

MOTIVATIONAL PATTERNS AND ACHIEVEMENT IN EFL WRITING COURSES: AN INVESTIGATION FROM SELF-DETERMINATION THEORY PERSPECTIVE*

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ÖZET

Yabancı Dil Olarak İngilizce Yazma Derslerinde Motivasyon Türleri Ve Yazma Başarısı: Öz-Belirleme Kuramı Bakış Açısına Göre Bir İnceleme

Bu çalışmada, İngilizce 'yi yabancı dil olarak öğrenen öğrencilerin İngilizce yazma derslerindeki motivasyon türlerinin tespit edilmesi ve bu motivasyon türleri ile yazma derslerindeki başarı düzeyleri arasındaki ilişkinin öz-belirleme kuramı bakış açısına göre incelenmesi amaçlanmıştır.

Elde edilen verilerin analizi sonucunda, katılımcıların içsel ve öz-belirleme düzeyi daha yüksek dışsal motivasyonlarının onların motivasyonsuzluk ve öz-belirleme düzeyi daha düşük motivasyonlarından oldukça yüksek olduğu tespit edilmiştir. Ayrıca, katılımcıların motivasyon türleri ile yazmadaki başarıları arasında önemli bir ilişkinin olduğu tespit edilmiştir. Öğrencilerin motivasyonsuzluk ve öz-belirleme düzeyi daha düşük motivasyonları ile yazma başarıları arasında kayda değer olumsuz bir korelasyon bulunurken öz-belirleme seviyesi daha yüksek dışsal ve içsel motivasyon türleri ile yazma başarıları arasında olumlu korelasyon tespit edilmiştir.

Çalışma sonucunda, öz-belirleme düzeyi yüksek motivasyon türlerinin yazma derslerindeki başarı üzerinde diğer motivasyon türlerine göre çok daha etkili olduğu ve daha olumlu etkiye sahip olduğu sonucuna ulaşılmıştır. Bu sonuç doğrultusunda, içsel ya da öz-belirleme düzeyi yüksek motivasyon türlerinin geliştirilmesine yönelik öğretim etkinliklerinin öğrencilerin İngilizce yazma derslerindeki başarı düzeylerine büyük katkı sağlayacağı ifade edilebilir.

* The data of this study was drawn from the PhD thesis, "A Self-Determination Approach to Teaching Writing in Pre-Service EFL Teacher Education".

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Anahtar Sözcükler: Öz-Belirleme Kuramı, Motivasyon Türleri, Yabancı Dil Olarak İngilizce'de Yazma, İçsel Motivasyon, Dışsal Motivasyon, Motivasyonsuzluk

ABSTRACT

In this study, it was aimed to identify the motivational patterns of EFL students in writing classes and to investigate the relationship between these motivational patterns and their achievement levels in writing classes.

According to the results obtained from the analysis of the data, it was found that participants' intrinsic and more self-determined motivation levels were higher than their amotivation and less self-determined motivation levels. In addition, a significant relationship was diagnosed between the motivational types and achievement levels of the participants. Significant positive correlations were determined between their more self-determined motivations and writing achievement whereas negative correlations were found between their amotivation and writing achievement.

It was concluded that more self-determined motivation types, compared to other types, are much more effective and have more positive effects on the achievement in writing classes. Based on this conclusion, it can be suggested that the practices enhancing the intrinsic and more self-determined motivation types will make great contributions to students' achievement in EFL writing classes.

Key words: Self-Determination Theory, Motivation Patterns, EFL Writing, Intrinsic Motivation, Extrinsic Motivation, Amotivation

