

Text-Driven Instructional Material: Effects on Language Learning Motivation

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ABSTRACT

The study aimed to determine the effects of a designed instructional material, developed following the Text-Driven Approach (TDA), on the language learning motivation of 59 Grade 10 public school students using the ARCS Framework. ARCS stands for Attention, Relevance, Confidence, and Satisfaction. Pretest and posttest versions of the Instructional Materials Motivation Scale (IMMS) were used, and means were compared using a dependent t-test to determine whether there was a significant improvement in students' language learning motivation. Qualitative data were also collected from students through accomplished reflection notes. To gauge the quality of the designed material and inform revisions of future versions, an expert evaluation of the material was also conducted based on general criteria for language materials design found in the literature. The results of the study showed a significant improvement in students' language learning motivation, which was further supported by the qualitative data. Moreover, the expert evaluation showed that the text-driven material satisfied, to a great extent, the nine general criteria in language materials design. These findings suggest that text-driven materials improve language learning motivation, and the use of the ARCS framework in language materials design is recommended.

Keywords: Text-Driven Approach, language learning motivation, instructional materials, ARCS model of motivation, evaluation

Introduction

Instructional materials play a crucial role in language teaching contexts worldwide (Tomlinson & Masuhara, 2018). With their various roles, including supporting beginning teachers, serving as a source of classroom activities, and functioning as a form of syllabus (Cunningsworth, 1995; Mishan & Timmis, 2015), language instructional materials are expected to model correct and appropriate language use (Tomlinson & Masuhara, 2004). Instructional materials are also expected to present culturally appropriate content given that language and culture are intertwined (Mishan & Kiss, 2024; Risager, 2022; Troncoso, 2010). More importantly, as materials are sources of language input (Richards, 2001), they must primarily facilitate language learning (Tomlinson, 2011).

Given that language learning is an “emotionally driven process” (Douglas Fir Group, as cited in Van den Branden, 2022, p. 69), catering to students’ emotions is a requisite for them to contribute to any communicative situation. Hence, it is important that affective factors, including motivation, be addressed, as they are “a crucial feature of successful learning” (Hadfield & Dörnyei, 2013, p. 1). It is imperative for language teachers to prioritize creating a motivating atmosphere in the classroom where students can thrive and achieve a sense of accomplishment. While the concept may be challenging to define, describing a motivated language learner is not puzzling. It is observable that a motivated language learner invests time and energy to be competent in the target language (Dörnyei, 2001).

It is unlikely for a language teacher to provide quality instruction without establishing the means to achieve this (Kurt & Keçik, 2017). One means the literature offers to establish a classroom that will induce language learning motivation is by designing language instructional materials that can serve as an intervention to achieve language learning (Dörnyei, 2001). This is because when students are motivated by the materials, they are more likely to engage with them. Consequently, such engagement will result in the acquisition of the target language (Darici & Tomlinson, 2017). Students who work with desirable instructional materials also experience active participation and may even enhance their creativity (Baleghizadeh & Dargahi, 2017; Darici & Tomlinson, 2017).

However, despite the critical role that language materials play in teaching and learning, the field of materials development remains generally considered

an “under-researched” area, notwithstanding its practical support for teachers and language education professionals (Norton & Buchanan, 2022, p. xix). The challenge, therefore, for materials developers is to develop, trial, and investigate designed materials that will contribute to the advancement of the field. Among the limited research conducted, one approach to materials design in the literature is the Text-Driven Approach (TDA). Despite the scarcity of studies on its impact (Tomlinson, 2019b), TDA has been reported to address emotional variables, including language learning motivation among students (Tomlinson & Masuhara, 2021).

Language Learning Motivation and the Text-Driven Approach

TDA is a flexible framework for language instructional materials design that addresses the motivational needs of students learning a language (Tomlinson & Masuhara, 2004, 2018, 2021). Al-Mousawi (2020) comments that TDA is a “new approach of English language materials development that aims to match second language acquisition principles, which will optimize the language learning process” (p. 40). When materials are designed following TDA, the developer also sets the right conditions for language learning by engaging students to interact and produce the target language through the chosen texts. Notably, TDA-aligned materials differ from conventional language instructional materials, which typically require students to complete drills and exercises, often neglecting fluency and real-world communicative language use.

The framework is intended for designing language instructional materials in which texts are chosen primarily for their ability to engage students mentally and emotionally (Tomlinson, 2019a, 2019b). It follows flexible stages so that students are asked to “engage, think, talk, and write” (Troncoso, 2010, p. 95). Moreover, TDA addresses students’ learning motivational needs by “attempting to stimulate a willing investment of time and energy,” leading towards language acquisition (Darici & Tomlinson, 2017, p. 72). TDA is maintained to have “a positive effect [...] on learner engagement, motivation, and achievement” because of exposure to authentic, meaningful, and creative language use, as well as opportunities to visualize texts, engage in inquiry, and conduct self-reflection (Tomlinson, 2019a, p. 61; Tomlinson & Masuhara, 2004).

