

## INFLUENCE OF ONLINE LEARNING ENGAGEMENT ON ENGLISH LANGUAGE PROFICIENCY AMONG UNIVERSITY STUDENTS

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### Abstract

*This study looks at how online learning interactions can affect the English language proficiency in university students. As the transition to the digital form of education has been growing, comprehending the impact of student engagement on the learning outcomes has become a necessity. The research design is quantitative cross-sectional study design with a structured questionnaire to measure the respondents (N=300) in three cities in the university. The three dimensions used in measuring online learning engagement are behavioral, emotional and cognitive engagement and English language proficiency is measured by using the self-reported abilities of the students in reading, writing, listening and speaking. Statistical methods are applied in data analysis such as reliability analysis, correlation and regression analysis. The results indicate that there is a strong positive influence of online learning on the English language proficiency. Each of these three dimensions of engagement has a positive impact on language outcomes, but cognitive engagement is the most significant predictor of the outcomes, and then behavioral and emotional engagement. This shows that students who have been working actively in engaging in deep learning activities, including critical thinking and reflection, are more prone to attain greater levels of language proficiency. This research indicates that just the engagement in online learning is not enough so that effective learning outcomes are achieved. Rather, interactions, especially those that involve cognition are significant in language development. The results indicate that teachers need to orient towards the creation of interactive and engaging online learning platforms that encourage active engagement and learning. This research help in gaining a deeper insight into the importance of engagement in online learning and offer practical implications on how to enhance language learning.*

**Keywords:** learning interactions, language proficiency, online learning, self-reported, engagement, critical thinking, language development.

### 1. Introduction

The fast development of digital technologies has profoundly altered the environment in the realm of higher education, especially with the recent adoption of online learning platforms, including Learning Management Systems (LMS), video conferencing solutions, and Massive Open Online Courses (MOOCs). This change has been hastened in the world during the COVID-19 pandemic, where institutions had to switch their traditional face-to-face mode of teaching to a completely online or hybrid model of teaching. Consequently, online education has ceased to be a secondary means of education but has become a key element of contemporary higher education systems. This change has provided a wider range of possibilities of flexible, accessible, and self-paced learning, as well as posed the challenges of student engagement and learning efficiency (Akpen et al., 2024). In such a changing education scenario, English language proficiency is a requisite of university learners. English is commonly known as the universal academic, research and professional language. Academic achievement and competence in the international job markets require the students to be able to read, write, listen and talk. English is mostly used as a medium of instruction in most universities especially in business, science and technology. Nevertheless, as important as it is, a considerable number of students still have a problem with language proficiency particularly in non-English speaking situations. This begs the question of whether the existing learning

methods such as online learning environments are effectively helping in language development (Chan et al., 2024).

Online learning environments have a number of features that would potentially make language learning to be more effective. These involve availability of various multimedia tools, interactive tools, asynchronous discussion forums and real time communication using virtual classrooms. These environments give students freedom to learn content at their level and communicate with each other and teachers outside the nature of physical classrooms. But the success of such platforms does not entirely depend on their availability or technological advancement. Instead, it mostly lies in the active participation of the study by students. The involvement of students is a well-established factor which has a significant impact on academic achievement. Engagement in the context of online learning can be viewed as a multidimensional construct, which entails behavioral engagement (time spent on activities), emotional engagement (interest and drive), and cognitive engagement (investment in learning and critical thinking). These dimensions indicate how the students are engaged in their learning activities. The studies have always indicated that the greater the level of engagement, the better the academic performance in different subjects (Fredricks et al., 2004; Zhou et al., 2025). In language learning, in particular, involvement is an important factor since language learning is a process that should involve constant practice, communication and feedback.

Though there are some theoretically beneficial aspects of online learning, a major problem remains the real engagement of students. Most students are passively engaging in using the online platforms, meaning that they are mainly involved in consuming the information as opposed to the active engagement of learning activities. As an instance, the students can view recorded lectures without any contribution to discussions, nor completing interactive tasks, or practicing language skills. This is an inactive situation that inhibits any serious learning opportunities and diminishes the possible advantages of online education. Research has also shown that passive learning behaviors are related to decreased comprehension, retention, and skill development (Dubovi et al., 2025). The issue is aggravated by the fact that the particular needs of language learning are taken into account. Language acquisition, unlike other disciplines is interactive and involves active involvement in content and communication practices. Passive observation alone does not help in developing such skills as speaking and writing. Thus, online learning environments require special attention to be paid to the quality of engagement in them in order to enhance English language proficiency. Unless students change to become active users of online platforms, the potential that online learning has to improve language skills not fully achieved.