1. Introduction

Over the last forty years, motivation has been one of the major concerns of L2 researchers (Brown, 1987). It has been considered as the primary impetus to initiate language learning without which abilities of students, appropriate curricula and effective teaching on their own do not ensure students' achievement in language learning (Gass & Selinker, 2001; Dörnyei, 2005, p. 65). During this 40-year period, L2 motivation has been researched and defined in different ways and some different motivation models have been proposed. However, in the first thirty years of this period, it was Gardner and Lambert who mostly directed the studies on L2 motivation. They formulated a socio-educational model (1972) to define the effects of motivation on language learning and investigated L2 motivation in two basic

types, instrumental and integrative motivation (Brown, 1987, p.114; Dörnyei, 2003). In their motivation model, they emphasized the importance of the socio-psychological factors in L2 acquisition (Mori, 2002). They tried to prove the superiority of *integrative motivation*, learning a language by the wishes to integrate oneself into the culture of the community in which it is being spoken, to identify oneself with and become a part of that community, to *instrumental motivation*, learning a language as a means for attaining instrumental goals (e.g., finding a good job). In their further studies, they focused on, in particular, the integrative aspects of motivation (e.g., Gardner, 1985, 2001; Lambert, 1974) and reported results supporting the effectiveness of integrative motivation in L2 learning. These two researchers maintained their influences on L2 motivation area until the end of 1990s (Dörnyei, 2001; 2003).

Towards the end of 1990s, different models of motivation such as expectancy-value theory, self-efficacy theory, self-determination theory, attribution theory, goal-setting theory, etc. were proposed as alternative to theirs. These models were formulated by the intentions to investigate L2 motivation in a way that would allow a deeper and broader understanding of it (Mori, 2002; Noels, 2001).

One of the most influential motivation models adapted to L2 motivation investigation in the last decade was self-determination theory. This theory was formulated by Deci and Ryan (1985a) as a model of motivation, personality and optimal functioning. In self-determination theory, Deci and Ryan propose that people have an innate tendency for personal growth, psychological development, mastering challenges in the environment, and integrating experience into self-concept (1985a). According to this theory, there are three universal and innate basic psychological needs which should be nurtured for individuals' personal development, well-being, and integration to their environment (Ryan & Deci, 2000b). They are needs for competence, autonomy, and relatedness. *Autonomy* is the strivings of people to be the origin of their behaviours or to have a right in determining them; *competence* refers to people's strivings to experience efficacy and to understand the instrumentalities leading to desired outcomes and to be able to affect these instrumentalities; and, *relatedness* involves people's desires to relate to or care for others and to feel a satisfying and coherent involvement with the social environment (Deci & Ryan, 1991, p. 243).

This theory also proposes three basic constructs of motivation: intrinsic motivation, extrinsic motivation and amotivation. It investigates them with their sub-types. They will be briefly introduced below.

One of the basic types of motivation proposed by self-determination theory is *extrinsic motivation*. People who have extrinsic motivation engage in activities for some outcomes separate from these activities rather than for the enjoyment of them. Extrinsic motivation is analyzed in four different categories. They are external regulation, introjected regulation, identified regulation, and integrated regulation (Ryan & Deci, 2000a).

External regulation is the most controlled form of extrinsic motivation. Reasons of externally regulated behaviours are completely separate from them. Externally regulated people do activities because of external sources such as getting a reward or avoiding a punishment. *Introjected regulation* is a degree more self-determined type of extrinsic motivation than external regulation. The reasons of behaviours based on introjected regulation are to avoid shame and guilt or to attain esteem and self-worth. *Identified regulation* is a more self-determined type of extrinsic motivation. In this type of motivation, people do activities since they find them personally valuable, important, and useful. *Integrated regulation* is the least controlled type of extrinsic motivation. It is related to choiceful behaviours fully assimilated with individuals' other values, needs and identity (Dörnyei, 2001, p.28).

Intrinsic Motivation: Intrinsic motivation refers to engaging in activities for their own sakes and for the satisfaction from participation in them (Pelletier, Tuson, Green-Demers, Noels & Beaton, 1998). Intrinsically motivated behaviours are performed for the fun or challenge inherent in them rather than because of external pressures or rewards (Ryan and Deci, 2000a). This type of motivation is divided into three categories; intrinsic motivation to know, intrinsic motivation to accomplish and intrinsic motivation to experience stimulation. *Intrinsic motivation to know* refers to doing an activity for the pleasure concerning the development of knowledge and new ideas. *Intrinsic motivation to accomplish* refers to attempting to realize a goal or master a task. *Intrinsic motivation to experience stimulation* is related to engagement in an activity for the enjoyment, fun, or excitement associated with it (Vallerand, Pelletier, Blais, Briere, Senécal & Vallieres, 1992).

