Journal of Language and Translation
Volume 7, Number 1(13), (pp.69-88), 2017

Engagement and Motivation in EFL Classroom: Humanizing the Coursebook or Autonomy-supportive Teaching Climate?

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Received: 02 September, 2016 Accepted: 22 February, 2017

Abstract
Humanizing language learning materials helps language teachers to design activities that are linked to learners' lives and experiences. This can result in higher motivation and engagement in the process of foreign language learning. Self-determination theory-based instruction enhances learners' engagement and motivation through supporting the basic psychological needs for autonomy, competence, and relatedness. However, teachers' ability to apply coursebook or even teaching style that fosters engagement and motivation among learners has received little attention in EFL context. Therefore, the main purpose of this study was to compare the impacts of the two intervention programs of humanizing the coursebook and self-determination theory-based instruction on developing engagement and motivation among EFL learners. To this aim, 60 homogeneous participants were selected among the foreign language learners and randomly assigned into two experimental groups. Behavioral Regulation Questionnaire and Classroom Engagement Questionnaire were used to measure the determined variables in the study. Whereas both self-determination theory-focused intervention program and coursebook humanization indicated to significantly effect on enhancing motivational subscales, the results of the study provided evidence on substantial effect of humanizing the coursebook on promoting behavioral, emotional, cognitive, and agentic engagement subscales among English as foreign language (EFL) learners. The findings validated language teachers' skills in fostering learners' engagement and motivation through employing the principles of both more humanistic course books and autonomy-supportive teaching style within self-determination theory.

Keywords: Autonomy-supportive teaching climate, Engagement in learning, Humanizing the coursebook, Motivation, Self-determination theory

INTRODUCTION

Course books are placed at the heart of English teaching settings (Hutchinson & Torres, 1994; Sheldon, 1988). Course books not only provide structure and syllabus for a program but also prepare the initial framework, which can be adapted by teachers to suit the needs and learning styles of the learners (Cunningsworth, 1995; Tomlin-

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son, 1990, 1994). However, teachers sometimes are required to modify the coursebook to cater for the learners' level of language proficiency and their needs. In fact, through the process of modification, teachers personalize the text to make a better teaching resource or individualize it for a particular group of foreign language learners.

To achieve effective learning, feel at ease, develop self-confidence, and enhance their positive attitudes towards the learning process (Tomlinson, 1995). However, many course books use an approach, which undermines the abilities of the learners, resulting in loss of self-esteem for the learners. Therefore, Tomlinson (2003a) argues that course books should enhance learners' interests, enthusiasms and help them to make meaningful connections in their minds. This, in fact, highlights the importance of modifying the coursebook to be more humanistic. Humanizing the coursebook involves not only adding activities that help to make language learning process a more affective experience but also finding ways of helping the learners to connect what is in the book to what is in their mind (Tomlinson, 1995, 1998a). Moreover, as Neal and Miller (2006) point out, learner engagement plays an important role in learning process. When learners are meaningfully engaged in the learning activities through interaction with others on relevant tasks, they require cognitive processes such as problem solving, reasoning, and decision-making.

Engagement expresses the behavioral intensity and emotional quality of a learner's active involvement during the learning process (Fredricks, Blumenfield, & Paris, 2004; Skinner, Furrer, Marchland, & Kindermann, 2008). Engagement serves as an important social signal as it predicts learners' long term academic achievement (Skinner et al., 2008). As Connell and Wellborn (1991) point out, engagement, in classroom settings, is particularly important because it functions as a behavioral way through which learners' motivational processes result in their subsequent learning and development. Also, engagement is a merger of motivation and thoughtfulness and whereas motivation and engagement appear to be two different concepts that can influence each other (Cho et al., 2014). Moreover, Deci and Ryan's (1985) self-determination theory posits that teachers' motivating style towards learners can be conceptualized along a continuum that ranges from highly controlling to highly autonomy-supportive (Deci, Schwart, Sheinman, & Ryan, 1981). Autonomy-supportive teachers nurture learners' needs, interests, and preferences by fostering their inner motives. Many studies (Deci, Nezlek, & Sheinman, 1981; Grolnick & Ryan, 1987; Williams & Deci, 1996) indicate that learners with autonomy-supportive teachers have greater intrinsic motivation, higher academic performance, and greater engagement in learning. However, teachers' ability to use specific materials or teaching styles that foster engagement and motivation among leaners has received scant attention in EFL context. Therefore, to bridge this gap, this study aimed to explore the effect of applying more humanistic materials and autonomy-supportive teaching style on developing EFL learners' engagement and motivation.

Learner engagement

In educational settings, engagement refers to the active, goal-directed, flexible, constructive, persistent, focused interactions with the learning environment (Skinner et al., 2008). The quality of learners' engagement with learning activities in classroom ranges from avid, focused, and emotionally positive interactions with academic tasks to disaffected withdrawal (Reeve, 2013). Therefore as Skinner et al. assert, learner engagement is of great interest to many educational researchers as it reflects the kind of interaction with activities and materials that produce actual learning. Many studies (e.g. Connell & Wellborn, 1991; Deci & Ryan, 2000; Skinner et al., 2008) indicate that learners can achieve success in their academic career when they show their potential engagement with their teaching opportunities. Learner engagement refers to the behavioral intensity and emotional quality of learner's active involvement during a task (Connell, 1990; Connell & Wellborn, 1991). To reformulate, engagement can

refer to the quality of a learner's connection or involvement with the endeavor of educating. It, therefore, represents a potential influence shaping learners' academic achievement and resilience.

