students' outcomes; hence, critical to students' learning (Anjarwati et al., 2021; Dixson, 2015; Kahu et al., 2014, p. 523).

The students have the primary role in their engagement, thereby propelling their learning. This view aligns with the concept of student agency regarding intentional human action (Kahn et al., 2017). Likewise, external disturbances that affect online and offline language learning cannot affect students actively engaged in classroom tasks (Christenson et al., 2012; Fraser, 1986, cited in Egbert, 2020; Egbert, 2020).

Notably, factors affecting engagement are multifarious, but the most influential ones are attributed to sociocultural, governmental, social, instructional, and relational contexts and classroom atmosphere (Kahu, 2014). For instance, a classroom atmosphere nurturing social engagement among peers and instructors promotes a community relationship, often associated with improved learning outcomes (Chatterjee & Correia, 2020; Redmond et al., 2018). Additionally, student-student interaction is highly relevant to the online learning environment relating to group work, peer feedback, and the utilization of virtual communication platforms (Banna et al., 2015). Specifically, this type covers their interaction with the course material and classroom tasks, fostering scaffolding and reflection, and those that afford student agency through the freedom of subject matter or activity type options (Martin & Bolliger, 2018). Despite the highlighted significance of engagement in achieving sound learning, the COVID-19 pandemic still changed the overall frame of participation because of the difficulties in the sudden shift of the learning environment, especially those students with special needs, marginalized, and poor (Reimers, 2020; Terada, 2020). Questions abound about establishing and sustaining student engagement in the online setting when even the traditional mode, the in-person, had posed challenges along that same concern (Hollister et al., 2022).

From Engagement to Pedagogical Success

Oyedotun (2020) averred that teacher-student engagements are greatly affected by their lax attention, effort, and responses that produce classroom anxiety and stress. One way to sustain sound pedagogical activities is social presence, defined as "the ability of participants in a community of inquiry to project themselves socially and emotionally as 'real' people through the medium of communication being used," highly elaborated through virtual education and computer-mediated communication. Through virtual classrooms, learners become more critical in choosing the information beneficial for their learning. Similarly, asynchronous engagement helps create social presence, giving more opportunities "to communicate and socialize with peers" to support teaching-learning processes (Garrison et al., 2000, cited in Greenan, 2021; Greenan, 2021, p. 2). For instance, Turkish perspectives established that pedagogical success is measured through a teacher's good command of the language, especially in understanding the target culture. Furthermore, motivational feedback is appreciated, especially when correcting grammatical errors. With English as a foreign language, it is significant to acknowledge the function of their mother tongue during an assessment, engage in task-based activities rather than grammar-focused tasks, speak in a native-like accent, and have knowledge of their culture being associated with language learning (Demiroz & Yesilyurt, 2015).

True enough, the call for "pedagogical revolutions in language instruction in creating and inventing necessary responses to bring light and hope to the present desolation" (Salayo & Lintao, 2020, p. 2) has gained interest in research amid pandemic-related restrictions. Therefore, this present study responds to the call of Burroughs et al. (2019) for researchers, policymakers, and education specialists to determine indicators of effective teacher and teaching.

Engagement in Academic Writing Toward Pedagogical Success

As students progress in their educational journey, they must be more acquainted with and, therefore, more capable of writing adherent to standard features. Academic writing, i.e., formal essays, critique papers, and research articles, is a standard requirement for students. Considering how one communicates in the academic world, academic writing demands students to be highly conscious of the nuances of each type to write effectively as required in the academe . Academic writing is distinguished from other forms through adherence to its features, such as structured, evidenced, critical, balanced, precise, objective, and formal (EAP Foundation, n.d.), with emphasis on logic and support for an intellectual stance (Fitzmaurice & O'Farrell, n.d.). The academic writing rigors are further highlighted by Murray and Christison's (in Fatimah, 2018) competence organization, accuracy in the use of technical terms, the correctness of grammar, appropriateness of vocabulary, and then putting all these together for suitability to the reader and context, that is, for the academic community. However, technicalities in academic writing (Portillo-San Miguel, 2021; Tarrayo et al., 2022) remain challenging, especially in research writing (Ilagan & Quisido, 2021).