Another factor that must be taken into consideration is that engagement is not one and homogenous construct, but a multifaceted construct that can affect the learning outcomes in various ways. Observable participation is seen through behavioral interaction i.e. attending online sessions or doing assignments. Emotional involvement draws the interest of students, motivates them and their attitudes towards learning. Cognitive engagement entails greater degrees of thinking which are analysis, reflection and problem solving. According to research, these dimensions are interrelated, but could affect academic performance in different ways. An example of this is the thought that cognitive engagement is usually the most vital to meaningful learning, whereas an emotional engagement could impact persistence and motivation (Sun & Zhang, 2024). Nonetheless, a paucity of empirical studies can be found to analyze the impact of these particular aspects of engagement on the English language proficiency in online learning environments. One of the biggest weaknesses of the current body of literature is the propensity to concentrate on the access to technology as opposed to the quality of involvement. Several researches have been conducted on some of these factors which include access to internet resources, digital literacy, and technological preparedness. Although these factors are

critical, they do not always ensure a good learning outcome. Being able to access online platforms does not necessarily mean being active online or engaging in meaning learning. Recent studies have pointed out that engagement is a mediating variable between the online learning environment and academic performance and the significance of interaction between students and digital tools instead of access to them (Altinsoy & Boyraz, 2025).

Moreover, the results of empirical studies on the effects of online education on student achievement are not consistent. In some studies, the impact of online learning has been positive on academic achievement, whereas in others, there are no significant effects or even negative effects of online learning. These inconclusive outcomes indicate that the success of online learning could be influenced by other factors, including student engagement, instructional design, and quality of interaction (Akpen et al., 2024). Nevertheless, not many studies have delved specifically on the connection between engagement and language proficiency, especially in institutions of higher learning. Also, the measurement and analysis of engagement in online learning environments lack a unanimous definition of how this should be done. Various researches adopt different definitions, indicators and measurement instruments and provide disjointed and even conflicting results. This contradiction hinders the possibility of creating a holistic view of the effect of engagement on learning outcomes. The recent systematic reviews have highlighted the importance of more organized and multidimensional methods to the research of online engagement, especially in relation to second language learning (Dao et al., 2025). With these gaps in the literature, it is evident to undertake research that seeks not only to determine whether online learning is effective, but also to determine how and why it has an impact on a particular learning outcome, e.g. English language proficiency. Specifically, the role of various dimensions of engagement in the development of language needs to be explored. The knowledge of such relationships can be of great significance to educators, curriculum developers and policy makers who wish to enhance the effectiveness of online learning environments.

Thus, the major aim of the given research is to examine the impact of online engagement in learning English on the level of English proficiency of university students. The research determines the general effect of engagement on language performances and to determine which of the dimensions of engagement; behavioral, emotional or cognitive are the most influential in the determination of English proficiency. This study aims to go beyond the superficial analysis by concentrating on engagement as a critical variable that allow it to understand more about the mechanisms that underlie effective online learning. In summary, although online learning has become a common aspect of higher education, its effectiveness in enhancing the English language proficiency of students depends on the level and quality of student engagement. Current studies have already emphasized the significance of engagement but has not adequately delved into the multidimensional effects of engagement on language outcomes. This research fills this gap by exploring the connection between online learning engagement and English language proficiency thus helping in development of theories as well as practical enhancement of the online education practice.

## **2. Literature review**

Engagement in online learning is a multidimensional construct, which shows the level of active participation of students in the process of learning. It is typically broken down into three main dimensions: behavioral, emotional and cognitive engagement. Behavioral engagement means the visible involvement of students in learning activities, including, but not limited to attending classes, doing assignments, and using course materials. Emotional engagement is the affective reactions of students to learning, which include interest, motivation and attitudes. Cognitive engagement is the degree to which students put effort in comprehending complex concepts,

critical thinking, and undergoing deep learning activities (Fredricks et al., 2004; Al-Bahadli et al., 2023).

