

Exploring the Influence of Motivation on Metacognition in Writing

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ABSTRACT

Writing in a second language requires students to sustain motivation while regulating their writing processes. This study examined students' writing motivation and metacognitive engagement and investigated the relationships between writing motivation and metacognitive goals, actions and experiences. A quantitative survey was administered to 116 students using a 37 item five-point Likert scale measuring writing motivation, metacognitive goals, metacognitive actions and metacognitive experiences. The findings showed positive perceptions of writing motivation and metacognitive engagement, while no significant differences were found across gender or faculty. Pearson correlation analysis revealed strong positive relationships between writing motivation and metacognitive goals ($r = .820, p < .001$), metacognitive actions ($r = .814, p < .001$), and metacognitive experiences ($r = .685, p < .001$). The findings suggest that motivational beliefs are closely associated with students' metacognitive engagement in writing and highlight the value of integrating motivational and metacognitive support in writing instruction.

Keywords: writing motivation; metacognition; metacognitive strategies; writing strategies; self efficacy; task value

INTRODUCTION

Background of the Study

Writing in a second language is a complex activity that requires learners to coordinate linguistic knowledge, cognitive processes, affective responses and motivational resources. Unlike tasks that can be completed through the recall of isolated language forms, writing requires students to generate and organise ideas, select appropriate language, monitor their progress and revise their work. These demands make writing both cognitively demanding and personally challenging, particularly for learners who are still developing confidence in their ability to write effectively in English. Metacognition is therefore particularly relevant to writing because learners need to become aware of the demands of a task and regulate their own thinking while completing it (Flavell, 1979).

Motivation is another important dimension of writing. Expectancy Value Theory proposes that learners' engagement in achievement tasks is associated with their expectations of success and the value they attach to those tasks (Wigfield & Eccles, 2000). In writing, students who believe that they are capable of completing writing tasks and who perceive writing as important or useful may be more willing to invest effort and persist when difficulties occur. In contrast, low confidence or limited perceptions of the value of writing may reduce engagement. The present study therefore conceptualises writing motivation through two dimensions, namely self-efficacy and task value.

Previous research has demonstrated the relevance of motivation and strategy use in second language writing. Raoofi et al. (2017), for example, examined writing strategy use among undergraduate learners and highlighted the relevance of metacognitive, cognitive, affective and effort regulation strategies in L2 writing. Zhang et al. (2014) also examined motivation in a second language writing environment and reported the relevance of motivational and reflective processes in students' writing experiences. More recent work has further suggested that motivation and metacognitive engagement are closely connected in writing. Han (2024),

for instance, reported improvements in both writing motivation and writing performance following metacognitive writing strategy instruction.

The relationship between motivation and writing engagement is also relevant when students experience difficulties initiating or sustaining writing. Rahmat et al. (2026), in a systematic review of academic writer's block, identified motivational, cognitive and affective factors among the issues associated with difficulties in academic writing. Such findings reinforce the importance of considering motivation alongside the processes students use to regulate their writing.

Despite these developments, examining motivation and metacognition as related but distinct dimensions remains valuable, particularly when metacognitive engagement is divided into goals, actions and experiences. The present study therefore examines writing motivation in relation to these three dimensions among university students.

Statement of Problem

Writing in English continues to present challenges for university students because successful writing requires more than knowledge of vocabulary and grammar. Students must also establish writing goals, select appropriate strategies, regulate their effort and respond to difficulties throughout the writing process. These processes require students to monitor and regulate their own cognition, making metacognitive engagement an important component of effective writing (Flavell, 1979).

At the same time, students' willingness to engage with writing may depend on their motivational beliefs. Expectancy Value Theory suggests that students are more likely to engage with tasks when they believe they can succeed and when they perceive the tasks as valuable (Wigfield & Eccles, 2000). In writing, self efficacy and task value may therefore be particularly relevant because writing tasks often require sustained effort and persistence. Previous research provides evidence that motivation and strategy use are related to L2 writing. Raoofi et al. (2017) examined motivational beliefs, writing strategies and writing performance, while Zhang et al. (2014) highlighted the role of motivational and reflective processes in a second language writing environment. Han (2024) further demonstrated the close relationship between metacognitive writing strategy instruction and writing motivation. However, these studies have approached motivation and strategy use from different perspectives and have not necessarily examined the three specific dimensions of metacognitive engagement adopted in the present study.

This provides a basis for examining whether students who report stronger writing motivation also report greater engagement in metacognitive goals, actions and experiences. Such an examination may provide a more detailed understanding of the relationship between motivational beliefs and the ways students approach and regulate writing.

Objective of the Study and Research Questions

This study is done to explore writing motivation and metacognition. Specifically, this study is done to answer the following questions;

- Is there a significant relationship between writing motivation across gender and faculty?

H₀₁: There is no significant relationship between writing motivation across gender and faculty

- This section presents data to answer research question 2: Is there a significant relationship between writing strategies across gender and faculty?

H₀₁: There is no significant relationship between writing strategies across gender and faculty

- How do learners perceive writing motivation?
- How do learners perceive metacognition in writing?

- Is there a significant relationship between writing motivation and metacognitive goals?

H₀₃: There is no significant relationship between writing motivation and metacognitive goals

- Is there a significant relationship between writing motivation and metacognitive actions?

H₀₄: There is no significant relationship between writing motivation and metacognitive actions

- Is there a significant relationship between writing motivation and metacognitive experience

H₀₅ There is no significant relationship between writing motivation and metacognitive experience.

LITERATURE REVIEW

Theoretical Framework of the Study

Expectancy Value Theory explains learners' engagement in achievement tasks through their expectations of success and the value they attach to those tasks (Wigfield & Eccles, 2000). Expectancy refers to learners' beliefs concerning their ability to perform successfully, whereas task value relates to the perceived importance, usefulness, interest or relevance of a task. These dimensions are particularly relevant to writing because students are required to sustain effort over an extended process that may involve difficulties, revision and evaluation. Within the present study, writing motivation is examined through self efficacy and task value. Self efficacy reflects students' confidence in their ability to complete writing tasks, while task value reflects the extent to which students perceive writing as important, interesting and useful. These motivational beliefs provide an appropriate theoretical basis for examining students' willingness to engage with writing and persist through writing difficulties (Wigfield & Eccles, 2000).

Metacognitive Theory (Flavell, 1979) & Writing Strategies

Flavell's (1979) Metacognitive Theory provides the second theoretical foundation for the study. Metacognition concerns learners' awareness and monitoring of their own cognitive processes and their ability to regulate those processes during task completion. In writing, metacognition can be reflected in students' planning, monitoring, regulation and evaluation of their writing. Writers may establish goals before beginning a task, monitor their progress while composing and respond to difficulties by changing strategies or seeking assistance. Such processes are particularly important because writing involves multiple interconnected decisions rather than a single cognitive action. The present study therefore examines metacognitive engagement through metacognitive goals, metacognitive actions and metacognitive experiences, providing a more differentiated view of students' engagement with writing.