Contrary to engagement, disengagement includes the absence of effort or persistence. Therefore, disengagement is operationalized as passivity and lack of initiation, having the emotion of dejection, discouragement, and apathy (Pereson, Maier, & Seligman, 1993). As Newmann et al., (1992) point out, engaged learner depicts an inner quality of concentration and effort to learn. Therefore, the levels of engagement among the learners must be estimated through the amount of their participation in academic work, the intensity of their concentration, and the degree of their attention in accomplishing the task (Newmann et al., 1992). Learners' engagement can fall into the four types of behavioral, emotional, cognitive, and agentic aspects (Reeve & Tseng, 2011). Behavioral engagement represents the extent to which learners indicate on-task attention, effort, and persistence while initiating the learning activity (Skinner & Belmont, 1993). Accordingly, emotional engagement represents the context to which learners indicate positive emotional states such as interests, enthusiasm, and enjoyment (Skinner, Kinderman, & Furrer, 2009). Cognitive engagement represents the extent to which learners metacognitively revise and plan their academic work and use learning strategies while studying (Greene & Miller, 1996). Agentic engagement represents the extent to which learners contribute constructively into the flow of teaching to make a more supportive learning environment for them. In other words, agentic engagement helps learners offer suggestions, ask questions and express their preferences. Hence, understanding engagement in learning context is an important issue for language teachers as they can create positive learning outcomes from the learners. Tomlinson and Masuhara (2004) consider that teachers should provide engaging materials for their learners. Otherwise, too much exposure, teaching, practice or use of the language will not help them to make adequate progress in language learning process. Tomlinson (2003b) argues that language learners are not engaged by doing mechanical drills such as substitution tables, minimal pairs, and repetition drills. In other words, low level decoding and encoding activities do not engage the learners with the learning process. Therefore, this is for teachers to design engaging activities for the learners. However, types of language learning materials, which can foster engagement among learners has received scarce attention in EFL context.

Humanizing the coursebook

Most of the educational materials aim to satisfy the needs of only idealized group of target learners. No matter how good the materials are, they usually do not cater the needs, wants, beliefs, and learning styles of all the different learners (Tomlinson, 2010). Berman (1999) believes that 'affect' is the most significant factor in learning. Many publications highlight the need to develop affectively engaging materials which cater for all learning style preferences (Arnold, 1999; Craik & Lockhart, 1972; Maley, 2003, 2008; Masuhara, 2006; Tomlinson, 2003, 2008). Through advocating whole brain learning, Gross (1992) argues that learners can accelerate and enhance their learning process by engaging their senses, emotions, and imagination. Similarly, Tomlinson (2010) believes that humanistic course books engage learners' affect by providing imaging, inner voice, and kinesthetic activities. Humanizing the coursebook can be done by both reducing the non-humanistic elements of the book and expanding those sections of the coursebook that invite the learners to think, feel and do to learn (Tomlinson, 1998b, 2003b). Humanizing the coursebook can help learners to develop ability to produce second language by using their mental resources and this in fact helps learners to maximize learners' mental potential for communicating and learning second language. Humanizing the coursebook helps the learners reach a state of flow (Csikszentmihalyi, 1988) or effortless movement of psychic energy. In fact, the concept of flow deals with directed concentra-

tion, full engagement, high interest, and goal-directedness. Similar to being in the state of flow, an engaged learner is absorbed in what he is doing as if his awareness is merged with his actions (Goleman, 1995, 2006). However, the need for humanizing language course books derives from the fact that most of the global coursebooks contain artificial and unnatural activities that are not designed for particular learning program. Hence, through humanizing the coursebooks, language teachers personalize the learning materials to make them better teaching resources and also individualize them for a particular group of learners.

Motivation within self-determination theory

Deci and Ryan's (2000) self-determination theory refers to the existence of three fundamental psychological needs namely autonomy, competence, and relatedness, which are the basis for self-motivation and personality integration. Also, in educational settings, interpersonal contexts that provide opportunities to satisfy the psychological needs for autonomy, competence, and relatedness enhance self-regulation and those contexts that undermine satisfaction of these needs impair self-regulation (Ryan & Deci, 2002; Ryan, Kuhl, & Deci, 1997). The need for autonomy is defined as an inherent desire to act with a sense of choice and volition and the need for competence is concerned with the psychological needs to experience confidence in one's abilities and the capacity to affect outcomes (Deci & Ryan, 2000, 2002; Ryan & Deci, 2002). Moreover, the need for relatedness involves the need to experience connectedness with others and to have supportive social relationships. Nevertheless, controlling learning contexts undermine learners' positive functioning and outcomes as it encourages a sense of pressure, and a sense of obligation to others or to one's own negative emotion. In contrast, an autonomy-supportive style promotes students' outcomes because it supports learners' experience of volition, and a sense of choice (Reeve, Nix, & Hamm, 2003). When learners engage in learning activities without volition, and perceived choice, their engagement lacks the motivational foundation of personal interest, task involvement, positive feelings, self-initiative, personal causation, a desire to continue, and the type of high-quality motivation (Reeve, 2009). Deci and Ryan's (1985) self-determination theory (SDT) distinguishes between different types of motivation.