From the set course outcomes, the teacher has an influential role in honing the learners towards standards, embodied in the teacher's instructions and inputs to the learner-writers. The teachers' pedagogies are evident in scaffolding the writers during the writing process. To pedagogically succeed, the teachers call upon their cognitive abilities and knowledge of the discipline (Toraby & Modarresi, 2018).

Emphasizing the learners' engagements as parameters for teachers' classroom pedagogical practices, especially their agency in shaping engaging and positive learning, it becomes essential to establish that this study supports promoting "foundational literacies, competencies, and character qualities among Filipino learners." Hence, the sustainable goal towards quality education becomes a significant frame and reference to sustaining teacher excellence through nurtured learners who understand authentic learning environments and pedagogical scholarship necessary to produce a robust teacher-education program, specifically in language learning. Ultimately, a strong curriculum and program, excellent teachers and teaching, and nurtured learners produce a transformative and responsive society that brings social changes (Philippine Normal University, 2021, p. 5).

The literature on learner engagement and pedagogical success in the online instructional context has established two main points. First, pedagogical success and engagement are complementary. Second, circumstances such as the pandemic catapulted the educational sector to adapt to online learning, even in academic writing. This reviewed literature presented studies about online learner engagement, pedagogical success, and academic writing . These isolated topics allow the present researchers to delve into this study, considering the rigors of academic writing and the different delivery modes. Achieving sustainable learning by nurturing learners, the researchers believe that this agency-influenced study needs to be attended in the contemporary education and research agenda to assess the extent of learners' voices in redefining classroom engagements. After all, the human agency [theory] in language learning remains underexplored despite its presence in the academe for decades (Maretha & Waluyo, 2022).

Theoretical Framework

This study highlighted learners' engagements using the Online Engagement Framework for Higher Education crafted by Redmond et al. (2018). Theorizing various studies on students' online engagement, they constructed various kinds of engagements, usually developed and observed during virtual learning. These consist of cognitive engagement, behavioral engagement, collaborative engagement, emotional engagement, and social engagement. However, this study considered only cognitive, behavioral, and emotional engagements that construct collaborative and social involvement of the respondents virtually. From a broader perspective, this framework hinges on social constructivism that actively promotes intended learning for synchronous and asynchronous modalities.

Cognitive engagement. This dynamic system and process of learning acquisition allows learners to understand complex ideas and meet and develop the required skills and competencies. Likewise, learners highlight information processing to new knowledge production through critical thinking and analyzing, comparing and contrasting, justifying, solving, integrating, and assessing concepts as strategies for developing cognition, especially in language learning.

Behavioral engagement. This type focuses on affirmative learner behavior, emphasizing rules, practices, and policies to form positive engagement by asking questions, listening, and paying attention to input processing, including sound involvement in academic and non-academic school activities. This pertains to materializing one's role according to guidelines and showing one's conduct, attitude, and self-regulation, intended to be shared with other learners. This engagement appears through "academic reading, writing, listening, planning, time management, and goal setting" (Pittaway & Moss, 2014, in Redmond et al., 2018, p. 194).

Emotional engagement. This refers to feelings or attitudes toward learning. It is constructed through instigating emotion, feelings, or values toward learning environments and learning agents, including the overall education system, classroom atmosphere, teachers, and other students. The following concepts are also associated with emotional engagement: personal engagement, emotional presence, affective reactions, and psychological engagement. Being attached to feelings, interests, and values can be considered a source of language learning motivation and commitment; failing to achieve this engagement may produce further learning anxiety.

