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Understanding Class Engagement Patterns among Thai Undergraduate EFL Students: Insights for Enhanced Learning Support

การทำความเข้าใจรูปแบบการมีส่วนร่วมในชั้นเรียนของนักศึกษาไทยระดับปริญญาตรี ที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ: ข้อมูลเชิงลึกเพื่อพัฒนาการสนับสนุนการเรียนรู้

Kanasin Tunsakul*

Faculty of Education and Social Sciences, Southern College of Technology

*e-mail: kanasin.t@sct.ac.th

คณาสิน ตันสกุล

คณะศึกษาศาสตร์และสังคมศาสตร์ วิทยาลัยเทคโนโลยีภาคใต้

Abstract

To better understand how Thai undergraduate students engage with an English as a Foreign Language (EFL) class, this research explores English class engagement patterns among Thai undergraduate EFL students to provide insights for optimal learning support. The study employed a mixed-methods approach with 47 purposively selected participants enrolled in an English course during the 2023 academic year. Quantitative data were collected using the Student Engagement Instrument (SEI) at midterm and at the end of the semester, measuring behavioral, emotional, and cognitive dimensions of engagement. Findings indicated overall positive engagement trends, with improvements observed across behavioral, emotional, and cognitive dimensions throughout the semester. Qualitative insights from semi-structured interviews further shed light on factors influencing engagement, highlighting the impact of interactive teaching methods, classroom environment, and personal motivation. The study identified issues such as language barriers and instructional clarity and offers practical recommendations for enhancing student engagement in English language education settings.

Keywords: English Class Engagement; Thai Undergraduate Students; Learning Support

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บทคัดย่อ

เพื่อทำความเข้าใจลักษณะการมีส่วนร่วมของนักศึกษาไทยระดับปริญญาตรีในการเรียนภาษาอังกฤษเป็น ภาษาต่างประเทศ (EFL) งานวิจัยนี้ จึงสำรวจรูปแบบการมีส่วนร่วมในชั้นเรียนภาษาอังกฤษของนักศึกษาไทยที่เรียน ภาษาอังกฤษเป็นภาษาต่างประเทศ โดยมุ่งหวังให้ได้ข้อมูลเชิงลึกที่จะช่วยสนับสนุนการเรียนรู้อย่างเหมาะสมที่สุด การศึกษา นี้ใช้วิธีการผสมผสาน โดยมีผู้เข้าร่วมที่ได้รับการคัดเลือกแบบเจาะจง จำนวน 47 คน ซึ่งลงทะเบียนเรียนวิชาภาษาอังกฤษใน ปีการศึกษา 2566 ข้อมูลเชิงปริมาณเก็บรวบรวมโดยใช้เครื่องมือวัดการมีส่วนร่วมของผู้เรียนในช่วงกลางภาคและปลายภาค การศึกษา ซึ่งวัดมิติการมีส่วนร่วมทั้งทางพฤติกรรม อารมณ์ และความรู้ความเข้าใจ ผลการวิจัย พบว่า แนวโน้มการมีส่วนร่วม โดยรวมเป็นไปในทิศทางที่ดีขึ้น โดยมีการยกระดับในมิติต่าง ๆ ทั้งทางพฤติกรรม อารมณ์ และความรู้ความเข้าใจตลอด ภาคการศึกษา ข้อมูลเชิงลึกจากการสัมภาษณ์แบบกึ่งโครงสร้างยังช่วยให้เข้าใจปัจจัยที่มีอิทธิพลต่อการมีส่วนร่วม เช่น วิธีการสอนที่ส่งเสริมการโต้ตอบ สภาพแวดล้อมในห้องเรียน และแรงจูงใจส่วนบุคคล นอกจากนี้ยังพบปัญหาต่าง ๆ เช่น อุปสรรคทางด้านภาษาและความชัดเจนในการสอน พร้อมทั้งมีข้อเสนอแนะเชิงปฏิบัติเพื่อเสริมสร้างการมีส่วนร่วมของ นักศึกษาในบริบทของการเรียนการสอนภาษาอังกฤษ