Past Studies

Writing motivation concerns learners' willingness to engage with writing and their beliefs about their ability and the value of writing. Self efficacy is particularly important because students who believe that they can perform successfully are more likely to approach demanding tasks with confidence and persist when challenges occur. Task value similarly provides a motivational basis for engagement because students are more likely to invest effort when they consider a task important, useful or meaningful (Wigfield & Eccles, 2000).

The relevance of these motivational dimensions can also be seen in L2 writing research. Raoofi et al. (2017) examined relationships involving motivational beliefs, writing strategies and writing performance and demonstrated the importance of considering motivation together with strategic behaviour. Zhang et al. (2014) also showed that the writing environment can influence students' motivation, particularly through feedback, interaction and opportunities for reflection. Writing motivation is also relevant to writing difficulties. Rahmat et al. (2026) identified motivational and affective dimensions in their review of academic writer's block, suggesting that difficulties in sustaining writing may involve more than linguistic or cognitive problems. This

reinforces the importance of understanding students' motivational orientation when examining their engagement with writing.

Metacognitive Writing Strategies

Metacognitive strategies allow learners to regulate their thinking and behaviour while completing a task. In writing, these strategies include planning what to write, monitoring progress, regulating effort and evaluating the effectiveness of writing decisions. Raoofi et al. (2017) examined writing strategies through metacognitive, cognitive, affective and effort regulation categories, providing a useful empirical basis for understanding the different strategies learners employ during L2 writing.

In the present study, these strategy dimensions are organised into three broader aspects of metacognitive engagement. Metacognitive goals concern the goals and planning processes that provide direction for writing. Metacognitive actions refer to the strategies and regulatory behaviours used while undertaking the task, including cognitive strategies and effort regulation. Metacognitive experiences encompass social and affective responses during writing, including seeking assistance, responding to writing difficulties and regulating emotions associated with writing. This organisation enables the study to examine not merely whether students use strategies but how they engage with writing through different dimensions of metacognition.

Previous Studies on Writing Motivation and Metacognitive Strategies

Raoofi et al. (2017) provide an important empirical basis for examining motivation and writing strategies together. Their work examined motivational constructs, writing strategy use and L2 writing performance and included metacognitive, cognitive, affective and effort regulation strategies. The findings support the relevance of motivational beliefs and strategic behaviour in understanding L2 writing.

Zhang et al. (2014) investigated the effects of blog mediated peer feedback in a second language writing course, with particular attention to learners' motivation, collaboration and course satisfaction. Their findings demonstrated the importance of the learning environment in supporting motivational and reflective aspects of writing. Although the study did not examine the exact three metacognitive dimensions used in the present research, it provides support for considering motivation as an important aspect of students' engagement with writing.

Han (2024) investigated metacognitive writing strategy instruction among EFL learners and found improvements in both writing performance and writing motivation following a metacognitive writing strategy intervention. The findings are relevant because they suggest that motivational and metacognitive dimensions of writing are closely connected and may be addressed together in writing instruction. Sanata and Mbato (2023) examined motivation and metacognitive strategies in academic writing among Indonesian master's students. Their study further supports the importance of examining motivation and metacognition together in academic writing contexts.

Taken together, these studies indicate that writing motivation and strategic engagement are closely related areas of L2 writing research. However, the present study focuses specifically on the relationship between writing motivation and metacognitive goals, metacognitive actions and metacognitive experiences. This distinction allows the study to examine metacognitive engagement in greater detail.

Research Gap

Previous studies have established the relevance of motivational beliefs and strategy use in L2 writing. However, much of the existing research has examined writing strategies as broad categories or has focused on their relationship with writing performance. Raoofi et al. (2017), for example, examined metacognitive, cognitive, affective and effort regulation strategies alongside motivational constructs and writing performance. While this provides an important foundation, the present study further differentiates students' metacognitive engagement into goals, actions and experiences.

In addition, previous research has frequently examined either the effect of instructional interventions on motivation and strategy use or the relationship between motivation and writing performance. Han (2024), for example, examined the effects of metacognitive writing strategy instruction on writing performance and motivation. The present study takes a different approach by examining the associations between writing motivation and three dimensions of metacognitive engagement.

The present study therefore addresses this gap by examining whether writing motivation is significantly associated with metacognitive goals, metacognitive actions and metacognitive experiences among university students. The study also examines whether writing motivation and metacognitive writing strategies differ across gender and faculty.

Conceptual Framework of the Study

Figure 1 shows the conceptual framework of the study. This conceptual framework conceptualizes writing motivation as a key driver of writers' metacognitive engagement, strategy use, and persistence throughout the writing process. Grounded in Expectancy–Value Theory, writing motivation is shaped by learners' expectations for success and the value they attach to writing tasks (Wigfield & Eccles, 2000). When expectancy and task value are low, writers may experience disengagement or writing block, which can demotivate them from completing writing tasks (Rahmat et al., 2026). This motivational construct is further operationalized through the writing motivation model proposed by Zhang et al. (2014), which integrates self-efficacy and task value as central components influencing writers' effort and persistence. To explain how motivation translates into strategic control, the framework draws on Metacognitive Theory (Flavell, 1979), which emphasizes writers' awareness, regulation, and reflection over their cognitive processes. Writing strategies are classified following Raoofi et al. (2017) and mapped onto three metacognitive dimensions: metacognitive goals, represented by metacognitive strategies used in planning and goal setting; metacognitive actions, encompassing effort-regulation and cognitive strategies during drafting and task management; and metacognitive experiences, reflected in social and affective strategies that regulate emotions, seek feedback, and sustain confidence. Collectively, the framework illustrates how motivation influences writers' metacognitive goals, actions, and experiences, thereby shaping writing engagement, resilience, and successful task completion.