Agentic engagement. Previously, the agency was already linked to behavioral engagement; Reeve and Tseng (2011, p. 258) distinguished this as an additional aspect of engagement because of its unique features leaning toward learning autonomy. This is "students' constructive contribution to the flow of the instruction they receive." Achieving this engagement means students are empowered to process their learning based on personal and social involvement. These can be manifested through providing authentic knowledge, expressing learning preferences, recommending, problematizing learning issues, clarifying and justifying, exemplifying clarity, and feedback. Agentic engagement is the process of personalizing learning to shape collaboration and cooperation among the learning community members (Reeve & Tseng, 2011).

Likewise, Michael Moore's *Theory of Transactional Distance* supports the concept of pedagogical practices and their success. It emphasizes that the employment of virtual teaching and learning shapes the pedagogical frame rather than a mere geographical separation of learners and the teacher (Rumble, 1986, in Culatta, 2021) necessary to build instructional success. With distance learning, the interaction between teacher-students and student-students is diminished. However, expectedly, the learners' autonomy in an online platform is improved. Collaborative control is integrated with learning independence, allowing teachers and learners to observe learning negotiation. With this, pedagogical practices support learners' agency and motivation toward their learning engagement, improving their skills and competencies. The emphasis on "dialogue, structure, and autonomy" impacts this theory, showing that a dialogic approach solidifies teacher-student and student-student engagement in more critical and reflective classroom practices. In online instruction, the dialogue appears through email, discussion forums, feedback, small group discussions, and synchronous sessions. Structure pertains to the course materials on the students' course site, which helps the students navigate and revisit the course contents, standards, and competencies. Finally, autonomy, the ultimate goal of any learning engagement, promotes self-regulated learning as a product of a dialogic approach guided by structural learning supports (Anderson & Garrison, 1998; Moore, 2013; White, 2003, cited in Andrade, 2017, p. 2).

Purposes of the Research

With the limited evidence on learner engagement in academic writing, especially concerning agency, which emboldens learning engagement in academic writing, this study attempted to examine how Filipino Senior High School (SHS) students in a Catholic university in Manila establish their engagement as a significant measurement of pedagogical success in academic writing classes. Specifically, this present study answered the following questions:

1. What is the learners' level of engagement regarding agency, behavior, emotion, and cognition during online instructions?
2. What is the level of teachers' pedagogical success during online instruction?

3. Is there a significant difference between the following based on the respondents' sex and strand to their level of engagement and teachers' pedagogical success?

4. Is there a significant relationship between students' level of engagement and teachers' pedagogical success in online instruction?

Methodology

Research Design

This descriptive-correlational quantitative study investigated the SHS students' online engagement in their academic writing class, with the pedagogical success in language instructions and their relationship to one another. This research type determines the respondents' characteristics [beliefs, behaviors, or attitudes] concerning the variables of interest and their connection to one another without attempting to infer cause and manipulate variables (Bhat, 2023). A survey was conducted to provide a numeric description of respondents' trends, attitudes, or opinions (Babbie, 1990, cited in Creswell, 2009).

Respondents

Five hundred and forty Grade 12 SHS students from a comprehensive Catholic university in Manila participated in this research. The respondents were chosen through convenience sampling, establishing confidentiality, volunteerism, and mutual respect to meet the ethical standards. Because of pandemic-related restrictions, convenience sampling becomes the basis for selection (Baltes & Ralph, 2020). The respondents were students enrolled in English for Academic and Professional Purposes (EAPP) from Accounting, Business, and Management (ABM), Humanities and Social Sciences (HUMSS), Health Allied (HA), Science, Technology, Engineering, and Mathematics (STEM), Music, Arts, and Design (MAD), and Physical Education and Sports (PES).

The participation of the SHS students is also an attempt to measure learners' 21st-century skills achievement. These include creative and critical thinking, problem-solving, higher thinking, and sound reasoning necessary to respond to the demands of local and global education. Stipulated in the Republic Act 10533 (An Act Enhancing the Philippine Basic Education System by Strengthening Its Curriculum and Increasing the Number of Years for Basic Education), popularly known as the K to 12 curriculum (Department of Education, 2013), such skills highlight learners' active engagements, which wrap up their agency, as their means of understanding their roles in active and positive learning as a measurement of pedagogical success.