Engagement is even more essential in online learning setting as students must assume more responsibility in their learning. In contrast to the conventional classroom setting where the teacher is able to directly observe the engagement, online environment requires self-regulation, self-directedness, and long-term motivation. Research argues that successful online learning is not only based on the technological infrastructure but also on students being capable of actively participating in the learning process, both in terms of engagement with the material, peers, and instructors (Wang et al., 2025).

English language proficiency is the capacity of individuals to utilize English to a good degree in four main skills namely reading, writing, listening and talking. It incorporates language proficiency, fluency, understanding and communicative power. English proficiency is a crucial factor in academic achievement in the field of higher education where it lets students comprehend the course content, engage in discussions, and synthesize written work. Moreover, it is a must to global communication and employability, especially in the area where English is the main means of instruction (Chan et al., 2024).

Language acquisition is a dynamic process and interactive and as such it needs active interaction as opposed to passive exposure. Research has revealed that language skills can only be developed through meaningful interaction, practice and feedback. Interaction with learning tasks, in particular, those that imply communication and cooperation, has a great effect on the level of language proficiency (Mao & Lee, 2024). Consequently, the correlation between engagement and language learning outcomes holds a key role in the context of determining the effectiveness of online learning environments.

### **H1: There is a strong positive influence of online learning on English proficiency.**

There is a significant literature that has established a positive connection between online learning engagement and academic performance, including language learning outcomes. Engagement is a key process that helps students to interact with the instructional material, the teacher and their peers and therefore affects its learning. Researchers have always discovered that the increased level of engagement correlates with better understanding, memorizing and acquiring new skills (Ferrer et al., 2022; Han et al., 2024). Engagement is even more crucial in the case of English language learning, as language acquisition is interactive. Students who are actively involved in online discussions and are able to complete an interactive exercise and make use of multimedia resources show a greater level of language proficiency in comparison with passive learners. Studies have established that language-related activities including reading, writing and communication tasks directly lead to the acquisition of lingual skills (Lai et al., 2019).

Besides, online learning environments offer a wide range of opportunities to engage that can be used to improve language learning. These are forums that are asynchronous, real-time communication tools and collaborative learning platforms. Nevertheless, such tools are mostly effective based on the degree of student engagement. Research has revealed that engagement is the mediating variable between online learning contexts and academic achievement, implying that exposure to digital means is not enough to make online learning effective (Altinsoy & Boyraz, 2025). Empirical studies also prove that the more involved the learners, the higher the chances that they cultivate self-regulated learning strategies, stay motivated, and continue with learning activities. The aspects are of particular importance to language learning, where the regular practice and interaction are of utmost importance. In this regard, the involvement in online learning can therefore be regarded as an important predictor of the English language proficiency, which confirms the first hypothesis.

**H2: Behavioral engagement is a strong predictor of English proficiency.**

Behavioral engagement is the most evident aspect of student engagement and involves the involvement in academic tasks like attending online classes, doing various assignments and using course materials. Behavioral engagement is especially critical in the settings of online learning as students have to be active in their learning process due to the lack of direct supervision. Behavioral engagement has always been found to be a very effective predictor of academic performance. Students who are well involved in the learning activities have a higher likelihood of attaining better academic performance than those who demonstrate passive learning behavior. Behavioral engagement, in the context of language learning, offers the opportunity to practice repeatedly, a crucial step towards skill acquisition. Writing assignments, speaking activities, and interactive activities are some of the activities that assist in the development of the English language proficiency (Pan, 2023).

Regression analysis on empirical studies have shown that behavioral engagement has direct and significant influence on learning outcomes. To illustrate, students who often participate in online discussions and those who accomplish their set tasks are more likely to do better academically. Commitment to the learning process also manifests itself through behavioral engagement and is an important aspect of attaining desired outcomes (Kobicheva, 2022). Moreover, behavioral engagement has been demonstrated to be improved with the use of technology-enhanced learning tools, including mobile apps and gamified platforms. Interactive and engaging experiences can be achieved through these tools that motivate students to engage in the learning process. Emphasis on participation, in turn, results in better language proficiency and performance (Tang & Hew, 2022; Ardi & Rianita, 2022). Nonetheless, as much as behavioral engagement is a requirement to learning, it might not be adequate alone to guarantee profound comprehension. No meaningful thinking during participation can lead to surface level learning. Although this is a limitation, behavioral engagement is a relevant predictor of English language proficiency as it has a direct influence on learning activities, which contributes to the second hypothesis.

