



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

Document Type: Original Article

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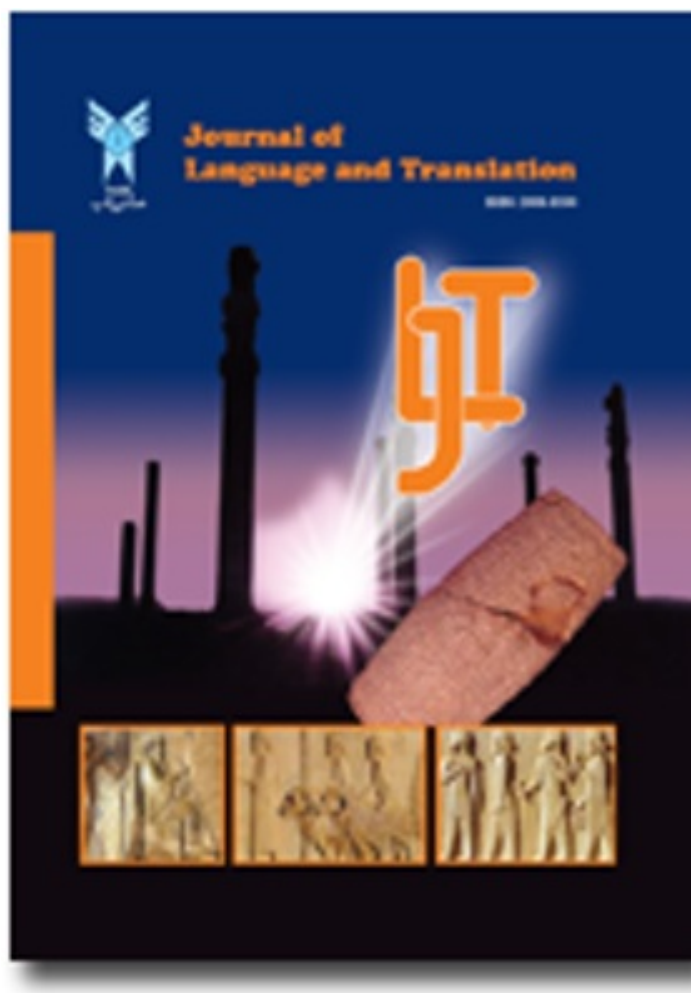
Abstract

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

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Motivational strategies in the language classroom: Cambridge University Press Cambridge. Dörnyei, Z. (1998). Motivation in second and foreign language learning. Attitudes and Motivation in Second-Language Learning. Lamb, M. (2007). The Impact of School on EFL Learning Motivation: An Indonesian Case Study. TESOL Quarterly, 41(4), 757-780. <https://doi.org/10.1002/j.1545-7249.2007.tb00102.x>. Lightbown, P., & Spada, N. (2013). Motivation in the ESL/EFL classroom is easily one of the most important factors as I'm sure most teachers would agree with me. The main reason I'm coming to this point of view is that most of our students have low motivation to learn English. In second language learning as in every other field of human learning, motivation is the critical force which determines whether a learner embarks on a task at all, how much energy he devotes to it, and how long he perseveres. It is a complex phenomenon and includes many components: the individual's drive, need for achievement and success, curiosity, desire for stimulation and new experience, and so on. These factors play a role in every kind of learning situation. This study draws out suggestions for English language teachers who promote learner autonomy theory and practice. It also offers specific guidance, models, and adapted learning approaches of how to promote autonomy inside the classroom., This study encountered several limitations. The first is time: the study took place over the course of two months in the Summer of 2016, when students were fully encumbered with schoolwork and social duties. Some of the students who agreed to participate in the study were not fully engaged in the research. Additionally, the study faced difficulties with faculty commitment – one of the professors delayed the interview session multiple times and perceived some of the interview questions negatively. Traditional classrooms confine English as a Foreign Language (EFL) reading to the textbook and the classroom setting, something that demotivates active reading. With the advent of mobile technology, however, such boundaries can be broken to include external reading

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