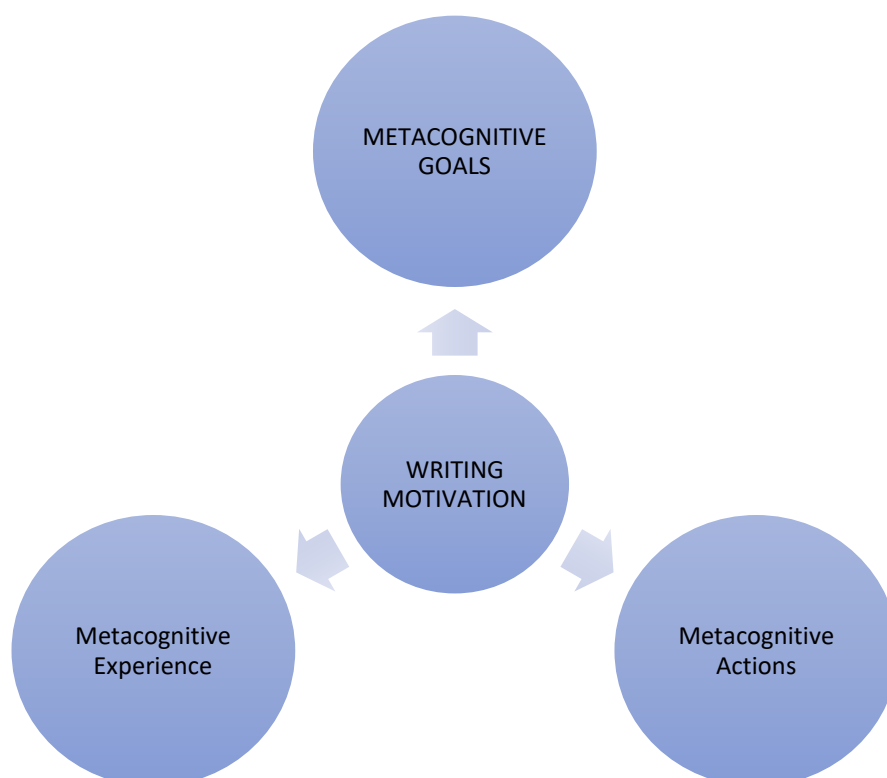


Figure 1- Conceptual Framework of the Study Writing motivation and Metacognition

METHODOLOGY

This quantitative study is done to explore writing motivation and metacognition. A convenient sample of 116 participants responded to the survey. The instrument used is a 5 Likert-scale survey and is rooted from Zhang,et.al. (2014) , Raoofi,et.al., (2017), and Flavell (1979) to reveal the variables in Table 3 below. Table 1 below shows the categories used for the Likert scale; 1 is for Strongly Disagree, 2 is for Disagree, 3 is for Undecided, 4 is for Agree and 5 is for Strongly Agree.

Table 1- Likert Scale Use

1	Strongly Disagree
2	Disagree
3	Neutral
4	Agree
5	Strongly Agree

Table 2- Distribution of Items in the Survey

SECT	VARIABLE	CONSTRUCTS	No of Items Indicators	Tot
B	Writing Motivation (Zhang, et. al. 2014)	Self-Efficacy	5	9 (.928)
		Task value scale	4	
C	Writing Strategies (Raoofi, et. al., 2017) Metacognition (Flavell, 1979)	METACOGNITIVE GOALS (Metacognitive)	10	.940
		METACOGNITVE ACTIONS (Effort Regulation)	5	11 (.939)
		METACOGNITVE ACTIONS (Cognitive)	6	
		METACOGNIITVE EXPERIENCE (Social)	4	7 (.880)
		METACOGNIITVE EXPERIENCE (Affective)	3	
		Total		37(.974)

Table 2 shows the distribution of items in the survey. Reference/citation for the survey chosen. Explain in detail each section- how many items, total number of items.

Table 3- Reliability Levels, Cronbach's Alpha Ranges, and Their Interpretations

Reliability Level	Cronbach's Alpha range	Interpretation
Excellent	0.9 and above	Indicates very high internal consistency
Good	0.80-0.89	Reflects strong internal consistency
Acceptable	0.70-0.79	Indicates acceptable internal consistency

Questionable	0.60-0.69	Reflects questionable internal consistency
Poor	Below 0.6	Indicates poor internal consistency

In order to determine the internal reliability of the instrument, reliability analysis is conducted. . Table 3 above shows the distribution and interpretation of Cronbach Alpha range. According to Ahmad,et.al. (2024), Cronbach Alpha scores between 0.7 to 0.9 is considered acceptable to excellent. Table 2 also shows the reliability of the survey. The analysis shows a Cronbach alpha of .928 ffor Writing Motivation, .940 for Metacognitive Goals, .939 for Metacognitive Actions, .880 for Metacognitive Experience. The overall Cronbach alpha for all 37 items is .974; , thus, revealing a good reliability of the instrument chosen/used. Further analysis using SPSS is done to present findings to answer the research questions for this study.

FINDINGS

Demographic Analysis

According to Zienefuss, et.al (2021), researches report demographic data in percentages to establish sample representatives, and allow for generalizability to a larger population. The reporting also provides an overview of participants' characteristics. Percentages offer a clear and understandable picture of the sample makeup.

Table 4- Percentage for Demographic Profile

Question	Demographic Profile	Categories	Percentage (%)
1	Gender	Male	47%
		Female	53%
2	Faculty	Electrical	3%
		Mechanical	16%
		Chemical	10%
		Civil	17%
		Business	54%

The sample comprised 47% male and 53% female participants. The largest faculty group was Business (54%), followed by Civil (17%), Mechanical (16%), Chemical (10%) and Electrical (3%).

Inferential Statistics

According to He (2024), there are three main functions of a T-test and ANOVA. Firstly, both are done to compare means. This test is also done to determine if the average scores (mean) or values of two groups, or one group against a known value, are different enough to be considered statistically meaningful and are not just due to random chance. Secondly, T-test and ANOVA are done to test hypotheses. Researchers use t-tests and ANOVA to test hypotheses about means, such as whether a new treatment significantly impacts a variable or if there's a difference in performance between two distinct groups. Lastly, T-test and ANOVA are done to identify significant differences. The output of a t-test provides a p-value (significance value). If this p-value is below a predetermined threshold (often 0.05), it indicates a statistically significant difference, allowing researchers to draw conclusions about the populations from which their samples were drawn. A one-way ANOVA (Analysis of Variance) is a statistical method used to compare the means of three or more independent (unrelated) groups to determine if there is a statistically significant difference between them. It is a parametric test that evaluates the effect of a single independent variable (the factor) on a dependent variable.

Findings for Significant Relationship between writing motivation across gender and faculty. This section presents data to answer research question 1: Is there a significant relationship between writing motivation across gender and faculty?

H₀₁: There is no significant relationship between writing motivation across gender and faculty.

Table 5- T-Test/ANOVA for Writing motivation across gender and faculty

		MEAN	SD	T/F-Statistics df	p-value	OUTCOME
Gender	Male	3.95	0.58	t(114) = -.918	0.361	H ₀ Accepted
	Female	4.04	0.55			
Faculty	Electrical	3.67	1.01	F(4,111) = .879	0.479	H ₀ Accepted
	Mechanical	4.01	0.64			
	Chemical	4.16	0.62			
	Civil	4.11	0.55			
	Business	3.95	0.50			

With reference to Table 5, a T-test and ANOVA were conducted to examine the effects of writing motivation across gender and faculty. The analysis in shows there were significant relationships for writing motivation across gender and faculty.

Findings for a significant relationship between writing strategies across gender and faculty. This section presents data to answer research question 2: Is there a significant relationship between writing strategies across gender and faculty?

H₀₁: There is no significant relationship between writing strategies across gender and faculty

Table 6- T-Test/ANOVA for Writing strategies across gender and faculty

		MEAN	SD	T-Statistics df	p-value	OUTCOME
Gender	Male	3.73	0.54	t(114) = -1..872	0.064	H ₀ Accepted
	Female	3.91	0.49			
Faculty	Electrical	3.63	0.82	F(4,111) = .503	0.734	H ₀ Accepted
	Mechanical	3.82	0.57			
	Chemical	3.89	0.65			
	Civil	3.94	0.54			
	Business	3.78	0.45			

With reference to Table 6, a T-test and ANOVA were conducted to examine the effects of writing strategies across gender and faculty. The analysis in shows there were significant relationships for writing strategies across gender and faculty.