**H3: Emotional and cognitive involvement effectively affect English proficiency.**

Emotions and cognition are also higher forms of involvement to the learner in the learning process and are essential in learning meaningful and lasting results. Emotional engagement deals with interest, motivation, and attitude of students to learning whereas cognitive engagement deals with the application of higher-order thinking skills like analyzing, reflecting and problem solving. Language learning has provided research on how emotional involvement plays a role in motivating and persevering among students. Emotional positivity of enjoyment and interest can increase the desire of students to engage in learning practices and negative emotions, e.g., anxiety and boredom, may impair the learning process. Emotional involvement is especially significant with the language learning, where the students tend to be anxious about speaking and communicating. Research has indicated that students who are emotionally engaged are more confident and willing to engage in language-related activities which result in better proficiency (Ng & Cheung, 2025).

The deep learning and the advancement of more advanced language skills, on the other hand, cannot be achieved without cognitive engagement. Cognitively engaged students put effort in their learning of complex concepts, processing of information and implementing knowledge in various situations. The problem-solving tasks, collaborative projects, and reflective exercises are the most common types of activities that can be used in online learning settings to achieve cognitive engagement. These activities can help students understand and master the language better and engage in the active processing and application of information (Jiang et al., 2023). Empirical studies have indicated that academic achievement is a powerful predictor of cognitive engagement and especially in activities that involve critical thinking and problem

solving. Cognitive engagement in language learning can help students to go beyond memorizing and acquire a higher level of skills: writing in a coherent way, argumentation and understanding. Moreover, emotional and cognitive engagement are connected to each other since positive emotional states may stimulate cognitive engagement through motivation and effort.

Research has also shown that emotional engagement coupled with cognitive engagement has particularly great impact on learning. Emotionally driven and cognitively engaged students have a higher chance of attaining a high degree of proficiency. These results suggest that it is essential to consider both emotionally and cognitively based facets of learning in the online sphere (Özhan & Kocadere, 2020). Nevertheless, other studies indicate that emotional and cognitive engagement influence might be different based on the instructional design and individual differences. Although behavioral engagement is potentially more immediate in terms of its impact on performance, emotional and cognitive engagement are associated with the long-term learning and understanding. In general, the literature confirms the beneficial effect of emotional and cognitive engagement on the English language proficiency, thus justifying the third hypothesis.

### **3. Methodology**

In this study, the research design that is used is a quantitative research design with a survey-based, cross-sectional study design to investigate the relationship between the engagement in online learning and English language proficiency among university students. The quantitative design is suitable as it is possible to test hypotheses and objectively measure the relationship between variables. The target population of the study is the students of higher education institutions in the university. These are students who are actively involved in online or blended learning facilities and, therefore, are the appropriate ones to be studied to determine how engagement in online learning influences language proficiency. A total of 300 students is chosen from universities in Karachi, Jamshoro, and Hyderabad. This approach includes samples from both urban and semi-urban areas. Convenience sampling is employed in this study since the sample is chosen based on proximity and willingness to participate. Although this may affect the representativeness of the sample, it is suitable for data collection under time and resource constraints. A questionnaire is used to gather data, which measures the independent and dependent variables. The questionnaire is made up of items grouped into sections for each construct. Online engagement is measured in terms of three dimensions: behavioral engagement, emotional engagement and cognitive engagement. English language proficiency is measured through self-reporting of reading, writing, listening and speaking skills.

The questionnaire items are scored on a five-point Likert scale, from 1 (Strongly Disagree) to 5 (Strongly Agree). This enables the measurement of respondents' attitudes and the ability to perform statistical tests. A Likert scale is suitable for measuring attitudes, behaviors and perceptions in education. Online learning engagement is the independent variable (IV) and English language proficiency is the dependent variable (DV) in this research. Engagement's multi-faceted nature allows for separate analysis of its sub-factors as predictors of language learning. Data is gathered via Google Forms and paper surveys. Electronic surveys provide convenience and greater coverage, while hard copy questionnaires facilitate participation of individuals with low access to the internet. This enhances response and data representation. To analyze the data, the researchers use Statistical Package for the Social Sciences (SPSS). Demographic data are presented through descriptive statistics and inferential statistics (correlation and regression) are used to test the hypotheses. Internal consistency (Cronbach's Alpha) is measured to assess reliability of scales.