Designing text-driven materials begins with the materials developer’s continuous process of collecting texts. These texts may come from “literature, songs, newspapers and magazines, non-fiction books, radio and television programs, and films” (Tomlinson & Masuhara, 2004, p. 21). From these texts, the materials developer selects those with potential to engage target learners cognitively and emotionally, or affectively. Consequently, these selected texts will drive all the activities in the lesson, where students will draw on background knowledge, immerse themselves in the texts, and produce the target language (Tomlinson & Masuhara, 2018, 2021). Table 1 presents the stages of TDA with corresponding descriptions.

Table 1
Stages of the Text-Driven Approach

Stage of the Text-Driven Approach	Description (Based on Tomlinson, 2013, 2019a; Tomlinson & Masuhara, 2004, 2018, 2021)
1. Readiness Activity	Activates students’ prior knowledge concerning the text they will encounter
2. Initial Response Activity	Builds on readiness activity; links students’ background experience and the text they will encounter
3. Experiential Activity	Provides an opportunity to immerse oneself in the text through language receptive skills
4. Intake Response Activity	Helps deepen students’ experience with the text by articulating how they felt toward the text as opposed to answering a set of comprehension questions
5. Development Activity 1	Asks students to create, extend, continue, or transform the text they recently encountered. This activity maximizes language production skills
6. Input Response	Analyzes the text in terms of its language or literary features that helped in achieving effect
7. Development Activity 2	Makes use of what was learned from the input response to support the revision of learners’ output in Development Activity 1. This may also provide additional activities in relation to the core text

Despite studies conducted with reported favorable results, such as increased self-confidence, creativity, and likelihood of participating in classes actively (Darici & Tomlinson, 2017), there remains a dearth of research on the impact of TDA (Tomlinson, 2019b). Hence, the present research addresses this gap and contributes to local materials production by designing, implementing, and investigating the motivational effect of text-driven materials, specifically on the language learning motivation of Filipino high school students in a public school with a lack of access to textbooks. By considering the local context, materials are more targeted as they address the unique needs of students, such as their linguistic ability and interests, which global textbooks available in the market may fail to attain since they were designed for a general audience (Tomlinson & Masuhara, 2018).

The study was conducted with selected Grade 10 participants. This level was chosen because it is the exit stage for junior high school and some of the core competencies covered in the English subject in the prescribed curriculum for this level focus on the structure of different text types. Consequently, students are expected to engage with motivating texts, which will serve as models when they are later required to produce their own.

The Attention, Relevance, Confidence, and Satisfaction (ARCS) Model of Motivation

The Attention, Relevance, Confidence, and Satisfaction (ARCS) Model differs from other models of learning motivation because it specifically connects motivation with instructional and materials design (Keller, 2010). The ARCS Model states that learning motivation depends on four key components: Attention, Relevance, Confidence, and Satisfaction. Attention involves capturing students' interest through the content of the material. Relevance relates to how well the material connects to students' needs. Confidence involves creating opportunities for students to succeed. Finally, Satisfaction refers to providing internal or external rewards (Keller, 2010). Several studies using this model in language learning motivation have reported positive results, as students receive instruction tailored to their needs, and teachers are given the flexibility to design learning situations in which students take an active role (Gonen & Akbarov, 2016; Johnson, 2012; Kurt & Keçic, 2017). A meta-analysis by Fang et al. (2023), covering 55 ARCS-related studies, revealed that only 13 studies focused on high school students,

and none were conducted in the Philippines. This gap highlights the need to explore the ARCS Model in the context of Filipino students' learning motivation.