Descriptive Statistics

According to Vetter (2017), Mean (M) represents the average, or centre of a data set. Standard deviation (SD) indicates the typical distance of individual observations from the mean which shows the data's variability or spread. A low SD means the data points are clustered close to the mean while a high SD indicates they are more spread out. It is good to have a high SD.

Findings for Writing Motivation

This section presents data to answer research question 3: How do learners perceive writing motivation? In the context of this study, this is measured by (i) self-efficacy, and (ii) Task value.

Table 7- Mean (M) and Standard Deviation (SD) for Self-Efficacy (SE)

ITEM	M	SD
SEQ1I am sure I can learn the skills taught in WRITING class well.	3.94	0.67
SEQ2I can do the hardest work in my WRITING class if I try.	3.79	0.69
SEQ3I can do almost all the work in WRITING class if I do not give up.	3.96	0.71
SEQ4 If I have enough time, I can do a good job in all my WRITING work.	3.93	0.70
SEQ5 Even if the work in WRITING is hard, I can learn it	3.96	0.71

Table 7 presents the mean and standard deviation scores for the five items measuring learners' self efficacy in writing. Overall, the mean scores ranged from 3.79 to 3.96, indicating generally positive perceptions of their ability to perform writing tasks. The highest mean score was recorded for SEQ3, "I can do almost all the work in WRITING class if I do not give up" (M = 3.96, SD = 0.71), and SEQ5, "Even if the work in WRITING is hard, I can learn it" (M = 3.96, SD = 0.71). These findings suggest that learners generally believed that they were capable of completing writing tasks and overcoming difficulties when they persisted. This is further supported by the relatively high mean score for SEQ1, "I am sure I can learn the skills taught in WRITING class well" (M = 3.94, SD = 0.67) and SEQ4, "If I have enough time, I can do a good job in all my WRITING work" (M = 3.93, SD = 0.70). The lowest mean was recorded for SEQ2, "I can do the hardest work in my WRITING class if I try" (M = 3.79, SD = 0.69), although the score still indicates a relatively positive perception. The SD values, ranging from 0.67 to 0.71, indicate relatively limited variation in the responses, suggesting that learners' perceptions of their writing self efficacy were reasonably consistent.

Table 8- Mean(M) and Standard Deviation (SD) for Task Value scale (TV)

ITEM	M	SD
TVQ1 I think learning WRITING is important.	4.41	0.66
TVQ2 I find WRITING interesting.	3.91	0.77
TVQ3 What I learn in WRITING is useful.	4.11	0.69
TVQ4 Compared to other subjects, WRITING is useful.	3.96	0.76

Table 8 presents the mean and standard deviation scores for the four items measuring learners' perceptions of task value in writing. The mean scores ranged from 3.91 to 4.41, indicating that learners generally perceived writing as important, interesting and useful. The highest mean score was obtained for TVQ1, "I think learning WRITING is important" (M = 4.41, SD = 0.66), suggesting that the learners placed considerable importance on learning writing. This was followed by TVQ3, "What I learn in WRITING is useful" (M = 4.11, SD = 0.69). The mean scores for TVQ4, "Compared to other subjects, WRITING is useful" (M = 3.96, SD = 0.76)

and TVQ2, “I find WRITING interesting” ($M = 3.91$, $SD = 0.77$) were comparatively lower, although both remained relatively high.

These findings indicate that learners tended to recognise the importance and usefulness of writing, while their perception of writing as interesting was somewhat less strong. The SD values ranged from 0.66 to 0.77, indicating relatively moderate consistency in learners’ responses, with slightly greater variation for perceptions of writing as interesting and useful compared with the other items.

Findings for Metacognition in Writing

This section presents data to answer research question 4: How do learners perceive metacognition in writing? In the context of this study, this is measured by (i) metacognitive goals, (ii) metacognitive actions, and (iii) metacognitive experience.

Metacognitive Goals

Table 9- Mean(M) and Standard Deviation (SD) for METACOGNITIVE GOALS (MWS)

ITEM	M	SD
MWSQ1 I organize my ideas prior to writing.	3.97	0.64
MWSQ 2I check my spelling.	3.91	0.68
MWSQ 3I check my writing to make sure it is grammatically correct.	3.97	0.70
MWSQ 4I evaluate and re-evaluate the ideas in my essay.	3.86	0.77
MWSQ 5I monitor and evaluate my progress in writing.	3.90	0.68
MWSQ6 I go through the planning stages in my writing.	3.81	0.67
MWSQ7I go through the revising and editing stages in my writing.	3.83	0.73
MWSQ8 I go through the planning stages in my writing.	3.81	0.75
MWSQ9 I go through the drafting stages in my writing	3.84	0.72
MWSQ10 I go through the revising and editing stages in my writing.	3.82	0.67

Table 9 presents the mean and standard deviation scores for the ten items measuring metacognitive goals. The mean scores ranged from 3.81 to 3.97, indicating that learners generally reported frequent engagement in behaviours associated with planning, monitoring, evaluating and revising their writing. The highest mean scores were recorded for MWSQ1, “I organize my ideas prior to writing” ($M = 3.97$, $SD = 0.64$) and MWSQ3, “I check my writing to make sure it is grammatically correct” ($M = 3.97$, $SD = 0.70$).

These findings suggest that organising ideas before writing and checking grammatical accuracy were among the more commonly reported metacognitive behaviours. This was followed by MWSQ2, “I check my spelling” ($M = 3.91$, $SD = 0.68$) and MWSQ5, “I monitor and evaluate my progress in writing” ($M = 3.90$, $SD = 0.68$).

The comparatively lower mean scores were found for MWSQ6 and MWSQ8, both relating to going through the planning stages in writing ($M = 3.81$), followed by MWSQ10, relating to revising and editing ($M = 3.82$, $SD = 0.67$). Overall, the findings indicate that learners reported a relatively consistent use of metacognitive processes throughout writing, although planning and revising behaviours were slightly less strongly endorsed

than organising ideas and checking accuracy. The SD values ranged from 0.64 to 0.77, suggesting relatively limited to moderate variation in learners' responses.