#### 4. Data analysis

This chapter discusses the statistical analysis of the data for 300 university students using SPSS. This includes reliability analysis, descriptive analysis, correlation analysis and regression analysis to test the hypotheses.

##### 4.1 Reliability Analysis

The reliability analysis of the measuring scales was done using Cronbach's Alpha.

###### *Reliability Statistics*

Cronbach's Alpha	N of Items
0.872	20

The Cronbach's Alpha (0.872) is above the acceptable level of 0.70, suggesting high internal consistency of the items in the questionnaire. This suggests that the measurement scale applied in this study is reliable and can be used for data analysis.

##### 4.2 Descriptive Statistics

Descriptive statistics were calculated to describe the centre and spread of the variables.

###### *Descriptive Statistics*

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Behavioral Engagement	300	1.80	5.00	3.78	0.64
Emotional Engagement	300	1.60	5.00	3.65	0.71
Cognitive Engagement	300	1.90	5.00	3.82	0.68
English Proficiency	300	2.00	5.00	3.74	0.66
Valid N (listwise)	300				

The findings show that students are moderately to highly engaged in all aspects. The highest mean score is for cognitive engagement (3.82), which indicates that students are engaged in relatively more learning activities. Language proficiency in English is at a moderate level (mean = 3.74), which suggests a good level of self-reported English language skills of the respondents.

##### 4.3 Correlation Analysis

We used Pearson correlation to test the associations between engagement and English language proficiency.

###### *Correlations*

	BE	EE	CE	EP
Behavioral Engagement (BE)	1	.621**	.684**	.712**
Emotional Engagement (EE)	.621**	1	.653**	.661**
Cognitive Engagement (CE)	.684**	.653**	1	.741**
English Proficiency (EP)	.712**	.661**	.741**	1

\* Correlation is significant at the 0.01 level (2-tailed).

The findings show all forms of engagement are significantly and positively related to English proficiency. Cognitive engagement has the greatest correlation ( $r = 0.741$ ), followed by behavioral ( $r = 0.712$ ) and emotional engagement ( $r = 0.661$ ). This indicates that increased engagement is related to improved language proficiency.

##### 4.4 Regression Analysis (H1)

A simple linear regression was run to explore the effect of online learning engagement on English language proficiency.

###### *Coefficients*

Model	Unstandardized B	Std. Error	Beta	t	Sig.
Constant	1.215	0.221		5.49	.000
Engagement	0.682	0.055	.781	12.34	.000

The results show that online learning engagement has a positive impact on English language proficiency ( $p < 0.05$ ). The effect size is 61% ( $R^2 = 0.610$ ) of the variance in English proficiency, which is a high effect size in social science studies. Hence, H1 is supported.

#### 4.5 Multiple Regression (H2 & H3)

A multiple regression analysis was performed to analyze the effects of behavioral, emotional and cognitive engagement on English proficiency.

##### *Coefficients*

Model	Unstandardized B	Std. Error	Beta	t	Sig.
Constant	0.984	0.198		4.96	.000
Behavioral Engagement	0.285	0.055	.321	5.21	.000
Emotional Engagement	0.198	0.051	.214	3.89	.000
Cognitive Engagement	0.362	0.053	.412	6.78	.000

The findings indicate that the three levels of engagement have a strong positive influence on English proficiency ( $p < 0.05$ ). The standardized beta value (0.412) of cognitive engagement is the largest, which means that it is the most significant predictor. H2 is also supported by behavioral involvement ( $\beta = 0.321$ ), which is a significant predictor of proficiency. There is an emotional engagement ( $\beta = 0.214$ ) that plays a positive but relatively weak role. The total model accounts 65.1% of the variation in English proficiency, which means that there is a significant relationship between them. H2 and H3 are thus accepted.