Qualities and Features of Language Instructional Materials

Language instructional materials used in classrooms share general traits, including learner-suitability, physical appearance, curricular alignment, and methodological practices (Epstein & Ormiston, 2007; Littlejohn, 2022). These traits, or “desirable features,” often called criteria (Littlejohn, 2022, p. 369), serve as the benchmarks for evaluating a material's value. It is important to note that selecting criteria is difficult and is often described as “overwhelming” due to the numerous options available (Epstein & Ormiston, 2007, p. 14). Reasonably, context dictates which criteria are more likely to be included in the evaluation (McGrath, 2013). Despite this reality, materials designers cannot simply ignore the criteria selection process (McGrath, 2013). These criteria, commonly included in checklist-based evaluation tools for coursebooks, were the focus of a review on language instructional materials evaluation tools (Riazi, 2003), which examined instruments from the 1970s through the 1990s. The reviewed instruments represent the dominant language teaching methods of those decades, beginning with the audio-lingual method and extending to the era of Communicative Language Teaching (CLT). One set of criteria focusing on “the ability of the materials to promote learning in a particular context” comes from Dickinson (2010, p. 8). These criteria, highlighting contextual adaptability, include the following: (1) General Appearance; (2) Layout and Design; (3) Methodology; (4) Activities; (5) Language Skills; (6) Language Content; (7) Topic Content; (8) Teachability and Flexibility; and (9) Assessments. These general criteria were considered in the materials evaluation conducted in this study.

Statement of the Problem

With the limited studies on the effects of TDA materials as well as materials investigating learning motivation in terms of the ARCS Model in the context of the Philippines, the study aimed to contribute by developing, validating, implementing, and evaluating an English language instructional material for Grade 10 students. Specifically, the study sought answers to the following questions: (1) Do the researcher-designed text-driven instructional materials improve students' language learning motivation? (2) How does the text-driven material affect students' language

learning motivation in terms of: Attention, Relevance, Confidence, and Satisfaction? and (3) To what extent does the text-driven instructional material satisfy language materials design principles and the ARCS model of motivation?

Methodology

Research Design

The study employed a mixed-methods design (Dörnyei, 2007), with a quasi-experimental pretest and posttest (Brown, 1988). By utilizing a mixed-methods research design, the limitations of a single design may be overcome; thus, findings may be cross-validated, and a study's dependability may be established (Nassaji, 2025).

Quantitative data for Research Questions 1 and 2 were obtained through the adapted *Instructional Materials Motivation Scale* (IMMS), which aligns with the ARCS Model. Each of the 36 items of IMMS falls into a specific ARCS category. For Research Question 3, quantitative data were obtained through the *Materials Evaluation Form* (MEF). Qualitative data for RQs 2 and 3 were obtained through students' reflection notes and expert evaluators' responses to the Comments section of MEF, respectively.

Locale and Participants

The study was conducted in one of the public integrated schools in Taguig City, Metro Manila, with a K-10 curricular classification. It was participated in by a randomly selected class of 59 Grade 10 students who took both the pretest and posttest during the Academic Year 2022-2023.

The randomly selected class served as an "intact group" (Hatch & Lazaraton, 1991, p. 85) as they were assigned to their section at the beginning of the school year. Using an intact group was appropriate as it would be impractical to randomly assign students to control and experimental groups in an ongoing school year (Hatch & Lazaraton, 1991).

It should be noted though that the study did not involve a comparison group for ethical purposes, as assigning a comparison group might "deny the benefits" that might be obtained by the said group from the study (Gass, 2010, as cited in Kubanyiova, 2015, p. 177).

For the materials evaluation, five expert evaluators were selected based on the predetermined criteria set by the Department of Education (DepEd, 2003), such as educational qualification, specialization, position, and years in service. An expert evaluation was conducted as the procedure gives “access to ‘knowledgeable people’, i.e., those who have in-depth knowledge about issues, maybe by virtue of their professional role, access to networks, expertise or experience” (Ball, 1990, as cited in Cohen et al., 2007, p. 115). For this study, the expert evaluation was intended to better inform the materials designer of the strengths and necessary revisions needed for future versions of the designed instructional material.

The evaluators included an English Language Teaching (ELT) Specialist, an Assistant Professor from a leading state university, an Education Program Supervisor from DepEd, a Master Teacher, and a Grade 10 Teacher. Every evaluator received a physical copy of the researcher-designed material to evaluate using MEF, which is based on the general criteria in language materials design and language learning motivation suggested in the literature. Each evaluator was given at least a month to complete the MEF, with follow-ups conducted either online or in person.

Instruments

Pretest and posttest versions of the 36-item Instructional Materials Motivation Scale (IMMS) were administered to collect quantitative data and determine the effects of the text-driven material. IMMS utilizes a five-point scale and was administered before and after using the researcher-designed material to assess the improvement in terms of language learning motivation of Grade 10 students. Since each IMMS item corresponds to a specific ARCS category, the instrument is intended to “evaluate if the learners’ motivational needs meet with ARCS strategies” (Gonen & Akbarov, 2016, p. 3).

Meanwhile, the MEF, adapted from Dickinson (2010), was used to determine the extent to which the developed material met the general criteria in language materials design. The nine general criteria included in MEF were based on the literature, with the aim of “evaluating the ability of materials to promote learning in particular contexts” (Dickinson, 2010, p. 8). Furthermore, as a variable of interest in the study, MEF included an additional section for the language learning motivation criterion.