คำสำคัญ: การมีส่วนร่วมในชั้นเรียนภาษาอังกฤษ นักศึกษาไทยระดับปริญญาตรี การสนับสนุนการเรียนรู้

Introduction

Understanding student engagement is vital for enhancing learning outcomes and optimizing support systems in English as a Foreign Language (EFL) education. This is especially pertinent for undergraduate students in Thailand, where English proficiency is increasingly crucial in academic and professional settings. According to Tran Le Kim Huong (2022), higher levels of student engagement are correlated with better English language proficiency in Vietnam, demonstrating the positive impact of engagement on language outcomes. This view supports the idea that student engagement, which includes both behavioral and psychological dimensions, plays a key role in enhancing learning effectiveness.

Recent research has introduced a new dimension of engagement known as agentic engagement. Jiang, & Zhang (2021) have shown that agentic engagement where students proactively contribute to their learning process not only predicts academic success but also enhances teacher-student relationships. This dimension is particularly relevant in EFL contexts, as it can be influenced by factors such as teaching styles. Jiang, & Zhang (2021) explored how different teaching approaches, such as perceived autonomy support, social relatedness, and controlling behaviors, impact students' agentic engagement in EFL settings.

The significance of engagement in academic settings is well-documented. Trowler (2010) notes that engaged students exhibit higher motivation, persistence, and satisfaction with their learning experiences. In EFL education, engagement is a multifaceted concept that can be influenced by various factors, including cultural, institutional, and individual elements. Tran Le Kim Huong (2022) emphasizes that engagement in language learning involves not only cognitive and behavioral components but also the psychological and emotional investment of students. This complexity calls for localized research to understand the specific engagement patterns and challenges in diverse educational contexts.

Recent studies have also examined challenges faced by EFL educators, which may have implications for student engagement. For instance, Paramesthi, & Suwartono (2023) identified issues such as curriculum misunderstandings, inadequate preparation, large class sizes, and simultaneous summative testing in Indonesian

junior high schools. These factors can influence teaching quality and, in turn, affect students' engagement with learning. In the Thai context, similar challenges could impact how students engage with their English language learning, making it an important area for further investigation. These challenges might help explain the variations in student engagement observed in different contexts. For example, Tran Le Kim Huong (2022) found that English majors and underclassmen demonstrated higher engagement levels compared to their non-English major peers and upperclassmen. Such differences may be influenced not only by individual factors but also by the teaching conditions and curriculum-related challenges.

Given Thailand's unique cultural and educational landscape, there is a need to investigate the patterns of EFL student engagement in this context. While several studies have focused on student engagement in Western contexts (Kahu, 2013; Carini, Kuh, & Klein, 2006), research on how Thai undergraduate students engage with English language learning remains limited. This study aims to fill this gap by examining the behavioral, cognitive, and emotional dimensions of engagement among Thai EFL students. It will also explore how different teaching styles influence agentic engagement, as discussed by Jiang, & Zhang (2021). The goal is to provide actionable recommendations for educators and policymakers to develop strategies tailored to the needs of Thai EFL students.

Research Objectives

1. To assess levels and dimensions of student engagement in the English class.
2. To explore factors influencing student engagement in the English class.

Literature Review

The literature on student engagement in English as a Foreign Language (EFL) classrooms among undergraduate students, particularly in non-native English speaking contexts such as Thailand, highlights various factors influencing engagement patterns and their implications for learning support. This section synthesizes relevant studies to provide a comprehensive understanding of the dynamics and variables affecting English class engagement among Thai undergraduate EFL students.