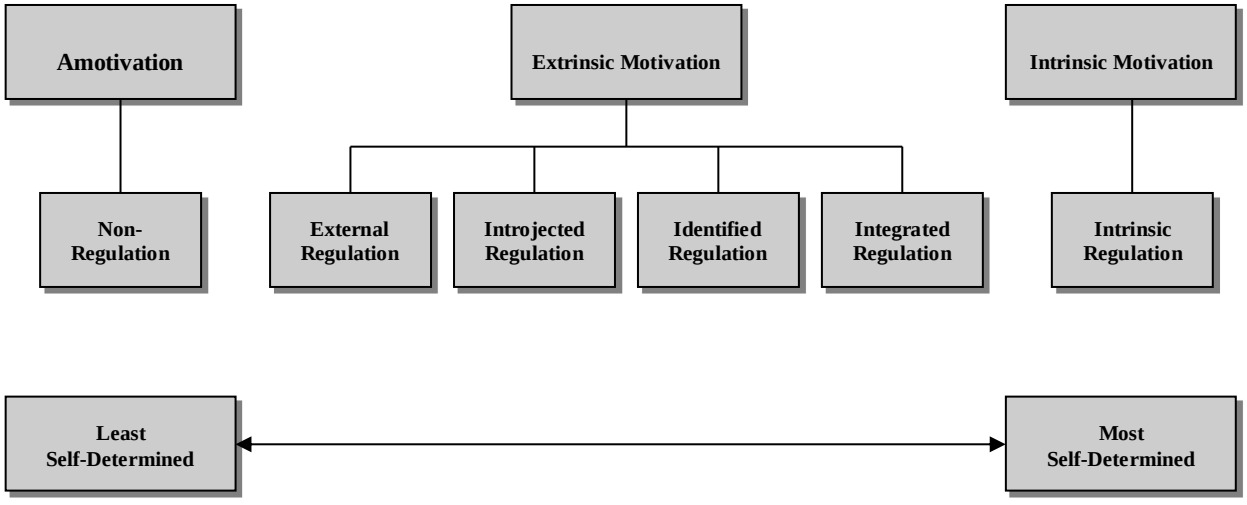

Figure 1 Types of Motivation within Self-Determination Theory (Deci & Ryan, 2000)

As Figure 1 shows, amotivation refers to the state of lacking an intention to act. Extrinsic motivational regulations can be classified into external, introjected, identified, and integrated ones. With external regulation, an individual engages in an activity to obtain external rewards or to avoid punishments (Deci & Ryan, 2000). Also, learners guided by introjected regulation engage in the activity because of internal pressure, feelings of guilt or to attain ego enhancement. As Deci and Ryan point out, a more autonomous form of extrinsic motivation is regulation through identification. Identified regulation reflects participation in an activity because one holds certain outcomes of the behavior to be personally significant. Integrated forms of extrinsic motivation are observed when the activity with which a person identifies is more consistent with the individual's values, needs, interests, and emotional regulations. However, this form of regulation is not assessed in many studies as it does not emerge in a meaningful way and it can be difficult to ascertain through self-report (Deci & Ryan, 2008). Moreover, intrinsic motivation is defined as the engagement in an activity for its own sake. Although engagement, by itself, appears to be an important factor for academic achievement, motivation is the most striking determinants of learner engagement in educational settings (Deci & Ryan, 1987; Reeve et al., 2004). Many studies (e.g. Pintrich, 2000; Skinner, Wellborn, & Connell, 1990) indicate that both teachers' behaviors and materials used during instruction have great effect on learners' intentions for learning, motivational intensity, and academic engagement. However, the number of studies on the effect of teachers' autonomy-supportive teaching style and the use of humanistic materials on EFL learners' engagement and motivation is scarce. Therefore, to achieve the main purposes of this study, the following research questions were formulated:

1. *Does applying the principles of humanizing the coursebook have significant effect on developing engagement and motivation among EFL learners?*
2. *Does autonomy-supportive teaching style within SDT have significant effect on enhancing engagement and motivation among EFL learners?*
3. *Which one of the two explored intervention programs in this study is more effective on developing engagement and motivation among EFL learners?*

METHODS

Participants

The participants in this study were 60 intermediate male English as foreign language (EFL) learners, within the age range of 20-25. To ensure the homogeneity of the participants, the researchers administered the reading section of the Key English Test (KET) to a total population of 65 learners and those participants (N=60) whose scores fell within the range of one SD above and below the mean were selected. The researchers, then, assigned the participants randomly into two experimental groups, each including 30 participants. The participants in this study enrolled in a reading comprehension course as an extracurricular activity in a private institute.

Instruments

To measure the participants' motivational regulations, the researchers administered the adapted version of Behavioral Regulation Questionnaire (BRQ) developed by Markland and Tobin (2004). This is a 5-point Likert scaling questionnaire (1=Not true for me to 5=Very true for me), including 19 items. The Behavioral Regulation Questionnaire contains five subscales that measure amotivation, external, introjected, identified, and intrinsic motivational regulations within SDT paradigm. As Markland and Tobin (2004) report, the reliabilities for the subscales of

amotivation, external, introjected, identified, and intrinsic regulations are 0.89, 0.89, 0.90, 0.91, and 0.91, respectively. Moreover, to measure the participants' engagement, the researchers benefitted from Classroom Engagement Questionnaire developed by Reeve and Tseng (2011).

This is a 7-point (1= Strongly agree to 7=

Strongly disagree) Likert scaling questionnaire, including behavioral (5 items), emotional (4 items), cognitive (8 items) and agentic (5 items) subscales. As Reeve and Tseng (2011) report, the reliabilities for the four subscales of behavioral, emotional, cognitive, and agentic engagement are .94, .78 .88, .82, respectively.

Data Collection Procedure

The main purpose of this study was to investigate the effects of the two instructional intervention programs of humanizing the course book and autonomy-supportive teaching style on fostering EFL learners' engagement and motivational regulations within self-determination theory. All the participants in both experimental groups participated in 15 weekly instructional sessions, each took 2 hours. The textbook covered during the instruction in both experimental groups was Select Reading intermediate. As Table 1 below displays, the participants in the first experimental group benefitted from Reeve's (2006) autonomy-supportive teaching framework within SDT during the instructional intervention.

Table 1

Autonomy-supportive Teaching style applied in Experimental Group 2

1. Provide meaningful rationales
Verbal explanations that help the other person understand why self-regulation of the activity would have personal utility.
2. Acknowledge negative feelings
Tension-alleviating acknowledgments that the request one is making of the other is in conflict with his or her personal inclinations and that his or her feelings of conflict are legitimate (yet not necessarily inconsistent with activity engagement).
3. Use non-controlling language
Communications that minimize pressure (absence of "should," "must," and "have to") and convey a sense of choice and flexibility in the locution of behavior.
4. Offer choices
Provide information about options, encouragement of choice-making, and encouragement of the initiation of one's own action.
5. Nurture inner motivational resources
Vitalization of the other's interest, enjoyment, psychological need satisfaction (autonomy, competence, relatedness), or sense of challenge or curiosity during the engagement of a requested activity.