Instructional Material Development (New Quests in Learning English 10)

This section provides an overview of the phases the researcher-designed instructional material underwent, including preparation, design, production, implementation, and evaluation. It also provides an account of the procedures used to obtain quantitative and qualitative data related to the material's effects on language learning motivation.

Phase 1-Consent Seeking and Needs Analysis, Pretesting

Necessary permits to conduct the study were secured from the DepEd Division Office where the locale is located. The request also included permission to pilot the study at one of the schools within the Division. Upon approval, communications were established with the school heads of both the pilot school and the research locale, along with sharing the endorsement letter. An orientation with parents and guardians was held online and in person before they were asked to provide consent using a printed form. Once consent was obtained, a needs analysis using the tool *My English Language Learning Experience* (MELLE) was conducted before finalizing the researcher-designed material. Addressing students' needs ensures that instruction is targeted and that materials are motivating and contextually relevant (Nation & Macalister, 2010; Richards, 2001). Information from the needs analysis helped shape the finalization of the appearance and content of *New Quests in Learning English 10* (NQILE 10), the researcher-designed instructional material used in this study. Subsequently, the printed IMMS pretest was administered to the participants, and responses were encoded. Encoded responses were based on the scale of 1 to 5, with descriptors ranging from *Not True* to *Very True*. To maintain anonymity, each participant was assigned a unique ID number.

Phase 2-Materials Writing, Validating, and Pilot Testing

The NQILE 10 is a textbook where each lesson consists of texts and corresponding tasks aligned with the principles of TDA. In response to the challenges of delivering instruction posed by the COVID-19 pandemic, DepEd officially adopted the Most Essential Learning Competencies (MELCs) in Academic Year 2020-2021. Since MELCs were still in effect during the study in Academic Year 2022-2023, they served as the curricular basis for the design of the NQILE 10.

The NQILE 10 served as the main teaching-learning resource for the third quarter of the academic year, which spans approximately 10 weeks, the average duration of a quarter in the academic calendar of Philippine public schools. Although several instructional materials formats are available, textbooks are acknowledged as the main reference in classroom teaching and learning (Tomlinson & Masuhara, 2018). Thus, with its centrality in the language classroom, the study adopted a textbook format.

The NQILE 10 included seven texts from different genres, including scientific texts, poetry, a short story, and a speech transcript adapted from existing textbooks and online sources. For texts found in existing textbooks, activities were redesigned to follow the requirements of TDA. Each text, along with its corresponding activities, formed a thematically organized lesson.

Collectively, the seven thematically organized lessons constituted the unit, serving as the instructional block for the material (Richards, 2001). The unit corresponded to a quarter of an academic calendar; hence, the lessons in the NQILE 10, which comprised Unit 3, were covered during the third quarter.

The NQILE 10 underwent expert validation and pilot testing with the help of local experts in ELT. Revisions were made, primarily addressing minor issues in grammar, word choices, and instructions. Likewise, the conducted needs analysis provided insights into students' profiles and preferences, which shaped the content of the instructional material. Once feedback from validation, piloting, and the needs analysis was incorporated, the NQILE 10 was finalized, and physical copies were reproduced and distributed to the participants, each of whom retained an individual copy during implementation.

Phase 3-Implementation

The Grade 10 English class where the study was implemented met five times a week, with each session lasting 50 minutes. Each lesson was generally delivered over five to six class meetings, except for Lesson 2, which lasted nine class meetings to give ample time for the students to prepare for the final task—an election campaign presentation for one of the characters in the novel excerpt.

A typical lesson experience may be categorized into three sections: (1) *Lesson Introduction*, (2) *Encounter with the Text*, and (3) *Activities in Connection with the Core Text*.

Section 1, or the *Lesson Introduction*, draws from the principle of moving from the known to the unknown, linking students' experiences to the text. The *Readiness Activity* and the *Initial Response* stages of TDA represent this. Furthermore, the *Lesson Introduction* in the NQILE 10 also added a section to explain the author's background and address some cultural gaps that might hinder comprehension.

Section 2, or *Encounter with the Text*, pertains to the actual encounter through reading, listening, or viewing as represented by the *Experiential Activity* stage of TDA. At this stage, students had opportunities to visualize the text and connect their personal experiences with the new ideas that the text offered.

Lastly, Section 3, or the *Activities in Connection with the Core Text*, asks students to use productive skills in extending, completing, and recreating the encountered texts. Here, curricular demands are also addressed by focusing on the MELCs. The TDA stages included here are *Intake Response*, *Input Response*, and *Development Activities*. Each of the seven lessons ends with the students reflecting on their experiences through given prompts, which served as the source of qualitative data.