Metacognitive Actions

Table 10- Mean (M) and Standard Deviation (SD) for EFFORT REGULATION (ERS)

ITEM	M	SD
ERSQ 1I write a lot to develop my writing skills.	3.64	0.74
ERSQ 2I often work hard to do well in my writing even if I don't like English writing tasks.	3.74	0.72
ERSQ 3Even if the writing activities are difficult, I don't give up but try to engage in them.	3.89	0.68
ERSQ 4I concentrate as hard as I can when doing a writing task.	3.89	0.68
ERSQ 5 I spend a lot of time and energy on writing good English assignments.	3.88	0.71

Table 10 presents the mean and standard deviation scores for the five items measuring effort regulation as a component of metacognitive actions. The mean scores ranged from 3.64 to 3.89, indicating that learners generally reported a willingness to maintain effort when completing writing tasks. The highest mean scores were recorded for ERSQ3, "Even if the writing activities are difficult, I don't give up but try to engage in them" (M = 3.89, SD = 0.68) and ERSQ4, "I concentrate as hard as I can when doing a writing task" (M = 3.89, SD = 0.68). These findings suggest that persistence and concentration were relatively strong aspects of learners' effort regulation. This was followed by ERSQ5, "I spend a lot of time and energy on writing good English assignments" (M = 3.88, SD = 0.71) and ERSQ2, "I often work hard to do well in my writing even if I don't like English writing tasks" (M = 3.74, SD = 0.72). The lowest mean score was recorded for ERSQ1, "I write a lot to develop my writing skills" (M = 3.64, SD = 0.74). This suggests that although learners generally reported persistence and concentration when completing writing tasks, they were somewhat less likely to report writing extensively as a means of developing their writing skills. The SD values ranged from 0.68 to 0.74, indicating relatively consistent responses across the five items.

Table 11- Mean (M) and Standard Deviation (SD) for COGNITIVE (CWS)

ITEM	M	SD
CWSQ1 I use memorized grammatical elements such as singular and plural forms, verb tenses, prefixes and suffixes, etc, in my writing	3.72	0.71
CWSQ 2I put newly memorized vocabulary in my sentences.	3.72	0.75
CWSQ 3In order to generate ideas for my writing, I usually engage myself in brainstorming.	3.85	0.77
CWSQ 4I use different words that have the same meaning.	3.66	0.74
CWSQ 5I use my experiences and knowledge in my writing.	3.97	0.68
CWSQ 6I try to use effective linking words to ensure clear and logical relationship between sentences or paragraphs	3.95	0.71

Table 11 presents the mean and standard deviation scores for the six items measuring cognitive strategies. The mean scores ranged from 3.66 to 3.97, indicating that learners generally reported using cognitive strategies

when completing writing tasks. The highest mean was recorded for CWSQ5, “I use my experiences and knowledge in my writing” ($M = 3.97$, $SD = 0.68$), followed by CWSQ6, “I try to use effective linking words to ensure clear and logical relationship between sentences or paragraphs” ($M = 3.95$, $SD = 0.71$). These findings indicate that drawing on existing knowledge and experiences and establishing logical connections between ideas were commonly reported cognitive strategies. Learners also reported relatively frequent use of brainstorming to generate ideas (CWSQ3: $M = 3.85$, $SD = 0.77$). The lowest mean score was recorded for CWSQ4, “I use different words that have the same meaning” ($M = 3.66$, $SD = 0.74$), although this still represents a relatively positive response. The mean scores for using grammatical knowledge and newly memorised vocabulary were both 3.72, suggesting moderate use of these strategies. Overall, the findings indicate that learners used a range of cognitive strategies in writing, particularly strategies involving the application of existing knowledge and the organisation of ideas across sentences and paragraphs. The SD values ranged from 0.68 to 0.77, indicating relatively limited to moderate variation in learners’ responses.

Metacognitive Experience

Table 12- Mean (M) and Standard Deviation (SD) for SOCIAL (SWS)

ITEM	M	SD
SWSQ1 In order to generate ideas for my writing, I usually discuss the writing topic with a friend or classmate.	3.73	0.78
SWSQ 2After revising and editing my essay thoroughly, I ask a friend or my classmate to read and comment on it.	3.53	0.85
SWSQ 3I try to identify friends or classmates whom I can ask for help in my writing.	3.71	0.80
SWSQ 4When I have trouble writing my essay, I try to do it with my classmates or friends.	3.82	0.83

Table 12 presents the mean and standard deviation scores for the four items measuring social strategies as part of learners’ metacognitive experiences. The mean scores ranged from 3.53 to 3.82, indicating that learners generally reported using social interaction and peer support in relation to writing, although these behaviours were somewhat less strongly endorsed than several of the metacognitive goal and effort regulation items. The highest mean score was recorded for SWSQ4, “When I have trouble writing my essay, I try to do it with my classmates or friends” ($M = 3.82$, $SD = 0.83$), suggesting that learners were relatively willing to seek collaborative support when experiencing writing difficulties.

This was followed by SWSQ1, “In order to generate ideas for my writing, I usually discuss the writing topic with a friend or classmate” ($M = 3.73$, $SD = 0.78$) and SWSQ3, “I try to identify friends or classmates whom I can ask for help in my writing” ($M = 3.71$, $SD = 0.80$). The lowest mean score was found for SWSQ2, “After revising and editing my essay thoroughly, I ask a friend or my classmate to read and comment on it” ($M = 3.53$, $SD = 0.85$). This suggests that while learners were relatively willing to seek assistance and discuss writing difficulties, asking peers to provide comments on completed writing was comparatively less common. The SD values ranged from 0.78 to 0.85, indicating somewhat greater variation in responses compared with several of the other metacognitive dimensions.

Table 13- Mean(M) and Standard Deviation (SD) for AFFECTIVE (AWS)

ITEM	M	SD
AWSQ1I try to write an essay in class with confidence and ease.	3.83	0.67

AWSQ2I try to relax whenever I feel afraid of writing.	3.88	0.74
AWSQ3I encourage myself to write even when I am afraid of making mistakes	3.94	0.71

Table 13 presents the mean and standard deviation scores for the three items measuring affective strategies. The mean scores ranged from 3.83 to 3.94, indicating that learners generally reported positive affective regulation when engaging in writing tasks. The highest mean score was recorded for AWSQ3, “I encourage myself to write even when I am afraid of making mistakes” ($M = 3.94$, $SD = 0.71$). This suggests that learners generally attempted to maintain their engagement with writing despite concerns about making mistakes. This was followed by AWSQ2, “I try to relax whenever I feel afraid of writing” ($M = 3.88$, $SD = 0.74$), indicating that learners also reported using strategies to manage negative emotional responses towards writing. The lowest mean score was recorded for AWSQ1, “I try to write an essay in class with confidence and ease” ($M = 3.83$, $SD = 0.67$), although the score remained relatively high. Overall, the findings suggest that learners generally reported using affective strategies to maintain confidence and manage fear or anxiety during writing. The SD values ranged from 0.67 to 0.74, indicating relatively consistent responses among the learners.

Exploratory Statistics

According to He (2024), correlation is a statistical technique that shows how strongly two variables are related to each other or the degree of association between the two. It’s a common tool for describing simple relationships without making a statement about cause and effect. This section presents data to answer the research question on correlation.

To determine if there is a significant association in the mean scores between writing motivation, metacognitive goals, actions, experience, data is analysed using SPSS for correlations. Results are presented separately in Table 14 below. According to He (2024), coefficient is significant at the .05 level and positive correlation is measured on a 0.1 to 1.0 scale. Weak positive correlation would be in the range of 0.1 to 0.3, moderate positive correlation from 0.3 to 0.5, and strong positive correlation from 0.5 to 1.0.