Instruments

The researchers adopted Reeve and Tseng's (2011) *four aspects of engagement* to determine the learners' online engagement. It has 22 items, divided into engagement types: agentic (5), behavioral (5), emotional (4), and cognitive (5). On the other hand, Moafian et al. (2019) Characteristics of Successful Teachers' Questionnaire (CSTQ) was used to determine the pedagogical success applied in academic writing classes, with 47 items; however, six items were not included during the content validation for respondent-suitability reasons. Interestingly, teachers' professional and moral preparation is emphasized to materialize success in their work, which ultimately contributes to social changes (Murati, 2015).

Content validation was conducted to establish the instrument's relevance and to build confidence for researchers and readers, especially the respondents. Apart from the researchers' initial item judgment and analysis, specialists in Language Education, Psychological Education, and English Studies were invited to do the inter-coding based on the items' clarity, consistency, and relevance. Items that do not show consistency and relevance were initially eliminated. Intercoder agreement [reliability analysis] is shown in Table 1.

Table 1

Intercoder Reliability Analysis

Instruments	Value of Kappa	Level (Strength) of Agreement	Percentage Agreement (%)
Reeve & Tseng (2011)	0.942	Almost Perfect (High)	94.24%
Moafian et al. (2019)	0.980	Almost Perfect (High)	98.04%

Data Gathering and Analysis

With the school head's approval to conduct the study, the researchers emailed the instruments, an invitation for participation, and a consent form emphasizing the confidentiality of data and respondents' identity. Subsequently, subject teachers assisted in facilitating the data collection. Data were then treated, tabulated, and analyzed to produce sound interpretation and answer the identified study problems. Frequency distribution, percentage, mean, Mann-Whitney U test, and Kruskal Wallis Test were used utilizing IBM SPSS v.23 to carry out the statistical tests needed in the study.

Results and Discussion

Learners' Level of Engagement in Terms of Agency, Behavior, Emotion, and Cognition during Online Instructions

Table 2 presents the learners' agency level, behavior, emotion, and cognition during online instructions based on the *four aspects of engagement*: agentic, behavioral, emotional, and cognitive . Results show that behavioral engagement received the highest weighted mean, verbally interpreted as being *much engaged*. Subsequently, emotional and cognitive engagements received a weighted mean interpreted as *much engaged*. However, agentic engagement received the lowest weighted mean among the four, interpreted as *engaged.*

Table 2

Learners' Level of Agency, Behavior, Emotion, and Cognition during Online Instructions

Engagements	Mean ± SD	Interpretation
Behavioral Engagement	4.19 ± 0.82	Much Engaged
Emotional Engagement	3.78 ± 0.99	Much Engaged
Cognitive Engagement	4.03 ± 0.99	Much Engaged
Agentic Engagement	2.69 ± 1.05	Engaged
Grand Mean	3.72 ± 1.10	Much Engaged

Legend: 1.0-1.80 - Not Engaged at All; 1.81-2.60 - Slightly Engaged; 2.61-3.40 – Engaged; 3.41-4.20 - Much Engaged; 4.21-5.0 - Very Much Engaged

Data revealed that during the online instructions, the learners prioritized their usual role as receivers of knowledge, emphasized by their positive attention through mere listening. Influenced by classroom practices, learners follow the instructions and behave following the classroom practices. As a result, their learning is highly attributed to their positive attitude manifested in their attention, hard work, and submissiveness.

While the learners maintain positive participation across engagement types, their agentic engagement remains the lowest, significantly determining their online agency in academic writing. This reality shows that on top of the school's strong call to develop problem-solving skills, teachers must provide opportunities for the learners to produce the voices necessary for learning equity. Without such an opportunity, the learners fail to become active knowledge producers by questioning the system and the practices, affecting their quality engagement. Such limitations may also hinder them from producing authentic knowledge from their experiences and engagements as possible learning resources. In effect, it becomes challenging for the learners to achieve learning regulation, autonomy, and preference, defeating learner-centeredness.