Evaluating Classroom Interaction Patterns in Early Years Education

In their 2024 study, Venski and Surono explore interaction patterns used by a Thai English teacher in an elementary classroom and their effects on young learners. Through observations and semi-structured interviews with 42 students and a teacher at Suansanti School in Bangkok, the researchers identify five key interaction patterns, with choral responses, teacher talk, and close-ended questioning being most prevalent. These methods were found to create a supportive environment, boost motivation, and aid social development. However, excessive use of these patterns can hinder individual expression and peer interaction, potentially causing passive participation. The study underscores the need for a balanced approach, combining structured methods with strategies that encourage individual and peer interaction to enhance student engagement. This insight helps educators refine their approaches to better meet students' needs.

Social and Emotional Factors Influencing Engagement in EFL Classes

While social media and technology play a role in student engagement, understanding how emotional and social factors contribute to class engagement in language learning is equally important. Jitsaeng, Chansanam, Kanyacome, Detthamrong, & Li (2024) explore the role of motivation, peer interactions, and cultural factors in shaping student behavior and engagement, although their focus is on general social media usage among Thai

undergraduates. The broader insight into motivation and social interaction from this study can be applied to understanding engagement in EFL settings, where peer interactions and cultural motivations influence classroom environment and participation.

Understanding Engagement in EFL Classes: Perspectives from Thai Undergraduate Students

To understand the patterns of engagement in EFL classes, it is essential to consider various factors that influence student participation and motivation in language learning. Thongsongsee (2022) study provides insights into how EFL teachers in Thailand perceive their roles in fostering student engagement, both in traditional and online settings. The research highlights the critical role of teachers as facilitators of learning, with an emphasis on active learning strategies that motivate students. By focusing on student engagement through personalized teaching approaches, Thongsongsee's study offers a framework for understanding the teacher's impact on engagement in Thai EFL classrooms.

Factors Influencing Student Engagement in English as a Foreign Language (EFL) Classrooms

Recent research on student engagement in English as a Foreign Language (EFL) classrooms highlights several interconnected factors affecting participation and learning outcomes. Key factors include teacher-student interactions, which impact academic performance and behavior, especially in culturally diverse settings like Thailand (Pianta, 2016; Kramsch, 2009). Effective curriculum design that is interactive and student-centered is crucial for boosting motivation and participation. Socio-cultural elements, such as peer relationships and the classroom environment, are also important, with Thailand's collectivist norms emphasizing group cohesion (Brown, 2001). Additionally, emotional and psychological factors like self-efficacy and well-being significantly influence engagement. These findings reveal the complex nature of EFL engagement and the need for a holistic approach to improve educational experiences.

Technological Integration in Enhancing Engagement in EFL Classrooms

Technological tools have increasingly become an integral part of enhancing engagement in EFL classrooms, offering innovative ways to support and motivate students. Mobile-Assisted Language Learning (MALL), as highlighted by Pan, Ye, & Li (2024), is one such technology that has gained attention for its potential to engage students in both classroom and independent learning. By using the Technology Acceptance Model (TAM) and Expectation Confirmation Theory (ECT), the study investigates the factors influencing Thai EFL students' intention to use mobile learning tools. The findings suggest that students' behavioral and cognitive engagement is positively influenced by the perceived ease of use and usefulness of mobile applications. This is especially relevant in the Thai EFL context, where mobile learning tools can offer flexibility and accessibility, enabling students to engage with language learning outside the classroom.

The Evolving Role of Motivation in Enhancing English Language Learning Through Technology and Socio-Cultural Factors

Understanding motivational factors in English as a Foreign Language (EFL) classes is key to improving student engagement and outcomes. Recent research emphasizes the importance of digital environments and technology in enhancing motivation, with Self-Determination Theory (Ryan, & Deci, 2020) serving as a central framework. SDT highlights the role of intrinsic motivation and its enhancement through supports for students' autonomy, competence, and relatedness, which are crucial for fostering positive educational outcomes. Building on Dörnyei, & Ushioda's (2021) work, studies explore how digital tools and social media contribute to boosting intrinsic motivation. Additionally, research extending Noels, Pelletier, Clément, & Vallerand (2003) examines

how socio-cultural factors, including societal attitudes and technological integration, affect motivation. These studies underscore that while intrinsic motivation is vital, contextual factors like technology and cultural expectations also significantly influence student engagement. Understanding these insights helps educators create more effective and engaging learning environments.