Moreover, to investigate the impact of applying the principles of humanizing the course book on fostering motivation and engagement among the participants, the researchers exposed the second experimental group to the text-driven framework (See Table 2 below) suggested by Tomlinson (2003a). According to Tomlinson, text-driven approaches are materially developed approaches in which each unit in the course book is driven by a potentially engaging text. All the activities in the course book are designed to intensify learners' engagement.

Table 2

Text-driven Framework applied in Experimental Group 2

Activity Type	Procedure	Objective
Readiness activity	Learners think about/or visualize an incident in their lives relevant to the topic of the text	To activate the learners' minds in readiness for the text
Initial response activity	Learners read or listen to the text for a particular holistic purpose	To encourage holistic responses to texts and discourage discrete, word-fixated responses
Intake response activity	Learners think about and then articulate their personal responses to the text	To encourage and reward personal expression
Development activity	Learners develop a written or spoken text which connects to the core text	To encourage and reward creative production of language
Input response activities	Learners return to the core text to make discoveries about what the writer was saying and/or how the writer used a particular linguistic or discourse feature in the text	To deepen the learners awareness of the core text and of how the language is used to achieve appropriateness and effect
Development activity	Learners return to their text and improve it using what they havediscovered in the input response activities	

As Table 2 illustrates, readiness activities are the first type of activities within text-driven approach. Readiness activities provoke mental activity related to the content of the text through activating connections, arousing attention, generating relevant visual images and encouraging the learners to use inner speech to discuss the relevant topics with themselves (Tomlinson, 2003a). Moreover, the readiness activities aim at developing learners' mental readiness rather than language practice. Therefore learners can share their ideas with their classmates in their first language. Hence, in this study, the researchers asked the learners to visualize, share their knowledge and activate connection in their mind to experience the text. Initial response activities encourage the learners to have holistic responses to the texts rather than having isolated ones. Initial response activities help learners to develop their mental representation of the text while processing (Tomlinson, 2010). Therefore, as the initial response activity, the researchers asked the participants to visualize the passage they are reading, using their inner speech to find responses for the controversial points in the passage. As Tomlinson (2003b) points out, initial response activities should not involve peer group discussions as this might prevent learners from representation. Increasingly, intake response activities help the learners to activate what they understand from reading the text. In other words, intake responses activities invite the learners to share with their peers what the text means to them instead of testing the leaners on their comprehension of the passage (Tomlinson, 2003b). To provide intake response activities, the researchers asked the participants in this experimental group to articulate their feelings and opinions about what happened in the passages. Also, the participants were asked to summarize the texts, summarizing the key events in the passages they were reading. Development activities provide opportunities for the meaningful language production based on the learners' representations of the text (Tomlinson, 1999). As a development activity, the learners were asked to rewrite one of the interesting passages they have read. Input response activities help the learners to make discoveries about the purposes and also the language

of the text (Tomlinson, 2003a). Therefore, the participants in this group were asked about the language use, common strategies, and even discourse features. In other words, the researchers made an attempt to enhance the participants' awareness from reading the passages. As Table 1 illustrates, development activities help the learners to express themselves in the target language (Tomlinson, 2003b). Therefore, all the participants in this group were also asked to develop the extended version of some of the passages they were reading. However, Tomlinson believes that applying the activity types suggested in text-driven framework depends on the engagement and the needs and wants of the learners in particular class. Therefore, the researchers did not follow the sequence of activity types presented in the above Table 1. Moreover, the participants in the second experimental group benefitted from Reeve's (2006) autonomy-supportive teaching framework within SDT during the instructional intervention. Moreover, the researchers administered Behavioral Regulation Questionnaire and Classroom Engagement Questionnaire to both groups, two times prior to and after the completion of the instructional interventions.

RESULTS

To investigate the impact of SDT-based intervention program on enhancing motivational regulations SDT, the researchers computed paired t-test data analysis between the data collected from Behavioral Regulation Questionnaire. Table 3 below displays the results of the descriptive statistics.

Table 3

Descriptive Statistics for Behavioral Regulation Questionnaire in Experimental Group 1 (SDT-based Intervention Group)

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Amotivation T1	18.50	30	1.075	.196
	Amotivation T2	4.33	30	.606	.111
Pair 2	External T1	3.63	30	1.299	.237
	External T2	8.63	30	2.189	.400
Pair 3	Introjected T1	3.27	30	0.521	.095
	Introjected T2	10.73	30	1.999	.365
Pair 4	Identified T1	5.03	30	1.189	.217
	Identified T2	19.30	30	0.535	.098
Pair 5	Intrinsic T1	5.90	30	1.539	.281
	Intrinsic T2	19.70	30	0.466	.085

As Table 3 above displays, the mean scores for intrinsic and identified subscales were 5.90 (SD= 1.53) and 5.03 (SD=1.18) prior to SDT-focused intervention program, but it surged to19.70 (SD= 0.46) and 19.30 (SD= 0.53) after the completion of the instruction. Moreover, the external and introjected subscales had higher mean scores after the completion of the intervention program. The mean scores for external and introjected regulations were 3.63 (SD= 1.29) and 3.27 (SD=0.52) at Time 1 whereas they surged to 8.63 (SD=2.18) and 10.73 (SD=1.99) at Time 2.

Besides, the results were in harmony with the paradigm of SDT as the mean score for amotivation subscale declined from 18.50 (SD=1.07) at Time 1 to 4.33 (SD=.60) at Time 2. Moreover, Table 4 illustrates the results of paired t-test data analysis among the data collected from administering two time of Behavioral Regulation Questionnaire to determine the significance of difference.

