An Exploration of Students’ Agentic Engagement in EFL Reading Classrooms

Agentic engagement is an important construct in the classroom as it is associated with improved learning performance, academic achievement, and motivation. It is also argued that learners’ active and agentic engagement in classroom activities is at the heart of successful learning processes. However, recent empirical research has paid limited attention to the concept of agentic engagement. This study thus set out to explore the dynamics of agentic engagement and its correlation with student learning outcomes in EFL reading classrooms. Data were collected from a sample of 60 EFL students through a mixed method design of questionnaires and semi-structured interviews. Unit tests and progress tests throughout the academic semester were utilized to determine students’ learning outcomes. The findings found that higher levels of agentic engagement are significantly associated with improved reading comprehension.