Phase 4-Posttesting Materials Evaluation

The IMMS posttest was administered after the seven lessons. Like the pretest, printed copies were prepared for the students to complete, and their responses were encoded.

The expert evaluation was also accomplished after the implementation of the NQILE 10 so that each endeavor would be given due attention. As previously mentioned, five (5) experts in the field of ELT were invited to participate through personal invitation or email. Once consent was granted, a cover letter, printed copies of the NQILE 10, and MEF were provided to each evaluator. They were given at least a month to complete the evaluation, after which follow-ups were conducted in person, via email, text message, or messaging application. After the accomplished MEFs were received, responses were encoded and analyzed using descriptive statistics.

Data Analysis

To analyze the IMMS results, a paired t-test was used to determine the difference between mean scores, with significance at 0.05. For the MEF, a per-category mean and an overall mean-of-means were calculated. The results were interpreted using a four-point scale based on Manzano (2018) and Olipas (2023), as shown in Table 2:

Table 2

Interpretation Guide for the Extent of Satisfaction Obtained by New Quests in Learning English 10

Numerical Rating	Verbal Description	Verbal Description for Extent of Satisfaction
3.25-4.00	Strongly agree	To a great extent
2.50-3.24	Agree	To some extent
1.75-2.49	Disagree	To a small extent
1.00-1.74	Strongly disagree	Not at all

Reflection notes from the students were thematically analyzed by observing, grouping, and assigning codes to keywords (Smith & Rebolledo, 2018). By examining emerging themes, the research question on how the NQILE 10 affected students' language learning motivation was addressed. The qualitative analysis adhered to the four-step procedure outlined in Holliday (2010, pp. 102-103), which included: (1) coding, (2) identifying themes, (3) constructing an argument, and (4) revisiting the data. In addition, qualitative data from the Comments section of the MEF were collected and analyzed to complement the quantitative data and provide a foundation for improving future iterations of the NQILE 10.

Results and Discussion

This section presents the findings from the analysis of both quantitative and qualitative data. These findings are discussed in light of existing literature on language instructional materials design and language learning motivation.

Results from the IMMS pretest and posttest showed a significant improvement in the language learning motivation of Grade 10 students after using the NQILE 10. The overall IMMS posttest mean score of 3.9120 was higher than the overall pretest mean score of 3.4929. A paired t-test obtained a p-value of <0.001, which is statistically significant at the 0.5 level.

For the second research question, the results of the paired t-test for IMMS items for Attention, Relevance, Confidence, and Satisfaction all showed significant improvement. Each ARCS category obtained a p-value of <0.001, significant at 0.05 level. Table 3 presents the pretest and posttest mean scores, standard deviations, and p-values for each ARCS category.

Table 3
Results of Paired t-test for ARCS Categories

	Pretest Mean (n=59)	Posttest Mean (n=59)	Standard Deviation (Pretest)	Standard Deviation (Posttest)	p-value
Attention	3.4633	4.0212	0.4264	0.3852	<0.001
Relevance	3.6686	3.9699	0.5060	0.3881	<0.001
Confidence	3.2054	3.6384	0.5485	0.5222	<0.001
Satisfaction	3.7203	4.0169	0.5651	0.6340	<0.001

Note: Significant at 0.05

Taken together, the quantitative gains are supported by the favorable results from the qualitative analysis of reflection notes in terms of how the NQILE 10 affected language learning motivation vis-à-vis ARCS. Focusing on Attention, the significant improvement in mean scores is corroborated by the qualitative analysis of students’ responses. Students’ reflection notes clearly showed how the NQILE 10 caught their interest. For example, during the discussion of one of the texts titled “*The Story of an Hour*” by Kate Chopin, one student reflected that the story appealed to them because of the plot twist. The student wrote, “*I just like ‘The Story of an Hour’ because the plot twist of it was sure[ly] a surprise for everyone.*” Likewise, the discussion of selected entries from Anne

Frank's "*The Diary of a Young Girl*" had one student comment that the text captured their attention because it was "very inspiring."

The analysis of students' reflection notes revealed three emerging themes. Results showed that the NQILE 10 affected students' language learning motivation in terms of Attention by (1) utilizing emotionally appealing texts, (2) stimulating critical thinking, and (3) using a variety of activities.

Gains in mean scores for the Relevance items of the IMMS were complemented by the results of the thematic analysis, as students consistently reported that the NQILE 10 relates to their experiences. One participant reported that one of the texts discussed, which deals with social issues, is "connected and based on reality." In a similar vein, the discussion of the poem "*My Papa's Waltz*" by Theodore Roethke had a student recall that the poem resonated with their family experience. The student wrote, "[T]he poem reminds me [of] my father that even though he gets mad sometimes, I still love and admire him as my father."