Methodology

Participants

Participants in this study were 47 undergraduate students (40 females and 7 males) enrolled in the 'Global English in Everyday Life' course during semester 2 of the 2023 academic year at a college in Thailand. The participants were purposively selected based on their regular attendance and active participation in the course.

Research Design

This study employed a mixed-methods approach to explore English class engagement patterns among Thai undergraduate EFL students. The research design included both quantitative and qualitative data collection methods to provide a comprehensive understanding of the factors influencing student engagement in the English language classroom.

Quantitative Phase

Measurement Tools: To measure student engagement quantitatively, the researchers utilized the Student Engagement Instrument (SEI), a validated questionnaire designed to assess various dimensions of student engagement including behavioral, emotional, and cognitive aspects (Fredricks, Blumenfeld, & Paris, 2004). The SEI was administered at two points during the semester: midterm and at the end of the semester.

Data Collection: At midterm and at the end of the semester, participants were asked to complete the SEI during class time. The questionnaire responses were anonymized to ensure confidentiality and encourage honest feedback.

Data Analysis: Quantitative data collected from the SEI were analyzed using descriptive statistics to examine overall levels of student engagement as well as differences across different dimensions (behavioral, emotional, and cognitive). Correlational analyses were also conducted to explore relationships between engagement levels and demographic variables such as age, gender, and prior English proficiency.

Qualitative Phase

Interview Protocol: A subset of participants (n=15) was selected for semi-structured interviews to gain deeper insights into their perceptions and experiences related to class engagement. The interview protocol was developed based on themes identified in the quantitative phase and included questions about factors influencing their engagement, perceived strengths and weaknesses of the course, and suggestions for improvement.

Data Collection: Interviews were conducted in a private setting at a time convenient for participants. All interviews were audio-recorded with participant consent and subsequently transcribed verbatim for analysis.

Data Analysis: Qualitative data from the interviews were analyzed using thematic analysis. The transcripts were coded independently by two researchers to identify recurring themes and patterns related to student engagement. Discrepancies in coding were resolved through discussion to ensure reliability and validity of findings.

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Ethical Considerations

This study was conducted in accordance with ethical guidelines for research involving human subjects. Participants were informed about the study's purpose and procedures, and confidentiality were ensured throughout the research process.

Findings

The quantitative phase utilized the Student Engagement Instrument (SEI) to assess various dimensions of engagement, while the qualitative phase involved semi-structured interviews to provide deeper insights into students' perceptions and experiences. The integration of these methods offers a comprehensive understanding of the factors influencing student engagement in the English language classroom.

Quantitative Findings

Quantitative analysis of student engagement levels indicated positive outcomes across behavioral, emotional, and cognitive dimensions. At midterm, students demonstrated strong behavioral engagement, consistently attending classes and actively participating. Emotional engagement was also robust, with students expressing enthusiasm for learning English. However, cognitive engagement showed moderate levels, suggesting opportunities to further develop students' critical thinking and analytical skills (see Table 1).

Table 1 Summary of Student Engagement Levels (Quantitative Phase)