Table 14- Correlation for Writing Motivation, Metacognitive Goals, Actions, Experience

		METACOGNITIVE GOALS	METACOGNITIVE ACTIONS	METACOGNITIVE EXPERIENCE
WRITING_MO TIVATION	Pearson Correlation	.820**	.814**	.685**
	Sig. (2-tailed)	<.001	<.001	<.001
	N	116	116	116
METACOGNIT IVE_GOALS	Pearson Correlation	1	.829**	.624**
	Sig. (2-tailed)		<.001	<.001
	N	116	116	116
METACOGNIT IVE_ACTIONS	Pearson Correlation	.829**	1	.732**
	Sig. (2-tailed)	<.001		<.001

	N	116	116	116
METACOGNITIVE_EXPERIENCE	Pearson Correlation	.624**	.732**	1
	Sig. (2-tailed)	<.001	<.001	
	N	116	116	116
**. Correlation is significant at the 0.01 level (2-tailed)				

Findings for the Relationship between motivation and metacognitive goals. This section presents data to answer research question 5: Is there a significant relationship between writing motivation and metacognitive goals?

H₀₃: There is no significant relationship between writing motivation and metacognitive goals.

Table 14 shows there is an association between writing motivation and metacognitive goals. Correlation analysis shows that there is a high significant association between writing motivation and metacognitive goals ($r=.820^{**}$) and ($p<.001$). This means that there is also a strong positive relationship between writing motivation and metacognitive goals.

Findings for the Relationship between writing motivation and metacognitive actions . This section presents data to answer research question 6:

Is there a significant relationship between writing motivation and metacognitive actions?

H₀₄: There is no significant relationship between writing motivation and metacognitive actions

Is there a significant relationship between writing motivation and metacognitive experience?

H₀₃₅ There is no significant relationship between writing motivation and metacognitive experience

Table 14 also shows there is an association between writing motivation and metacognitive actions . Correlation analysis shows that there is a high significant association between writing motivation and metacognitive actions ($r=.814^{**}$) and ($p<.001$). This means that there is also a strong positive relationship between writing motivation and metacognitive actions.

Findings for the Relationship between writing motivation and metacognitive experience. This section presents data to answer research question 7:

Is there a significant relationship between writing motivation and metacognitive experience?

H₀₃₅ There is no significant relationship between writing motivation and metacognitive experience.

Table 14 also shows there is an association between writing motivation and metacognitive experience. Correlation analysis shows that there is a high significant association between writing motivation and metacognitive experience($r=.685^{**}$) and ($p<.001$). This means that there is also a strong positive relationship between writing motivation and metacognitive experience

CONCLUSION

Summary of Findings and Discussions

This study examined university students' writing motivation and metacognitive engagement in writing and investigated whether these constructs differed according to gender and faculty, as well as the relationships

between writing motivation and three dimensions of metacognitive engagement, namely metacognitive goals, metacognitive actions and metacognitive experiences. Overall, the findings indicate that students demonstrated positive perceptions of writing motivation and relatively frequent engagement in metacognitive processes. No statistically significant differences were found in writing motivation or metacognitive writing strategies according to gender or faculty. More importantly, writing motivation was strongly and positively associated with all three dimensions of metacognitive engagement.

The first research question examined whether writing motivation differed according to gender and faculty. The findings showed no statistically significant difference in writing motivation between male and female students. Although female students reported a slightly higher level of writing motivation than male students, the difference was not statistically significant. Similarly, no significant difference was found among students from the five faculty groups. Although the descriptive results showed some variation in mean scores across faculties, these differences were insufficient to establish a statistically meaningful disciplinary effect. The finding suggests that students' motivational orientation towards writing was relatively consistent across the demographic groups represented in the study. This is important because writing motivation may be influenced by factors that extend beyond gender or academic discipline, including students' perceptions of their ability, the value they attach to writing and their previous experiences with writing. The finding is broadly compatible with the literature reviewed in the present study, which emphasises motivational beliefs as important dimensions of writing engagement rather than presenting gender or disciplinary background as primary determinants of writing motivation (Wigfield & Eccles, 2000; Raoofi et al., 2017).

The second research question examined whether metacognitive writing strategies differed according to gender and faculty. The findings similarly showed no statistically significant differences. Female students reported a somewhat higher level of strategy use than male students, but the difference was not statistically significant. Likewise, no significant differences were identified among the five faculty groups. This finding suggests that the use of metacognitive writing strategies may be relatively common across different groups of university learners rather than being strongly associated with gender or field of study. The finding is consistent with the broader perspective of metacognition, which conceptualises planning, monitoring and regulation as processes that can support learners across different academic tasks (Flavell, 1979). It is also compatible with Raoofi et al. (2017), whose work demonstrates the relevance of metacognitive, cognitive, affective and effort regulation strategies in L2 writing. The absence of significant demographic differences in the present study therefore suggests that metacognitive engagement may be a broadly relevant component of writing rather than a characteristic limited to a particular student group.

The third research question examined students' perceptions of writing motivation through the dimensions of self-efficacy and task value. Overall, the findings indicate that students held positive motivational perceptions towards writing. In terms of self-efficacy, students generally expressed confidence in their ability to complete writing tasks and persist when writing became difficult. The strongest responses were associated with the belief that they could continue working and learn even when writing tasks were challenging. This pattern suggests that persistence was an important component of students' perceived writing capability. However, the comparatively lower response concerning the ability to complete the hardest writing work suggests that confidence may be somewhat less pronounced when students perceive a task as particularly demanding.

Task value was also positively perceived. Students particularly recognised the importance of learning writing and considered what they learned in writing to be useful. However, the perception of writing as interesting was comparatively lower. This distinction is noteworthy because perceiving writing as important or useful does not necessarily mean that students find writing inherently interesting or enjoyable. From the perspective of Expectancy Value Theory, students' willingness to engage in achievement tasks is influenced by both their expectations of success and the value they attach to the task (Wigfield & Eccles, 2000). The present findings therefore suggest that students' positive writing motivation was supported by both confidence in their ability and recognition of the importance and usefulness of writing. At the same time, the comparatively lower perception of writing as interesting indicates an area that may warrant further pedagogical attention. The findings are consistent with the literature reviewed in the present study, which identifies self-efficacy and task value as important motivational dimensions in writing engagement (Wigfield & Eccles, 2000; Raoofi et al.,

2017). They also reinforce the relevance of motivation when considering students' ability to sustain engagement with writing difficulties, as highlighted by Rahmat et al. (2026) in their review of academic writer's block.