The results inferred one-way communication: information and feedback from teachers to students. Furthermore, in academic writing, the learner-writers forfeited their opportunity to actively practice their agentic role in the writing process. They missed the opportunity to learn more from intellectual interactions with their peers and teachers, failing to enter into a dialogic negotiation. Consequently, this preference has strengthened the teachers' active role in cascading information, but this may have a toll on their pedagogical success.

This further proves that in the height of academic reforms, the banking model of education remains powerful, with teachers as providers of knowledge, while learners are mere spectators receiving knowledge (Freire, 2018). The poor development of learners' learning agency shows that Asian learners are characterized as passive and reticent (Kumaradivelu, 2003, cited in Salayo & Gutierrez, 2023). Therefore, the possibility of a dialogic negotiation where teachers can exercise their pedagogies toward developing learners' autonomy (Moore, 1972, in Shearer & Park, 2019) could be affected.

Level of Teachers' Pedagogical Success During Online Instructions

Table 3 presents the teachers' pedagogical success level following the CSTQ. The following items measure pedagogical success, and they dominate teachers' respect for differences, diversity, subjectivity, pronunciation clarity, self-confidence, interest in the subject matter, preparation, and positive attitude.

Table 3

Level of Teachers' Pedagogical Success During Online Instructions

Pedagogical Success	Mean + SD	Interpretation
Overall	4.49 + 0.86	Very Much Successful

Legend: 1.0-1.80 - Not Successful; 1.81-2.60 - Slightly Successful;
2.61-3.40 – Successful; 3.41-4.20 - Much Successful; 4.21-5.0 - Very Much Successful

These positive characteristics of teachers contributing to successful pedagogical practices prove that the SHS teachers handling academic writing classes maintain the professional qualifications expected of them. With such, learners build their confidence in their teachers. Through these positive attributions during remote learning, EAPP teachers remain trustworthy in achieving, executing, and materializing the required competencies needed to shape successful pedagogical practices as they fully understand their craft in bringing the best in teaching.

While pedagogical success is highly attributed to cognitive abilities, together with the teachers' professional and academic knowledge in language teaching, learners acknowledge the emotional literacy of the teachers as an indicator of a positive classroom atmosphere. It is further argued that teachers with positive attitudes toward courses and materials could build greater classroom enthusiasm and dynamism (Toraby & Modarresi, 2018).

On the other hand, Henderson's (2021) study revealed that the following teachers' quality received a low assessment from the participants: appreciating skills as a means of helping others, having a sense of humor, knowing his/her skills and talents, and assessing adequacy. Data show that these limitations can be attributed to the limited opportunity for teachers to showcase other characteristics in the online modality. Despite the low assessment, the learners still observed these characteristics, which did not affect the success of their classroom practices, activities, and engagements.

Significant Differences of the Following based on the Respondents' Sex and the Academic Strand to their Level of Engagement and Teachers' Pedagogical Success

Table 4

Significant Differences between the Respondents' Level of Engagement and Pedagogical Success According to Sex (Mann-Whitney U Test)

	Mean ± SD	p-value
Level of Engagement	3.72 ± 1.10	.741
Teachers' Pedagogical Success	4.49 ± 0.86	.604

**Significant at < .05*

The study found no statistical difference between the level of engagement and teachers' pedagogical success in terms of gender at $p<.05$ level. These results show that gender does not determine the success of the teachers' pedagogical practices; subsequently, male and female respondents similarly share their understanding of engagement and successful classroom practices. The results further show that gender does not interfere with the overall success of engagement and pedagogy in academic writing. This contradicts Martin and Bolliger (2018), whose study showed that gender was a factor in teachers' pedagogical success as assessed by the students. Accordingly, the females preferred that teachers give an in-depth discussion of the subject matter, unlike the males. The present study's finding may be linked to another result in this study where the learners were evident with their passive participation or were exercising their learning-through-listening preference.