Engagement Dimension	Statement	Midterm Mean (SD)	End-of-Semester Mean (SD)
Behavioral Engagement	During English class, I actively participate...	3.72 (0.85)	3.90 (0.82)
	I complete my English assignments on time.	3.94 (0.72)	4.05 (0.68)
	I attend English classes regularly.	4.10 (0.68)	4.20 (0.65)
	I follow instructions given by the English teacher.	4.26 (0.58)	4.32 (0.56)
Emotional Engagement	I feel excited about learning English.	3.81 (0.91)	4.00 (0.88)
	I feel confident when speaking English in front of others.	3.55 (0.78)	3.75 (0.75)
	I feel supported by my English teacher when I need help.	4.03 (0.76)	4.15 (0.72)
	I enjoy the activities we do in English class.	3.98 (0.83)	4.10 (0.80)
Cognitive Engagement	I try to relate what I learn in English class to my own experiences.	4.15 (0.62)	4.25 (0.60)
	I set goals for myself in English class.	3.72 (0.71)	3.85 (0.68)
	I think critically about the information presented in English class.	4.05 (0.67)	4.18 (0.64)
	I make connections between what I learn in English class and other subjects.	3.91 (0.75)	4.05 (0.72)
Overall Engagement	Overall, I am engaged in my English class.	4.02 (0.69)	4.15 (0.66)
	I look forward to attending English class.	3.89 (0.74)	4.02 (0.70)

Table 1 summarizes student engagement across various dimensions over the semester. Behavioral engagement, including participation, assignment completion, attendance, and following instructions, improved from midterm to the end: participation rose from 3.72 to 3.90, assignment completion from 3.94 to 4.05, attendance from 4.10 to 4.20, and following instructions from 4.26 to 4.32. Emotional engagement, reflecting excitement, confidence, perceived teacher support, and enjoyment, also increased: excitement went from 3.81 to 4.00, confidence from 3.55 to 3.75, support from 4.03 to 4.15, and enjoyment from 3.98 to 4.10. Cognitive engagement, including relating learning to personal experiences, goal-setting, critical thinking, and

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interdisciplinary connections, showed similar growth: personal connections improved from 4.15 to 4.25, goal-setting from 3.72 to 3.85, critical thinking from 4.05 to 4.18, and interdisciplinary connections from 3.91 to 4.05. Overall engagement, including general engagement and anticipation of class, also rose from midterm to the end (4.02 to 4.15 and 3.89 to 4.02, respectively). These findings indicate a positive trend in student engagement throughout the semester.

Further analysis of demographic variables revealed no significant correlations between age or gender and overall engagement levels. However, a notable positive correlation was observed between prior English proficiency and cognitive engagement, suggesting that students with stronger language skills tend to exhibit higher levels of intellectual engagement in English classes (see Table 2).

Table 2 Correlation between Engagement Levels and Demographic Variables

Variable	Behavioral Engagement	Emotional Engagement	Cognitive Engagement
Age (20-24 years)	0.10	0.07	-0.04
Gender	0.15	0.12	0.08
Prior English Proficiency	0.25**	0.20*	0.32**

Note: **Significant at $p < .01$; *Significant at $p < .05$.

Table 2 shows the correlations between demographic variables and engagement levels (behavioral, emotional, and cognitive). Age has a weak positive correlation with behavioral (0.10) and emotional (0.07) engagement, but a weak negative correlation with cognitive engagement (-0.04), suggesting minimal changes in engagement with age among participants aged 20-24. Gender (female) is positively correlated with all three types of engagement, with females showing slightly higher levels: behavioral (0.15), emotional (0.12), and cognitive (0.08). Prior English proficiency has a stronger positive correlation with engagement in all domains: behavioral (0.25), emotional (0.20), and cognitive (0.32), indicating that better language skills lead to higher engagement. Statistical significance is indicated by asterisks (** for $p < .01$ and * for $p < .05$).

Qualitative Findings

The qualitative analysis of interview data, gathered from a subset of 15 participants (n=15) provided nuanced insights into the factors influencing student engagement in English classes. The findings highlighted several key themes related to teaching methods, classroom environment, and personal motivation that shaped students' engagement levels. Below are the themes that emerged directly from the participants' responses:

Impact of Teaching Methods: Participants frequently mentioned the effectiveness of interactive teaching methods, such as group activities and multimedia resources, in enhancing engagement. One participant noted, "The group activities made the class more fun and interactive, which helped me stay focused and involved." These methods were seen as making learning more dynamic and relevant, thereby increasing both emotional and cognitive engagement in the English classroom.