Table 4

Paired t-test Data Analysis for Behavioral Regulation Questionnaire in Experimental Group 1 (SDT-based Intervention Group)

		Paired Differences					t	df	P-Value (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Amotivation T1 - Amotivation T2	14.167	1.147	.209	13.738	14.595	67.637	29	.000
Pair 2	External T1 - External T2	-5.000	2.691	.491	-6.005	-3.995	-10.177	29	.000
Pair 3	Introjected T1 - Introjected T2	-7.467	2.145	.392	-8.268	-6.666	-19.063	29	.000
Pair 4	Identified T1 - Identified T2	-14.267	1.337	.244	-14.766	-13.767	-58.430	29	.000
Pair 5	Intrinsic T1 - Intrinsic T2	-13.800	1.540	.281	-14.375	-13.225	-49.073	29	.000

As it is illustrated in Table 4 above, there is a statistically significant means score gain for intrinsic subscale from Time 1 to Time 2: t(29)= -49.07, $p< .05$. Moreover, there is a statistically significant mean score gain in identified regulation or more self-determined motivational regulation within SDT: t(39)= -22.79, $p< .05$. Increasingly, the researchers computed paired t-test analysis among the data collected from two times of administering Classroom Engagement Questionnaire (Reeve & Tseng, 2011) to explore the impact of SDT-focused intervention program on enhancing engagement among EFL learners. Table 5 reports the descriptive statistics for the four subscales of behavioral, emotional, cognitive, and agentic engagement.

Table 5

Descriptive Statistics for Classroom Engagement Questionnaire in Experimental Group 1 (SDT-based Intervention Group)

		Mean	**N**	**Std. Deviation**	**Std. Error Mean**
Pair 1	Behavioral T1	9.67	30	4.0712	.743
	Behavioral T2	7.03	30	2.5804	.471
Pair 2	Emotional T1	7.03	30	2.442	.446
	Emotional T2	13.33	30	1.936	.353
Pair 3	Cognitive T1	10.43	30	2.417	.441
	Cognitive T2	23.90	30	4.302	.785
Pair 4	Agentic T1	5.90	30	1.296	.237
	AgenticT2	15.60	30	3.233	.590

As Table 5 above displays, the mean score for behavioral subscale did not surge as it was 9.67 (SD=4.07) at Time 1 but it was 7.03 (SD=2.58) at Time 2. Besides, the other three engagement subscales had the same trend as themean scores for emotional, cognitive, and agentic subscales increased from 7.03 (SD=2.44), 10.43 (SD=2.41), and 5.90

(SD=1.29) to 13.33 (SD=1.93), 23.90 (SD=4.30), and 15.60 (SD=3.23), respectively. Moreover, paired t-test data analysis was run among the data collected from two times administration of Classroom Engagement Questionnaire and the results were reported in Table 6.

Table 6

Paired T-test Data Analysis for Classroom Engagement Questionnaire in Experimental Group 1 (SDT-based Intervention Group)

		Paired Differences					t	df	P-Value (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Behavioral Time 1 Behavioral Time 2	2.633	5.249	.958	-0.673	-4.593	2.748	29	.010
Pair 2	Emotional Time 1 Emotional Time 2	-6.300	2.842	.519	-7.361	-5.239	-12.140	29	.000
Pair 3	Cognitive Time 1 Cognitive Time 2	-13.467	3.893	.711	-14.920	-12.013	-18.948	29	.000
Pair 4	Agentic Time 1 Agentic Time 2	-9.700	2.938	.536	-10.797	-8.603	-18.084	29	.000

As Table 6 above displays, there is a statistically significant mean score gain for all four engagement subscales. Emotional engagement had significant mean score gain from Time 1 to Time 2: t(29)= - 12.140, $p< .05$. Moreover, there is a statistically significant mean score gain in cognitive subscale: t (29) = -18.94, $p< .05$. However, as Table 6 shows, the same trend was observed for behavioral and agentic subscales. Moreover, This study also investigated the results of humanizing the coursebook on developing EFL learners' engagement and motivational regulations. Hence, paired t-test data analysis was computed between the data collected from two times administration of Behavioral Regulation Questionnaire to the second experimental group and the results were reported to Table 7.

Table 7

Descriptive Statistics for Behavioral Regulation Questionnaire in Experimental Group 2 (Humanized Course book intervention)

		Mean	**N**	**Std. Deviation**	**Std. Error Mean**
Pair 1	Amotivation T1	17.13	30	1.717	.313
	Amotivation T2	6.77	30	1.633	.298
Pair 2	External T1	4.87	30	1.961	.358
	External T2	8.63	30	2.189	.400
Pair 3	Introjected T1	3.27	30	0.521	.095
	Introjected T2	10.73	30	1.999	.365
Pair 4	Identified T1	5.00	30	1.365	.249
	Identified T2	18.67	30	1.124	.205
Pair 5	Intrinsic T1	5.23	30	1.455	.266
	Intrinsic T2	19.57	30	0.504	.092

As Table 7 above illustrates, the mean score for amotivation subscale declined from 17.13 (SD=1.71) at Time 1 to 6.77 (SD=1.63) at Time 2. Besides, intrinsic subscale had significantly measurable gain as it surged from 5.23 (SD=1.45) at Time 1 to 19.57 (SD=0.50) Time 2. Furthermore, the same results were observed for external, introjected and identified subscales as they increased from 4.87 (SD=1.96), 3.27 (SD=0.52), and 5.00 (SD=1.36) to 8.63 (SD=2.18), 10.73 (SD=1.99), and 18.67 (SD=1.12), respectively. Increasingly, paired t-test data analysis was run to determine the significance of difference and the results were displayed in Table 8 below.