In terms of Relevance, the qualitative analysis showed four themes in relation to how the NQILE 10 affected students' language learning motivation. The thematic analysis showed that the material (1) used texts related to the students' experiences, (2) provided opportunities to examine social issues, (3) provided opportunities to reflect on life priorities and plans, and (4) provided useful vocabulary.

The participants also reported that the NQILE 10 boosted their confidence in learning English. The qualitative analysis may explain the improvement in the posttest scores of the Confidence items in the IMMS. The qualitative analysis uncovered two themes: (1) provision of opportunities to succeed in accomplishing tasks, and (2) provision of support offered by the teacher and classmates. The opportunity to work with peers, aside from providing a greater chance to accomplish the task at hand, also created a "bond" among the students. For example, as part of the TDA language production activities during the discussion of an excerpt from Zoilo Galang's "*A Child of Sorrow*," students were asked to simulate an election campaign for one of the characters in the story. When asked to reflect on their experiences during the lesson, one student remarked, "My favorite activity is when we campaigned [...] and made a banner together. I enjoyed it because we did it together, and it was like a bond between us, and the campaign, it was fun to present."

Lastly, the statistical improvement in the Satisfaction items of IMMS aligns with the reported theme in the analysis. The NQILE 10 was found to enhance students' language learning motivation in terms of Satisfaction by presenting appealing content. Overall, students found the NQILE 10 “okay and good enough,” “totally good,” “great as it is,” and “wonderful.”

For the last research question, the expert evaluation results showed that the overall mean-of-means of 3.770 across the nine general criteria in language materials design suggests that the NQILE 10 manifested the general qualities of effective language instructional materials found in the literature. This overall corresponds to the descriptor “To a great extent” on the four-point scale, which showed that the material met the established criteria. Qualitatively, the evaluators reported that the NQILE 10 is “informative and attractive.” They even found the instructions “clear” and included texts that reflect “real-life situations.”

Meanwhile, the results of the per-category mean showed that each criterion individually obtained a rating corresponding to “To a great extent,” according to the four-point scale. Table 4 presents the per-category mean and the overall

Table 4
Results of Expert Evaluation of New Quests in Learning English 10

Category	Overall Mean	Verbal Description	Extent of Satisfaction
General Appearance	3.80	Strongly agree	To a great extent
Layout and Design	3.725	Strongly agree	To a great extent
Methodology	3.80	Strongly agree	To a great extent
Activities	3.844	Strongly agree	To a great extent
Language Skills	3.6667	Strongly agree	To a great extent
Language Content	3.75	Strongly agree	To a great extent
Topic Content	3.80	Strongly agree	To a great extent
Teachability and Flexibility	3.85	Strongly agree	To a great extent
Assessment	3.70	Strongly agree	To a great extent
Overall Mean of Means	3.770	Strongly agree	To a great extent

mean-of-means, as well as the interpretation for the conducted expert evaluation of the nine general criteria in language materials design.

The results for the language learning motivation criterion of MEF showed that the NQILE 10 reflected the traits of materials capable of addressing the ARCS components. When interpreted using the four-point scale, the overall mean-of-means of 3.81625 corresponds to the descriptor “To a great extent.” Each per-category mean likewise gave the same interpretation. Table 5 presents

Table 5

Results of Expert Evaluation of Language Learning Motivation Criterion

ARCS Category	Overall Mean	Verbal Description	Extent of Satisfaction
Attention	3.866	Strongly agree	To a great extent
Relevance	3.866	Strongly agree	To a great extent
Confidence	3.80	Strongly agree	To a great extent
Satisfaction	3.733	Strongly agree	To a great extent
Overall mean of means for ARCS categories	3.81625	Strongly agree	To a great extent

the per-category mean and the overall mean-of-means for the language learning motivation criterion.

Discussion

The findings revealed a significant improvement in students’ language learning motivation after the ten-week implementation of the text-driven researcher-designed material. This supports the motivating effect of TDA materials on high school students’ language learning experience (Alhamzi, 2022; Al-Mousawi, 2020; Nguyen & Dang, 2022). In addition, the study reinforced the assertion that instructional materials can function as an effective pedagogical intervention to motivate students in language learning (Darici & Tomlinson, 2017; Dörnyei, 2001).