The fourth research question examined students' perceptions of metacognition in writing through metacognitive goals, metacognitive actions and metacognitive experiences. Overall, students reported relatively frequent engagement across all three dimensions. For metacognitive goals, students particularly reported organising their ideas before writing and checking their writing for grammatical accuracy. Monitoring and evaluating progress were also relatively common. In contrast, planning stages and revising and editing were somewhat less strongly endorsed. This pattern suggests that students were generally aware of the need to organise and monitor their writing, although some aspects of process-oriented writing, particularly systematic planning and revision, may be less consistently practised. The finding corresponds with the metacognitive perspective proposed by Flavell (1979), in which effective task engagement involves awareness and regulation of one's cognitive processes.

For metacognitive actions, both effort regulation and cognitive strategies were positively reported. Students particularly indicated that they persisted when writing activities were difficult and concentrated when completing writing tasks. They also reported drawing on their experiences and prior knowledge and using linking words to establish logical relationships between sentences and paragraphs. Brainstorming was another relatively frequently reported strategy. These findings indicate that students' metacognitive engagement extended beyond planning to include behavioural persistence and cognitive processes during writing. However, students were somewhat less likely to report writing extensively specifically to develop their writing skills. The findings correspond with Raoofi et al. (2017), who emphasised the importance of metacognitive, cognitive and effort regulation strategies in L2 writing. They also support the view that writing requires learners to regulate both cognitive processes and effort throughout the writing task.

Metacognitive experiences were also evident through students' use of social and affective strategies. Students were relatively willing to work with classmates or friends when they experienced difficulty with writing and to discuss writing topics when generating ideas. However, asking peers to read and comment on completed writing was comparatively less common. In terms of affective strategies, students particularly reported encouraging themselves to continue writing even when they were afraid of making mistakes and attempting to relax when they experienced fear of writing. These findings indicate that students' engagement with writing involves not only cognitive and behavioural regulation but also social interaction and emotional regulation. This observation is particularly relevant to the discussion of writing difficulties because motivational and affective factors may influence students' ability to initiate and sustain writing, as highlighted by Rahmat et al. (2026). The findings also complement Zhang et al. (2014), who demonstrated the relevance of interaction, feedback and reflection within the writing environment.

The fifth, sixth and seventh research questions examined the relationships between writing motivation and metacognitive goals, metacognitive actions and metacognitive experiences, respectively. All three relationships were positive, strong and statistically significant. Writing motivation demonstrated the strongest relationship with metacognitive goals ($r = .820, p < .001$), followed closely by metacognitive actions ($r = .814, p < .001$). The relationship with metacognitive experiences was comparatively weaker but remained strong and statistically significant ($r = .685, p < .001$). These findings indicate that students who reported stronger writing motivation also tended to report greater engagement in the different dimensions of metacognition.

The strongest relationship between writing motivation and metacognitive goals suggests that motivational beliefs were particularly closely associated with students' goal-oriented and planning-related engagement in writing. Students who perceived themselves as capable of writing and who recognised the importance and usefulness of writing may have been more likely to organise their ideas, monitor their progress and engage in planning and evaluation. This finding is compatible with Expectancy Value Theory, which proposes that expectations of success and task value influence students' willingness to invest effort in achievement tasks (Wigfield & Eccles, 2000). It is also consistent with Raoofi et al. (2017), whose work highlights the relevance of motivational beliefs alongside strategic engagement in L2 writing.

The strong relationship between writing motivation and metacognitive actions further indicates that motivational beliefs were closely associated with students' regulation of effort and use of cognitive strategies during writing. Students who were more positively motivated towards writing also tended to report greater persistence, concentration, brainstorming and use of existing knowledge and linguistic resources. This finding supports the broader relationship between motivation and strategic behaviour identified in previous research. Han (2024), for example, found improvements in writing motivation and writing performance following metacognitive writing strategy instruction, suggesting that motivational and metacognitive dimensions can operate closely together in writing. Sanata and Mbato (2023) similarly provide support for examining motivation and metacognitive strategies together in academic writing contexts.

Although the relationship between writing motivation and metacognitive experiences was lower than the relationships with goals and actions, it remained strong and statistically significant. This suggests that motivational beliefs were also associated with students' social and affective engagement during writing. Students with stronger writing motivation may be more inclined to seek assistance, collaborate with peers and regulate negative emotional responses when encountering writing difficulties. This finding is relevant to the broader understanding of writing engagement because writing difficulties are not exclusively cognitive or linguistic in nature. As noted by Rahmat et al. (2026), motivational and affective factors can contribute to difficulties in initiating and sustaining academic writing.

Taken together, the findings provide evidence that writing motivation and metacognitive engagement are closely associated dimensions of students' writing behaviour. The relationships were evident across metacognitive goals, actions and experiences, suggesting that motivational beliefs are connected not only with students' intentions and planning but also with their actual regulatory efforts and social and affective engagement during writing. The findings therefore support the conceptualisation of writing motivation and metacognitive engagement as related but distinct constructs. Nevertheless, the correlations should not be interpreted as evidence that writing motivation causes greater metacognitive engagement, or vice versa. Given the cross-sectional and correlational nature of the study, the findings establish association rather than causation.

IMPLICATIONS AND SUGGESTIONS FOR FUTURE RESEARCH

Theoretical and Conceptual Implications

The findings provide support for integrating Expectancy Value Theory and Metacognitive Theory when examining students' engagement with L2 writing. Expectancy Value Theory provides a useful explanation of students' motivational orientation through their expectations of success and the value they attach to writing, while Metacognitive Theory explains how learners become aware of, monitor and regulate their cognitive processes during writing (Flavell, 1979; Wigfield & Eccles, 2000). The positive perceptions of self-efficacy and task value found in the present study, together with the strong relationships between writing motivation and the three dimensions of metacognitive engagement, demonstrate the relevance of considering these theoretical perspectives together.

The findings also provide conceptual support for treating writing motivation and metacognitive engagement as related but distinct aspects of writing behaviour. Rather than examining motivation solely as a predictor of writing performance or treating writing strategies as an isolated set of behaviours, the present study demonstrates the value of examining how motivational beliefs are associated with the ways learners approach and regulate writing. The strong relationships between writing motivation and metacognitive goals, actions and experiences provide empirical support for the conceptual framework developed in the study.

A further implication concerns the differentiation of metacognitive engagement into goals, actions and experiences. This distinction provides a more detailed perspective than treating writing strategies as a single, undifferentiated construct. Metacognitive goals capture planning and goal-oriented processes, metacognitive actions encompass effort regulation and cognitive strategies during writing, while metacognitive experiences reflect social and affective engagement. The findings demonstrate that writing motivation was significantly

associated with all three dimensions, supporting the usefulness of this differentiated conceptualisation for examining L2 writing behaviour.

Pedagogical Implications

The findings suggest that writing instruction should address motivational beliefs and metacognitive engagement together rather than treating them as separate aspects of writing development. Since students demonstrated positive writing motivation but reported comparatively lower engagement in some planning and revision behaviours, teachers may need to provide explicit support for translating positive motivational beliefs into systematic writing processes. Pre-writing activities that require students to identify the purpose of a task, establish specific writing goals and organise their ideas may help strengthen metacognitive goal setting.