Table 8

Paired t-test Data Analysis for Behavioral Regulation Questionnaire in Experimental Group 2 (Humanized Course book intervention)

		Paired Differences					t	df	P-Value (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	AmotivationT1-Amotivation T2	10.367	2.341	.427	9.492	11.241	24.252	29	.000
Pair 2	External T1-External T2	-3.767	3.277	.598	-4.990	-2.543	-6.296	29	.000
Pair 3	Introjected T1-Introjected T2	-7.467	2.145	.392	-8.268	-6.666	-19.063	29	.000
Pair 4	Identified T1 – Identified T2	-13.667	1.845	.337	-14.355	-12.978	-40.582	29	.000
Pair 5	Intrinsic T1 – Intrinsic T2	-14.333	1.446	.264	-14.873	-13.793	-54.279	29	.000

As Table 8 illustrates, there is a statistically significant mean score gain for intrinsic subscale from Time 1 to Time 2: t(29)= -54.279, p<0.5. By the same token, identical trends were observed for the other motivational regulation subscales. Moreover, paired t-test data analysis was run to explore the impact of applying the principles of humanistic coursebook on developing engagement subscales among the participants. Table 9 below reports the results of descriptive statistics.

Table 9

Descriptive Statistics for Classroom Engagement Questionnaire in Experimental Group 2 (Humanized Course book intervention)

		Mean	**N**	**Std. Deviation**	**Std. Error Mean**
Pair 1	Behavioral T1	11.70	30	4.010	.732
	Behavioral T2	31.43	30	2.897	.529
Pair 2	Emotional T1	9.83	30	1.315	.240
	Emotional T2	22.93	30	3.695	.675
Pair 3	Cognitive T1	15.13	30	2.649	.484
	Cognitive T2	49.67	30	3.556	.649
Pair 4	Agentic T1	9.73	30	1.202	.219
	Agentic T2	32.83	30	3.041	.555

Table 9 above also displays, humanizing the course book intervention program had significant effect on increasing engagement subscales. The mean for behavioral engagement subscale surged from 11.70 (SD=4.01) at Time 1 to 31.43 (SD=2.89) at Time 2. Increasingly, the other

three mean scores for emotional, cognitive, and agentic subscales increased from 9.83 (SD=1.31), 15.13 (SD=2.64), and 9.73 (SD=1.20). In addition, paired t-test data analysis was run to see where the differences lay.

Table 10

Paired t-test Data Analysis for Classroom Engagement Questionnaire in Experimental Group 2 (Humanized Course book intervention)

		Paired Differences					t	df	Sig.(2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Behavioral T1 - Behavioral After	-19.733	3.629	.663	-21.088	-18.378	-29.785	29	.000
Pair 2	Emotional T1 – Emotional After	-13.100	4.270	.780	-14.694	-11.506	-16.805	29	.000
Pair 3	Cognitive Before – Cognitive After	-34.533	3.821	.698	-35.960	-33.106	-49.498	29	.000
Pair 4	Agentic Before – Agentic After	-23.100	3.387	.618	-24.365	-21.835	-37.355	29	.000

As table 10 illustrates, there is a significant mean score gain for behavioral subscale from Time 1 to Time 2: t(29)=-29.78, p<.05. The same trend was observed for the other engagement subscales. Emotional subscale had significant mean score gain from Time 1 to Time 2: t(29)=-16.805, p <0.05. Besides, the mean for cognitive subscale had measurable gain: t(29)=-49.498, P<0.05. Also, the mean score for agentic subscale had an identical pattern: t(29)=-37.355, p<0.05. Furthermore, an independent t-test was run to compare the mean scores of both experimental groups on administering Behavioral Regulation Questionnaire at Time 2 and the results of descriptive statistics were illustrated in Table 11 below.

Table11

Descriptive Statistics for Behavioral Regulation Questionnaire between Two Experimental Groups

Groups		**N**	**Mean**	**Std. Deviation**	**Std. Error Mean**
Amotivation	Experimental 1 (SDT-based intervention)	30	4.33	.606	.111
	Experimental 2 (Humanized Course book intervention)	30	6.77	1.633	.298
External	Experimental 1 (SDT-based intervention)	30	8.63	2.189	.400
	Experimental 2 (Humanized Course book intervention)	30	8.63	2.189	.400
Introjected	Experimental 1 (SDT-based intervention)	30	10.73	1.999	.365
	Experimental 2 (Humanized Course book intervention)	30	10.73	1.999	.365
Identified	Experimental 1 (SDT-based intervention)	30	19.30	0.535	.098
	Experimental 2 (Humanized Course book intervention)	30	18.67	1.124	.205
Intrinsic	Experimental 1 (SDT-based intervention)	30	19.70	0.466	.085
	Experimental 2 (Humanized Course book intervention)	30	19.57	0.504	.092

As it was stated earlier, both experimental-groups had measureable gains in motivational regulations. However, as Table 11 displays, there were no significant differences between most of

the motivational regulation mean scores between both experimental groups. The mean score for external regulation in both experimental groups was similar (M= 8.63, SD= 2.18). Also, the mean scores (M= 10.73, SD= 1.99) of both experimental groups were identical in introjected motivational regulation. Increasingly, the mean scores for intrinsic motivation in SDT-based intervention group and the experimental group exposed to humanized course book were 19.70 (SD=0.46) and 19.57 (SD=0.50) respectively. Hence, no significant difference was observed between both groups in intrinsic motivational regulation. However, the results reported in Table 11 indicated that SDT-focused intervention program was more effective in lowering amotivation subscale as the mean score for SDT-based intervention group was 4.33 (SD=0.60) and the mean score for experimental group exposed to humanized course book was 6.77 (SD=1.63). Moreover, to confirm the findings reported above, the researchers computed independent paired t-test.