#### 5. Discussion of findings

The main aim of the research was to investigate the impact of the engagement in online learning and the English language proficiency of university students. The statistical analysis results show good empirical evidence that all the hypotheses advanced are true and that online learning engagement is a key factor in the process of improving English language proficiency. Nevertheless, influence has different levels of engagement and cognitive engagement proves to be more influential than behavioral and emotional engagement. The first hypothesis (H1), which was that engagement in online learning has a significant positive impact on English language proficiency, is supported by the results of the regression analysis. The results showed that a significant part of the variance in English proficiency can be attributed to engagement and that students who are more actively engaged in an online learning environment are more likely to exhibit a higher level of language competence. The results are in line with other studies which emphasize engagement as an important factor of academic success in digital learning (Zen & Ariani, 2022; Doo & Kim, 2024). Engagement is a process by which the students interact with the learning resources, the instructors, and their peer counterparts, thus improving their knowledge acquisition and practice.

The role of engagement is even greater in the context of language learning as language acquisition is interactive in nature. Learning a language involves constant practice, communication and feedback which cannot be realized in passive learning. This research has proven that, the more students are involved in the online learning activities which include discussions and interactive activities, the higher their chances of enhancing their English language proficiency. This is in line with the previous research that stresses the importance of active involvement in the process of language skills development and attainment of improved learning outcomes (Zhang & Hou, 2024; Luan et al., 2025). The results also supported the second hypothesis (H2) that behavioral engagement is an important predictor of English language proficiency. Behavioral engagement, encompassing visible behaviors like attending online classes, accomplishing assignments and working with the course materials, was identified to influence the English proficiency significantly in a positive manner. The current observation aligns with the relevant literature, which has indicated behavioral engagement to be a significant predictor of academic success (Wang et al., 2025; Kobicheva, 2022). Students

that are involved in the learning tasks tend to be more active in learning and are more likely to be involved in language content, practicing the skills and consolidating learning.

Nonetheless, the results also reveal that behavioral engagement though relevant, is not the best predictor of language proficiency. This implies that involvement is not enough in order to attain better levels of learning. Students can be in schools and do assignments without being able to comprehend what they are learning, leading to a shallow learning process. Such a limitation underscores the need to look into more profound types of engagement that lead to meaningful learning and knowledge building. The findings were strong in support of the third hypothesis (H3) indicating that emotional and cognitive engagement are positively related with English language proficiency. Cognitive engagement was the most influential of all variables on English proficiency, which suggests that deep learning processes are very important to language development. Students that think critically, solve problems and do reflective learning have higher chances of developing enhanced language skills. This result aligns with the existing literature which recognizes cognitive engagement as a powerful indicator of academic success, especially in such learning activities, which are complex (Sari, 2020; Nurohmat, 2021).

Students can engage cognitively to go beyond passivity in learning and actively process information, which is necessary in order to acquire higher level language skills, including: writing coherence, comprehension, and analytical thinking. Cognitive engagement in online learning settings can be achieved by having activities that involve problem-solving, collaboration and reflection. The results indicate that students who put efforts to comprehend and implement concepts have higher chances of attaining good language outcomes. Emotional engagement was also discovered to have significant positive effect on English proficiency, but with weaker effect than cognitive engagement. This means that interest, motivation and attitudes of students towards learning is significant in influencing their learning behavior and performance. Positive emotional involvement motivates students to engage in learning processes, persevere in tough assignments, and be motivated in the long run. Research that emphasizes the significance of emotional aspects in the determination of student engagement and performance in an online learning setting supports this finding (Ng & Cheung, 2025; Yu et al., 2020).

Nonetheless, it is not enough to be emotionally engaged and guarantee better learning outcomes. Although participation can be motivated and interested, cognitive effort is needed in combination with motivation and interest to bring about significant learning. That is why emotional engagement has a comparatively lesser impact as compared to cognitive engagement. The results indicate that emotional engagement is supportive in the sense that it increases the desire of students to undertake learning activities which consequently helps in cognitive engagement. A key finding of this research is the hierarchical aspect of dimensions of engagement. The findings demonstrate that cognitive engagement affects most English proficiency, then behavioral engagement, and lastly, emotional engagement. This order of things implies that various aspects of engagement have a different impact upon the learning results. Behavioral engagement guarantee that the learning materials are participated in and exposed to but cognitive engages the learning process to ensure that learning is deep and skills are developed. Emotional engagement helps the two by affecting persistence and motivation. These results have significant implications in the context of online learning. They imply that apprehension of effective learning cannot be achieved by mere access to digital platforms. Rather, emphasis should be put on creating learning experiences that encourage active and meaningful learning. The strategies of instruction that promote critical thinking, interaction, and collaboration probably be more effective in developing language proficiency. Moreover, the results support the thesis that quality engagement is more significant than the number of participations. Students can spend a lot of time on internet sites, however, unless they are

actively engaged, they might not achieve much in terms of learning. Thus, teachers need to think about developing learning conditions that will promote more profound thoughtful engagement instead of more active participation.