Classroom Environment: The participants emphasized the importance of a positive and inclusive classroom atmosphere as crucial for fostering engagement. One participant explained, "In a supportive class environment, I felt more comfortable to express my ideas." They highlighted that when the classroom environment was friendly and supportive, it encouraged them to participate actively. Physical aspects like the classroom layout and seating arrangements were also mentioned, with participants noting that seating in groups promoted interaction and peer collaboration.

Personal Motivation: Participants discussed various intrinsic and extrinsic motivators that influenced their engagement. Many noted intrinsic motivations such as personal interest in learning English, with one stating, "I have always been curious about other cultures, and learning English helps me understand them better." Extrinsic motivators, including the desire to achieve good grades and secure better career opportunities, were also mentioned as factors influencing their engagement.

In addition to these positive factors, participants shared some challenges they faced and provided suggestions for improvement:

Challenges: Several participants identified language barriers and occasional confusion due to unclear instructions as factors that hindered their engagement. As one participant expressed, "Sometimes, I don't understand the instructions clearly, which makes it hard to fully participate." These challenges occasionally impacted their ability to fully engage in classroom activities.

Suggestions for Improvement: To enhance engagement, participants suggested incorporating more authentic English contexts into lessons, with one participant saying, "Using real-life examples would make the lessons more interesting and relatable." They also recommended that instructors communicate learning objectives more clearly, so students could better understand the relevance and expectations of class activities.

Discussion

Quantitative Findings

The study's quantitative findings reveal insights into student engagement in English language learning across behavioral, emotional, and cognitive dimensions. Behavioral engagement, including attendance and participation, remained high throughout the semester with a slight improvement by the end, underscoring the value of active classroom involvement. Emotional engagement was strong throughout the semester, with minor increases suggesting effective instructional strategies that enhance students' emotional connection to the material. This supports Fredricks, Blumenfeld, & Paris (2004), who emphasize the role of emotional engagement in sustaining motivation. Cognitive engagement showed moderate levels initially with a slight improvement by semester's end, indicating room to further stimulate students' critical thinking in English instruction. Previous research (Appleton, Christenson, & Furlong, 2006) highlights the importance of cognitive engagement for deeper learning outcomes.

Analysis of demographic variables revealed that age and gender did not significantly affect overall engagement, but prior English proficiency positively correlated with cognitive engagement. This suggests that students with higher proficiency engage more intellectually, aligning with Hidi, & Renninger (2006) and Guthrie, McRae, & Klauda (2007), who found that prior knowledge enhances engagement. The lack of significant correlations between age and gender with engagement aligns with educational psychology literature. Vygotsky (1978) notes substantial individual variability within age groups, and Eccles, & Jacobs (1986) suggest that gender differences in engagement depend more on context than on inherent factors.

In summary, while behavioral and emotional engagement were generally positive, cognitive engagement presents an opportunity for improvement. Focusing on critical thinking and leveraging students' existing English skills can enhance engagement and learning outcomes.

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Qualitative Findings

The qualitative analysis of interview data has provided an understanding of student engagement in English classes, emphasizing the significance of teaching methods, classroom environment, and personal motivation. The study reveals that interactive teaching methods, like group activities and multimedia resource, are particularly effective in enhancing student engagement. These methods make learning more dynamic and relevant, thereby increasing both emotional and cognitive engagement (Freeman et al., 2014). By stimulating active participation and curiosity, interactive teaching aligns with the concept of agentic engagement, where students actively shape their own learning experiences (Chi, 2009).

The classroom environment is also critical to student engagement. Findings highlight the importance of a positive and inclusive atmosphere, noting that students who feel comfortable and supported are more willing to engage in learning activities. Factors like physical layout and seating arrangements contribute to this supportive environment, impacting students' ability to collaborate and interact effectively (Brophy, 2004; Evertson, & Weinstein, 2006).