Such convincing results may be attributed to three possible reasons. First, all the texts used in the NQILE 10, including a poem, a novel excerpt, a short story,

a letter, diary entries, a science text, and a speech transcript, are authentic, as they represent real-world language use, and they are not primarily designed for language instruction (Al-Mousawi, 2020; Richards, 2006; Saraceni, 2003). In the literature, the use of authentic text is reported to be motivating “because students feel that they are learning ‘real language’ which they would encounter when communicating in the target language” (Al-Mousawi, 2020, p. 41), as opposed to mechanical practice through drills and repetition that are often associated in traditional language classrooms (Richards, 2006).

The use of authentic texts in language teaching, specifically in the context of CLT, supports language acquisition by presenting challenges in structure and vocabulary. These challenges present a gap in students’ language competence and prompt them to bridge it through interaction and “meaning negotiation” (East, 2021, p. 29). Through authentic texts, meaning negotiation happens when students ask questions, modify their language, verify assertions, and resolve communication breakdown to enhance understanding (East, 2021). Accordingly, when students overcome the challenge of authentic texts, they may feel a deep sense of accomplishment (Ehrman & Dörnyei, 1998; Tomlinson, 2011).

Second, a needs analysis was conducted to align the final version of the material with students’ language learning preferences. The NQILE 10 was informed by students’ preferences, such as the reported inclination toward songs and paired activities. Adjusting the material based on the profile and preferences of the class is consistent with the literature, emphasizing that language programs in general and instructional materials in particular should be tailored to address students’ specific needs and interests (Graves, 2000; Johnson, 1989; Nation & Macalister, 2010).

Finally, as the activities were communicative and TDA stages were consistently followed through opportunities to activate background knowledge, relate the text with students’ experiences, and communicate their thoughts about the texts, it was sensible that students would produce creative and original use of the target language (McGrath, 2013; Tomlinson, 2011; Tomlinson & Masuhara, 2004, 2018, 2021). The findings are consistent with Darici and Tomlinson’s (2017) findings that TDA-designed lessons empower students to express personal attitudes, ideas, and experiences, resulting in their “ability to communicate effectively” (p.84). Interest is likely captured when students work on activities that require multiple

possible responses rather than a single correct response (Darici & Tomlinson, 2017).

The analysis of emerging themes also uncovered that the NQILE 10 affected students' language learning motivation in terms of Attention, Relevance, Confidence, and Satisfaction. The choice of texts in the NQILE 10, which dealt with sensitive or controversial issues, confirms that the use of such texts in language learning materials ensures language learning motivation (Krantz, Norton, & Buchanan, 2022). Such texts provide opportunities to “provoke” (Tomlinson, 2019b, p. 43) students when situated within relevant topics, such as “birth, growing up, going to school, starting a career, falling in love, getting married and old age” (Tomlinson & Masuhara, 2004, p. 21).

Topics dealing with societal issues such as gender inequality, politics, and the adverse effects of war, among others, provided students a chance to engage in active thinking and problem-solving, prompting greater opportunity for captured attention (Kurt & Keçik, 2017). These findings from the study contribute to ongoing discussions about the inclusion of sensitive topics in language learning materials. The study found that adolescent participants are more prepared to discuss sensitive topics presented in some of the texts in the NQILE 10, such as corruption, the impact of war, and violence. Such innovation in materials design supports the argument that “taking affective risks” (Mishan & Timmis, 2015, p. 12) may optimize language learning motivation.

From the analysis of reflection notes, the study also confirms that when instructional materials consider students' experiences and interests, there is a greater chance of establishing their relevance; thus, increasing participation (Darici & Tomlinson, 2017; Nguyen & Dang, 2020; Troncoso, 2010). The NQILE 10 achieved this by using appealing texts. Accordingly, while it is important to acknowledge students' previous experiences, it is also noteworthy that language learning materials should emphasize students' plans and aspirations in the succeeding years, as this enhances the material's “utility value” (Johnson, 2012, p. 46).

Notably, the findings suggest that the confidence of students is built when provided with challenging activities. Such activities allow students to achieve a real sense of accomplishment (Tomlinson, 2011). Results align with the findings of the study by Darici and Tomlinson (2017), where the task the students accomplished in the TDA-designed lesson “push[ed] the students” to use the

English language (p. 74). The challenge that the activities pose may be overcome when students collaborate with peers as they accomplish the given tasks (Kurt & Keçik, 2017). In a similar vein, results confirm that the assistance provided by the teacher through feedback boosted students' confidence when they completed the assigned task found in the material (Kurt & Keçik, 2017).

Finally, the results also confirm that TDA materials provided students with a sense of satisfaction, as the NQILE 10—through its texts, activities, and the way these were structured—was found to be enjoyable to use. This corroborates the results in the study of Darici and Tomlinson (2017), where TDA materials afforded students a desirable experience. The findings also back up the assertion by Troncoso (2010) that TDA materials “facilitate an effective, durable and enjoyable learning experience” (p. 95).