Table 12

Independent t-test for Behavioral Regulation Questionnaire between Two Experimental Groups

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	P-Value	t	df	P-Value. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Amotivation	Equal variances assumed	18.556	.000	-7.650	58	.000	-2.433	.318	-3.070	-1.797
	Equal variances not assumed			-7.650	36.847	.000	-2.433	.318	-3.078	-1.789
External	Equal variances assumed	0.000	1.000	0.000	58	1.000	.000	.565	-1.131	1.131
	Equal variances not assumed			0.000	58.000	1.000	.000	.565	-1.131	1.131
Introjected	Equal variances assumed	0.000	1.000	0.000	58	1.000	.000	.516	-1.033	1.033
	Equal variances not assumed			0.000	58.000	1.000	.000	.516	-1.033	1.033
Identified	Equal variances assumed	8.755	.004	2.786	58	.007	.633	.227	.178	1.088
	Equal variances not assumed			2.786	41.489	.008	.633	.227	.174	1.092
Intrinsic	Equal variances assumed	3.863	.054	1.064	58	.292	.133	.125	-.118	.384
	Equal variances not assumed			1.064	57.649	.292	.133	.125	-.118	.384

As shown in Table 12 above, results of independent paired t-test confirmed that there was no significant difference between the two experimental groups with respect to external, introjected, and intrinsic motivational regulations. However, there was a significant difference between the two experimental groups in amotivation subscale; t(58)= -7.650, *p*=0.00. Furthermore, another independent paired t-test data analysis was computed between the data collected from end-of-the-course administration of Classroom Engagement Questionnaire to both experimental groups and the results of descriptive statistics was reported in Table 13 below.

Table 13
Descriptive Statistics for Classroom Engagement Questionnaire between Two Experimental Groups

Group		N	Mean	Std. Deviation	Std. Error Mean
Behavioral After	Autonomy Supportive Group	30	7.03	2.580	.471
	Humanizing Course Book	30	31.43	2.897	.529
Emotional After	Autonomy Supportive Group	30	13.33	1.936	.353
	Humanizing Course Book	30	22.93	3.695	.675
Cognitive After	Autonomy Supportive Group	30	23.90	4.302	.785
	Humanizing Course Book	30	49.67	3.556	.649
Agentic After	Autonomy Supportive Group	30	15.60	3.233	.590
	Humanizing Course Book	30	32.83	3.041	.555

According to Table 13 the mean score for the experimental group exposed to humanistic course book significantly exceeded the mean for SDT-focused intervention program in that the former was 7.03 (SD=2.58) and the later was 31.43 (2.89). Moreover, the same trend was observed for the other three engagement subscales. Humanizing the coursebook intervention program outperformed SDT-based instruction in promoting EFL learners' emotional, cognitive, and agentic engagement subscales. As Table 13 displays, the mean scores for emotional, cognitive and agentic subscales in SDT-based experimental group were 13.33 (SD=1.93), 23.90 (SD=4.30), and 15.60 (SD=3.23), respectively. In comparison, an experimental group exposed to humanistic course book had significantly higher mean scores for emotional, cognitive and agentic subscales as they were 22.93 (SD=3.65), 49.67 (SD=3.55), and 32.83 (SD=3.04), respectively. Furthermore, to explore the significance of differences, the researchers computed independent t-test data analysis and the results were reported in Table 14 below.

Table

14 Independent t-tests for Classroom Engagement Questionnaire Between Two Experimental Groups

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	P-Value	t	df	P-Value. (2-tailed)	Mean Difference	Std. Error Differ-ence	95% Confidence Interval of the Difference	
									Lower	Upper
Behavorial After	Equal variances assumed	1.900	.173	-34.454	58	.000	-24.400	.708	-25.818	-22.982
	Equal variances not assumed			-34.454	57.236	.000	-24.400	.708	-25.818	-22.982
Emotional After	Equal variances assumed	13.026	.001	-12.606	58	.000	-9.600	.762	-11.124	-8.076
	Equal Variances not assumed			-12.606	43.806	.000	-9.600	.762	-11.135	-8.065
Cognitive After	Equal variances assumed	3.107	.083	-25.286	58	.000	-25.767	1.019	-27.806	-23.727
	Equal variances not assumed			-25.286	56.016	.000	-25.767	1.019	-27.808	-23.725
Agentic After	Equal variances assumed	0.092	.763	-21.265	58	.000	-17.233	.810	-18.856	-15.611
	Equal variances not assumed			-21.265	57.783	.000	-17.233	.810	-18.856	-15.611

As displayed in Table 14 the independent sample t-test indicated that the experimental group exposed to humanized coursebook had significantly higher mean scores in all four engagement subscales. In behavioral subscale, there was a significant difference between experimental group benefitted from humanized course book and the SDT-based intervention group; t (58)=-34.454, p=0.00. Also, the results confirmed significant difference between the performance of the two experimental groups in emotional engagement subscale; t (58) = -12.606, p=0.00. Correspondingly, the mean score for cognitive subscale was also significantly different in both experimental group; t (58) =-25.286, p= 0.00. Furthermore, there was a significant difference between the two experimental groups in agentic subscale; t(58)= -21.265, p=0.00.

DISCUSSION

Engagement is defined as being intentional. An engaged learner always constructively impact the teachers and actively help the overall learning in the classroom. Engaged learners collaborate with their teachers to create learning environment that support their own motivational needs (Reeve, 2013). SDT is on this tenet that learners are born with the desire and capacity to engage in activities that are creative and enjoyable (Skinner et al., 2008). According to SDT, engagement is a reflection of how a particular learning environment can meet learners' needs for relatedness, competence, and autonomy. The findings in this study indicated that SDT-focused instructional intervention can identify learners' inner motivational and engagement resources and offer recommendations as how teachers can nurture, involve, and vitalize these resources during their instruction. Increasingly, the results indicated that how satisfying basic psychological needs for autonomy, competence, and relatedness promotes learners' active engagement, while ignoring and

thwarting of these needs undermine learners' motivational resources and cause disengagement. In line with the principles of SDT, the results indicated that employing autonomy-supportive teaching style within SDT helps learners pursue their interests, values, and acquire constructive sources of motivation, resulting in greater motivation and engagement. As Deci and Ryan's (1985) SDT suggests, changes in learners' psychological need satisfaction occur in response to teachers' autonomy-supportive teaching style. That is to say, when teachers relate to learners in autonomy-supportive ways, learners experience greater engagement and motivation.