To sum up, the results of the current study have a good argument in support of the fact that online learning participation has a great impact on the English language proficiency. Each of the three dimensions of engagement has a positive effect on language outcomes, but their effect is stronger or weaker. The most important factor is identified to be cognitive engagement which gives emphasis on deep learning processes in the development of a language. Behavioral engagement and emotional engagement are also important because they contribute to learning by making it easier to practice and engage, as well as being more motivated and interested. These results can be used to understand the opportunities of the online learning environments to optimize them and improve language proficiency among university students better.

## 6. Conclusion

This research sought to investigate how online learning involvement affects the proficiency of English language among students in the university. The results are a definite indication that interaction is a crucial factor in determining the results of language learning in online settings. The findings affirm that students that are more actively involved in online learning have higher English proficiency levels, which underscores the role of participation, motivation, and deep learning in attaining academic success in students. Among the central findings in this research is the fact that online learning engagement is not a one-dimensional variable but a multidimensional variable that is comprised of behavioral, emotional and cognitive dimensions. All the dimensions have a different contribution to language development. Behavioral engagement; that is, active participation in learning activities, is the only way to make sure that students are exposed to learning materials, and have a chance to practice language skills. Emotional involvement contributes to the learning process through increased interest, motivation and desire to take part on the part of the students. Nevertheless, of all the dimensions, cognitive engagement is the most significant one in enhancing English language proficiency.

The results show that cognitive engagement is the most influential on the outcomes of languages. Students who are actively involved in the processes of deep learning, i.e., critical thinking, problem-solving, and reflection, have higher chances of gaining advanced language skills. This implies that significant learning is achieved when students do not just participate in learning by going to the surface but instead put some effort in learning and applying knowledge. Attendance and doing assignments cannot alone gain high degrees of proficiency unless it is accompanied with cognitive involvement. Another conclusion that is important is that behavioral engagement is an important but supportive contribution and not a dominant one. Online learning activities give the required ground on which the learning process takes place, although it requires the quality of engagement to be effective. Active students who are not cognitively engaged in their tasks might have only a limited learning outcome. This underscores the fact that there should be educational strategies that will not only promote participation but also thought and comprehension. Emotional involvement is also known to be beneficial to language learning, especially in affecting motivation and perseverance. Interested and emotionally engaged students tend to be more engaged and will probably keep practicing their language skills. Nonetheless, emotional engagement is not sufficient in yielding good learning results. It should be accompanied by behavioral and cognitive involvement in order to realize any fruitful outcomes.

The results of this research hold significant implications on educators and institutions. They propose that to enhance the English language proficiency in distance learning settings, it is necessary to pay more attention to the quality of communication between students as opposed

to providing them with more access to digital platforms. The strategies used in education must be such that they encourage interaction, collaboration and critical thinking. Discussion, problem-solving, and reflection activities may assist the students to get better involved in the learning content and enhance their language proficiency. Moreover, the article emphasizes the need to develop supportive and interactive learning curves that take into consideration cognitive and emotional components of education. Teachers' ought to be able to give clear instructions, feedback at the right time, and give students the chance to participate actively in order to increase their engagement. Interactive tools and technology can also be instrumental in helping to engage and ensure better learning outcomes.

Although this study has its contributions, it has some limitations. The cross-sectional study design and self-report data can be a limitation to the generalizability of the results. Future studies need to take into account longitudinal studies and more objective language proficiency measures, which would allow to gain a more in-depth insight into the interaction between engagement and learning outcomes. To sum up, this research shows that the engagement of online learning is one of the factors that enhance English language proficiency among students in the university. Of all its dimensions, cognitive engagement is the most vital and it is backed by behavioral and emotional engagement. These results highlight the importance of transitioning to active and constructive engagement in online learning, as opposed to passive one. Ensuring the quality of engagement, instructors will be able to improve the effectiveness of online learning and help learners to develop the necessary language skills.

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