The findings also highlight the value of explicit instruction in metacognitive actions. Teachers should not assume that students will automatically develop effective writing strategies through repeated exposure to writing tasks. Instead, teachers can model processes such as brainstorming, planning, monitoring, revising and evaluating writing. Attention should also be given to effort regulation by encouraging students to persist when writing becomes difficult and to view writing difficulties as part of the writing process rather than as evidence of inability.

The findings concerning metacognitive experiences further suggest the importance of a supportive writing environment. Students reported using peers as a source of assistance when experiencing writing difficulties and using affective strategies to manage fear of making mistakes. Writing instruction can therefore incorporate collaborative brainstorming, peer discussion, peer feedback and opportunities to seek assistance. Teachers may also create classroom environments in which mistakes are treated as a normal part of writing development, thereby supporting students' confidence and willingness to continue writing.

Finally, the distinction between the perceived importance of writing and its perceived interest has pedagogical significance. Although students generally recognised that writing was important and useful, writing was comparatively less strongly perceived as interesting. Teachers may therefore consider designing writing tasks that are meaningful, relevant and connected to students' academic disciplines and real-world communication needs. Providing authentic purposes for writing may help students recognise not only why writing is important but also why engaging with writing can be personally and academically meaningful.

Suggestions for Future Research

Several directions for future research emerge from the findings and limitations of the present study. First, future studies should involve larger and more balanced samples across faculties and institutions. The present study used a convenience sample of 116 students, and the distribution across faculty groups was uneven, with Business students representing the largest proportion of the sample and Electrical students representing the smallest. Larger and more balanced samples would strengthen the statistical power of group comparisons and provide greater confidence in interpreting possible disciplinary differences.

Future research could also involve participants from multiple universities or higher education institutions. Such studies would allow comparisons across institutional and educational contexts and would improve the generalisability of findings beyond the population represented in the present study. Differences in curriculum, writing instruction, academic expectations and institutional support may influence both students' motivational beliefs and their metacognitive engagement.

Second, future researchers could adopt mixed-methods approaches to complement questionnaire data. The present study relied on self-reported responses, which provide useful information about students' perceptions but may not always correspond directly to their actual writing behaviour. Interviews, writing journals, classroom observations, writing process records and think-aloud protocols could provide more detailed evidence of how students plan, monitor, regulate and evaluate their writing. Combining quantitative and qualitative data would therefore provide a more comprehensive understanding of the relationship between motivational beliefs and metacognitive engagement.

Third, longitudinal research would be valuable for examining how writing motivation and metacognitive engagement develop over time. Because the present study employed a cross-sectional design, it provides a snapshot of students' perceptions at a particular point in time. Following students across a semester or academic year could reveal whether changes in writing experience, instructional practices or academic demands are accompanied by changes in motivation and metacognitive engagement.

Future studies should also examine writing motivation and metacognitive engagement in relation to actual writing performance. The present study did not directly assess the quality or achievement of students' writing. Consequently, although strong relationships were found between motivation and metacognitive engagement, it remains unclear whether these relationships are reflected in measurable differences in writing quality. Including writing samples, performance assessments or externally rated writing tasks would allow researchers to examine whether students who report stronger motivation and metacognitive engagement also demonstrate stronger writing performance.

In short, intervention studies could provide stronger evidence regarding the potential instructional relationship between motivation and metacognitive engagement. Future research could examine whether explicit metacognitive strategy instruction, combined with motivational support, improves students' writing engagement, metacognitive regulation and writing performance. Such studies would extend the correlational findings of the present research by investigating how targeted instructional practices may influence the development of students' writing motivation and metacognitive engagement.

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APPENDIX

Writing Motivation and Writing Strategies

SECT	VARIABLE	CONSTRUCTS	No of Items Indicators	Tot
B	Writing Motivation (Zhang,et.al. , 2014)	Self-Efficacy	5	9
		Task value scale	4	
C	Writing Strategies (Raoofi,et.al., 2017)	Metacognitive	7	24
		Effort Regulation	4	
		Cognitive	6	
		Social	4	
		Affective	3	
		Total		34

SECTION B- WRITING MOTIVATION (Zhang,et.al, 2014)

Self-Efficacy (SE)

ITEM	1	2	3	4	5
SEQ1I am sure I can learn the skills taught in WRITING class well.					
SEQ2I can do the hardest work in my WRITING class if I try.					
SEQ3I can do almost all the work in WRITING class if I do not give up.					
SEQ4 If I have enough time, I can do a good job in all my WRITING work.					
SEQ5 Even if the work in WRITING is hard, I can learn it					

Task Value scale (TV)

ITEM	1	2	3	4	5
TVQ1 I think learning WRITING is important.					
TVQ2 I find WRITING interesting.					
TVQ3 What I learn in WRITING is useful.					
TVQ4 Compared to other subjects, WRITING is useful.					

SECTION C- Writing Strategies

Metacognitive (MWS)

ITEM	1	2	3	4	5
MWSQ1 I organize my ideas prior to writing.					
MWSQ 2I check my spelling.					
MWSQ 3I check my writing to make sure it is grammatically correct.					
MWSQ 4I evaluate and re-evaluate the ideas in my essay.					
MWSQ 5I monitor and evaluate my progress in writing.					
MWSQ6 I go through the planning stages in my writing.					
MWSQ7I go through the revising and editing stages in my writing.					

Effort Regulation (ERS)

ITEM	1	2	3	4	5
ERSQ 1I write a lot to develop my writing skills.					
ERSQ 2I often work hard to do well in my writing even if I don't like English writing tasks.					
ERSQ 3Even if the writing activities are difficult, I don't give up but try to engage in them.					
ERSQ 4I concentrate as hard as I can when doing a writing task.					

Cognitive (CWS)

ITEM	1	2	3	4	5
CWSQ1 I use memorized grammatical elements such as singular and plural forms, verb tenses, prefixes and suffixes, etc, in my writing					
CWSQ 2I put newly memorized vocabulary in my sentences.					
CWSQ 3In order to generate ideas for my writing, I usually engage myself in brainstorming.					
CWSQ 4I use different words that have the same meaning.					
CWSQ 5I use my experiences and knowledge in my writing.					
CWSQ 6I try to use effective linking words to ensure clear and logical relationship between sentences or paragraphs					

Social (SWS)

ITEM	1	2	3	4	5
SWSQ1 In order to generate ideas for my writing, I usually discuss the writing topic with a friend or classmate.					
SWSQ 2After revising and editing my essay thoroughly, I ask a friend or my classmate to read and comment on it.					
SWSQ 3I try to identify friends or classmates whom I can ask for help in my writing.					
SWSQ 4When I have trouble writing my essay, I try to do it with my classmates or friends.					

Affective (AWS)

ITEM	1	2	3	4	5
AWSQ1I try to write an essay in class with confidence and ease.					
AWSQ2I try to relax whenever I feel afraid of writing.					
AWSQ3I encourage myself to write even when I am afraid of making mistakes					