Table 5

Significant Differences between the Respondents' Level of Engagement and Pedagogical Success According to the Academic Strand (Kruskal Wallis Test)

	Mean + SD	p-value
Level of Engagement	3.72 + 1.10	.001*
Teachers' Pedagogical Success	4.49 + 0.86	.000*

**Significant at < .05*

When grouped according to the respondents' strand, this study shows a statistically significant difference between the level of engagement and teachers' pedagogical success. The results suggest that the demands and orientations of their strands influence the learners to achieve quality learning and instruction. Consequently, they have established such academic influence in building the significance of engagement and pedagogical success.

Interestingly, integrating technology, such as instructions during the emergency, remote teaching and learning, and distance learning, is claimed to improve student engagement and academic success. These observed positive learning and engagement are attributed to learners' collaboration with peers using digital platforms, exploring creativity through technological features, engaging in higher-order thinking processes, participating in inquiry-based learning, synthesizing information from multiple sources, and establishing an online social presence. As a result, instructional practices become more learner-centered to successfully achieve their target learning goals (D'Angelo, 2018).

Significant Relationship between Students' Level of Engagement and Teachers' Pedagogical Success in Online Instructions

Table 6

Relationship between the Respondents' Level of Engagement and Pedagogical Success

	Mean $\pm$ SD	R	p-value
Level of Engagement	3.72 $\pm$ 1.10	.374	.000*
Teachers' Pedagogical Success	4.49 $\pm$ 0.86		

**Significant at < .05*

There is a significant relationship between the student's level of engagement and teachers' pedagogical success in online instruction. Data revealed that learners' engagement in their online academic writing class is instrumental in achieving classroom practices. Despite the low level of agentic engagement, behavioral, emotional, and cognitive aspects support teachers' goals in maintaining their role as classroom managers and learning facilitators.

Similarly, the success of teachers' goals in sustaining their professional tasks can also be attributed to the positive participation associated with professional and academic knowledge and emotion in enhancing educational experiences (Davies et al., 2018; Toraby & Modarresi, 2018). Further, this study proves that teachers and learners must sustain positive rapport in knowledge production, processing, and assessment to succeed academically. The data confirm that when students personalize learning and interact with their classmates and teachers, they still achieve learning (Reeve & Tseng, 2011).

Conclusion and Implications

Aiming to investigate Filipino students' engagement to determine teachers' pedagogical success in an online academic writing environment, this study closes the gap in empirical knowledge and data on agentic, behavioral, emotional, and cognitive aspects of engagement and pedagogy in an online academic writing class. These varied and sufficient interaction opportunities in the online platform create positive engagement, including motivation, reflection, and agency.

Results show that in the agentic type, students are engaged, while in behavioral, emotional, and cognitive types, students are very much engaged. The data imply support that even in an online context, students are engaged with their learning tasks.

Additionally, teachers' online pedagogical success is evident as they effectively deliver instructions and create quality interactions in class. Learner engagement is deemed significantly influenced by teachers' instruction management and delivery, emphasizing the importance of learner-centered teaching principles. Although there is no difference between students' level of engagement and pedagogical success regarding sex, the same cannot be said based on their academic strands.

Therefore, it is recommended that teachers further empower learners by offering opportunities to develop their agency as active contributors and producers of knowledge. Embracing learner agency fosters critical thinking skills and democratizes learning, contributing to sustainable and high-quality education. Moreover, positioning learners' voices as elements in the language curriculum and instruction can create a more inclusive and enriched learning environment. Teachers can ignite new knowledge and enrich the educational process by challenging the traditional banking model and embracing learners as co-producers.

Furthermore, to strengthen the significance of learner agency and engagement in achieving pedagogical and learning success, the study encourages future research that replicates this in larger educational communities, such as the public school system, since understanding the impact of these factors in broader settings can inform more effective and equitable educational policies and practices, fostering transformative and participatory learning environments for stakeholders nationwide.

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