Furthermore, teachers are required to modify and adapt the materials both to cater for the learners' level of language development and to compensate for the weaknesses of course books. Humanizing the course book indicated to be more effective than autonomy-supportive teaching style within SDT in fostering engagement among EFL learners. It might be the case that global course books take affective engagement for granted and they all present learners with dull texts and activities in which the learners remain neutral without their emotion being engaged (Tomlinson, 2012). The results of this study provided evidence on the fact that modifying the course book to be more humanistic can expand leaners' motivation subscales as humanistic materials include activities that stimulate the learners to direct their attention to meaning rather than decoding linguistic elements. As it was hypothesized, teachers can have great effect on learners' engagement by modifying the materials to fit into learners' characteristics such as motivation, needs, and affective states (Skinner & Belmont, 1993) and this in fact highlights the importance of creating more humanistic course books for learners. That is to say, course books that take humanistic approaches to learning helps learners to achieve engagement, motivation, and deep language processing. However, the magnitudes of change in motivational regulations in both experimental groups were identical, whereas the results were in favor of humanistic learning materials in terms of learners' engagement subscales. Also, in line with the principles of

Deci and Ryan's (2000) self-determination theory, the findings indicated that learners are more engaged and motivated when their psychological needs for competence, relatedness, and autonomy are met. Nevertheless, the findings highlight the fact that teachers should be in synch with their learners during the instruction and this includes both considering more autonomy-supportive teaching style and selecting more humanistic course books and materials. Therefore, if teachers set out to teach according to planned curriculum without engaging the interest of the learners, the quality of learning will suffer. One of the most important ways of relating to the learners is attunement (Reeve, 2006) or sensitivity (Kochanska, 2002). According to Reeve (2009), attunement occurs when the teacher feels learners' state of being and adjusts his instruction accordingly. When the teacher is attuned to his learners, he knows what learners are thinking and feeling, and how involved they are during the learning process. As Reeve points out, attuned teachers know what their learners want and need as they always negotiate with their learners in different aspects. Therefore, this sensitivity allows the teacher to be responsive to learners' words, needs, preferences, and emotions, leading to enhanced autonomous motivational regulations. Although the tenets of teachers' attunement or sensitivity (Reeve, 2006) do not address the second language learning domain, it appears that what the teachers do through humanizing the coursebook or applying autonomy-supportive teaching style within SDT is being attuned to the learners as the teachers listen to what the learners say, ask learners to be active decision-makers during the instruction, make efforts to identify learners' inner motivational resources, rely on informational language, create opportunities for learners to communicate their own voice, and are responsive to learners' suggestions.

CONCLUSIONS

To have a coursebook that facilitates the learning

process, it should be related to the learners' needs and wants. However, it is rarely observed that coursebooks are designed to facilitate localization and personalization (Tomlinson, 1998). The major problem with global course books is that they lack excitement and disturbance as they are filled with dull and meaningless activities. As Tomlinson (2003) points out, most of the non-humanized coursebooks reduce the learners from an intelligent learner with views, attitudes, and emotions to an emotionless language learner, focusing on low-level linguistic decoding. Hence, this is to teachers to adapt the course books to be more humanized and personalized. Engagement appears to be an important factor for academic achievement (Turner, Meyer,Cox, Logan, Dicintio, & Thomas, 1998) and motivation is the most important determinants of learner engagement in educational settings (Deci & Ryan, 1987). The results of this study are in harmony with many other studies (Pintrich, 2000; Skinner, Wellborn, & Connell, 1990) from outside SLA as the findings indicated that both teachers' behavior and more humanized course books have great effect on learners' intentions f do not provide opportunity for the learners to do experiential learning. Non-humanistic course books do not attempt to engage the learners affectively through excitement, emotion, or even fun (Arnold, 1999; Tomlinson, 2003a). Moreover, many researchers condemn global course books on grounds that published materials do not contain the types of activities and texts a teacher is looking for a specific group of participants in a certain context (Block, 1991; Tomlinson, 2003b) and this, in fact, highlights the role of teachers in promoting the materials to fit into the affective states, needs, and preferences of the learners. Humanizing learning materials in EFL context helps language teachers to design activities that are linked to learners' lives and experiences, resulting in higher motivation and engagement. The findings in this study provide support on the role of course book activities on promoting learners' motivation and intensive effort or engagement. The results also indicated that humanizing the materials is necessary as most of the materials developed for language learners contain activities that are meaningless, mechanical, and lack cognitive and affective engagement. Therefore, humanizing materials helps language learners make connections between the course book and their own lives (Tomlinson, 2001).

Furthermore, the results indicated that SDT-based instruction facilitates learners' engagement and motivation as autonomy-supportive teaching climate helps language learners identify and internalize the value of the learning activities and this internalization allows the learners to engage the learning activities volitionally. However, by awakening learners' enthusiasms, interests, and their willingness to participate in academic activities, SDT-based intervention program also indicated to be effective on enhancing learners' motivation. In other words, SDT-based instruction mitigated negative emotions, feelings of boredom, and frustration among learners. Nevertheless, the results of this study indicate that teachers can facilitate learners' engagement and motivation by both catering an autonomy-supportive environment and taking the principles of humanizing materials into consideration. However, any approach or procedure in teaching can foster learners' engagement and motivation as far as it activates learners' cognition, stimulates learners' emotions, takes learners' values and interests into consideration, and makes the learning experience enjoyable.

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