Personal motivation plays a significant role in engagement as well. The study identifies both intrinsic motivators, such as a genuine interest in learning English, and extrinsic motivators, such as grades and career prospects, as influential in determining engagement levels (Ryan, & Deci, 2020; Schunk, 2008). This combination of internal desires and external incentives underscores the multifaceted nature of student motivation.

Challenges such as language barriers and occasional issues with instructional clarity were also noted. These issues can hinder students' ability to fully engage in class activities (Gass, & Selinker, 2008). To improve engagement, students suggested incorporating real-life English contexts into lessons and providing clearer communication of learning objectives. These recommendations highlight the need to make learning more relevant and transparent, thereby enhancing students' understanding and engagement in their educational experiences (Wiggins, & McTighe, 2005; Swain, & Lapkin, 2001).

Addressing these concerns is crucial for fostering agentic engagement, which involves students taking a proactive role in their learning, influencing their educational experiences and outcomes (Zimmerman, 2000). The qualitative findings are significantly relevant to agentic engagement in several key ways:

Firstly, the preference for interactive teaching methods reflects the core principles of agentic engagement. When students are engaged through dynamic and relevant activities, they become more active participants in their learning process, thereby exercising greater agency (Bandura, 1997). This active participation enables students to shape their educational experiences and enhances their overall engagement.

Secondly, a positive and inclusive classroom environment is crucial for fostering agentic engagement. Such an environment allows students to feel comfortable expressing themselves and collaborating with peers. When students perceive support and inclusivity, they are more likely to take an active role in their learning, which in turn boosts their engagement and involvement (Rimm-Kaufman, & Sawyer, 2004).

Moreover, personal motivation plays a pivotal role in agentic engagement. Both intrinsic and extrinsic motivators drive students to actively participate in their learning experiences (Ryan, & Deci, 2020). By understanding and addressing these motivators, educators can enhance agentic engagement, helping students leverage their motivations to drive their learning processes.

Addressing challenges such as language barriers and unclear instruction is also essential for improving agentic engagement. These obstacles can limit students' ability to participate fully (Vygotsky, 1978). By

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implementing solutions like integrating real-life contexts and ensuring clearer communication, educators can improve students' ability to engage proactively and meaningfully in their learning experiences (Brusilovsky, & Millán, 2007).

In summary, the qualitative findings underscore the importance of interactive teaching methods, a supportive classroom environment, and personal motivation in fostering agentic engagement. These factors collectively empower students to take an active role in their learning, overcome obstacles, and enhance their overall engagement.

Conclusion

This study provides valuable insights into English class engagement patterns among Thai undergraduate EFL students. The findings suggest that while students generally exhibit positive engagement behaviors, there are opportunities to optimize cognitive engagement through targeted instructional strategies and clearer communication of learning objectives. By triangulating quantitative and qualitative data, this research contributes to the discussion on effective teaching methods designed to enhance student learning experiences in EFL contexts. Future research could further explore the longitudinal effects of different engagement strategies on academic outcomes and student retention in language learning programs.

Recommendations

Based on the thorough analysis of both quantitative data from the Student Engagement Instrument and qualitative insights from interviews, several key recommendations for enhancing student engagement in the English classroom emerge. It is crucial to maintain interactive teaching methods, such as group activities and multimedia resources, which have proven effective in increasing both emotional and cognitive engagement. Additionally, fostering an inclusive and supportive classroom environment will promote student expression and collaboration. Clearly communicating learning objectives will highlight the relevance of class activities, thereby boosting intrinsic motivation. Addressing challenges like language barriers and instructional clarity through additional support mechanisms is essential, as is incorporating real-life English contexts into lessons to provide practical learning experiences. Finally, investing in ongoing teacher training will refine instructional strategies and improve responsiveness to student feedback, ensuring continuous enhancement of engagement and learning outcomes. These steps aim to optimize student engagement and create meaningful learning experiences in English education.

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