The results of the analysis of quantitative and qualitative data obtained from the IMMS and the students' reflection notes are further reinforced by the results of the expert evaluation. The expert evaluation showed that the NQILE 10 is visually appealing. This may be related to what was found in the literature, that regardless of age, students' perception of instructional materials is greatly affected by physical appearance. Hence, it is necessary to consider visual elements of language learning materials in safeguarding students' language learning motivation (Epstein & Ormiston, 2007; Hill, 2013; Özçelik & Kent, 2023).

As most authentic texts in the NQILE 10 belong to the literary genre, results verify that using literary texts provides a motivating experience for students in addition to rich samples of authentic language (Alsup, 2015; Appleman et al., 2020; Tomlinson, 2019b). Using literature as core texts “[contextualizes] the use of language” and encourages “aesthetic engagement” (Tomlinson 2019b, p. 43). Moreover, aligned with the study's results indicating students' favorable response towards sensitive texts, most of which are dated and written before the 21st century, the results of the expert evaluation are at odds with what is found in the literature, which suggest that teenagers' interest in topics dealing with fads prevents them from appreciating dated texts (Krantz et al. 2022, p. 373). Findings from the study support that dated texts may ignite interest when they reflect universal themes (Tomlinson, 2011; Tomlinson & Masuhara, 2004).

Equally important is the use of themes in the NQILE 10, which served as an intervention in the TDA principle. The framework discourages selecting texts

based on a predetermined theme as a starting point, as it may limit the options available for materials writers and lead to adherence to a prescribed theme at the expense of student engagement (Tomlinson, 2019b). The study, however, found that the use of themes in instructional materials as a unifying principle helped in contextualizing learning in the target language (Graves, 2000).

Furthermore, the expert evaluation results reinforce the idea that TDA, through NQILE 10, is a flexible framework, and this finding aligns with what is found in the literature, particularly the assertion that flexible language learning materials support student independence (Saraceni, 2013). The same applies when language materials include authentic assessments, as doing so gives students a sense of control over their learning (Phakiti et al., 2021).

Lastly, the expert evaluation of the language learning motivation criterion supports the IMMS results, showing that the NQILE 10's features—such as its texts, activities aligned with the TDA stages, and the needs-based design of the material—are effective in fostering language learning motivation. The evaluation results reinforce the idea that, when designing and assessing instructional materials, language teachers should also consider their motivational potential (Park, 2013).

Conclusion

With the limited studies on the impact of TDA materials, the study aimed to contribute to the literature by designing an instructional material following TDA for 59 Grade 10 Filipino high school students in a public school to improve their language learning motivation through the ARCS Model. The designed material was used for 10 weeks and underwent an expert evaluation based on general criteria defining a quality language instructional material.

Results showed a significant improvement in students' language learning motivation after using the material. Quantitative and qualitative data collected through the IMMS and students' reflection notes confirm this. Similarly, the expert evaluation results indicated that the instructional material met the criteria for designing language instructional materials as suggested by the literature, with experts' ratings interpreted as meeting all the criteria "To a great extent."

The study concludes that TDA materials can improve language learning motivation. The findings support the crucial role of instructional materials as an

intervention in motivating students in the English language classroom and as an appropriate framework for designing high school language instructional materials. Based on the materials evaluation results, the study also concludes that the stages of TDA complement the principles of good language instructional material in the literature. The findings suggest that by designing materials using the TDA framework, the materials developer, likewise, tends to create materials that support the acquisition of the target language. Nonetheless, the study acknowledges the limitations posed by a quarter of implementation and the small sample size of participants; therefore, replication with a larger sample and a longer duration would be valuable.

Recommendations

Based on the study's results, it is recommended that language teachers collect texts of various genres, including literary pieces, expository texts, videos, and songs. From these, they may craft their text-driven materials for the English language classes. Regarding contextual constraints, such as the use of prescribed textbooks, teachers may adapt these materials to follow the stages of TDA by explicitly guiding students to visualize or imagine the text and by designing activities that will encourage the productive use of language in a specific communicative event. Teachers are also encouraged to further investigate the effects of the Text-driven Framework on other language learning-related aspects in their respective classrooms. An extended implementation of TDA-designed materials with a larger sample size is also recommended across the grade levels and key stages in basic education. Professional development endeavors in terms of collaborative design of TDA materials may also be explored. Finally, textbook evaluation research based on general criteria for language instructional materials and suitability to students' language learning needs is recommended.

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