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Amotivation: Amotivation is the lack or absence of motivation. Amotivated people do not see any relationships between the behaviours they do and their outcomes (Ratelle et al., 2007).

Self-determination theory and the constructs of it have been extended to many different areas such as *human behaviours* (e.g., Knee & Zuckerman, 1998), *health* (e.g., Vansteenkiste, Soenens & Vandereycken, 2005), *parenting* (e.g., Deci, Driver, Hotchkiss, Robbins & Wilson, 1993), *work* (e.g., Gagné & Deci, 2005), *sports* (e.g., Ntoumanis, 2001) and *exercises* (e.g., Ryan, Frederick, Lipes, Rubio & Sheldon, 1997), *daily well-being* (e.g., Sheldon, Ryan & Reis, 1996), etc. There have been numerous studies related to self-determination theory in educational area as well (e.g., Anderman & Leake, 2005; Assor, Kaplan & Roth, 2002; Black & Deci, 2000; Deci, Koestner & Ryan, 1999; Deci, Koestner & Ryan, 2001; Flink, Boggiano & Barrett, 1990; Grolnick & Ryan, 1989; Reeve, 2006).

These studies have reported results showing that intrinsic motivation resulted in better outcomes. Some factors enhancing or undermining this type of motivation and, accordingly, positive outcomes have been determined as well. Whereas provision of choices (Zuckerman, Porac, Lathin, Smith & Deci, 1978), designing tasks that will make individuals feel competent in the activity they are performing, and giving positive feedback were proven to be the factors increasing intrinsic motivation of people, use of expected rewards, threats of punishment, deadlines, imposed goals, surveillance and competition were identified as the components of controlling contexts and referred to as the factors that decreased intrinsic motivation of people or led them to get amotivated (Deci, Betley, Kahle, Abrams & Porac, 1981; Deci & Ryan, 1985b).

As mentioned above, in particular, in the last decade, this theory has been adapted to the investigation of L2 motivation as well. Especially, Noels and some of her colleagues, Clément, Pelletier and Vallerand made several attempts (Noels, 1997; 2001a; 2001b; Noels, Clément & Pelletier, 1999; Noels, Clément & Pelletier, 2001; Vallerand, 2000) to study L2 motivation from the perspective of self-determination theory. They attained similar results, too. They emphasized the importance and effectiveness of intrinsic or less-controlled motivation types. In addition, they revealed that there were associations between different types of motivations and social contexts and educational practices (Yeşilyurt, 2008a; 2008b). They also highlighted the factors that should be taken into consideration in order to

create atmospheres that would enhance motivation, especially the autonomous types, engagement, and performance of students in L2 classrooms. Some of such factors were reported to be the nutrition of the basic needs, competence, autonomy, and relatedness, of the participants; provision of choices, the right to express ideas, informative feedback; maintenance of an effective interaction between the instructor and students; avoiding using expected rewards, time limitations, pressure on students; etc.

This study was designed as an attempt to adapt self-determination theory to the investigation of EFL writing motivation by the thought that it would allow a deeper understanding of motivation in such a complex and difficult activity. Since writing is one of the most difficult, for some, the most difficult one, and effort demanding L2 skills (Celce-Murcia, 2001; Hinkel, 2006; Scott & Ytreberg, 1990), development of motivation in students in writing classes is interpreted to be a very problematic issue for both L2 writing theorists and instructors (Graham et al., 2005). Therefore, the factors that would enhance the motivation and achievement levels of students in writing classes should carefully be identified and developed. The extension of self-determination theory to L2 writing motivation would help us explore these factors and develop teaching practices that will be more effective in writing instruction.

2. METHODOLOGY

This study is a descriptive research which aimed to discover the motivational profiles and the relationship between these motivational profiles and achievement levels of English language department students in EFL writing classes from a self-determination theory perspective. The data of this study was collected from 129 English Language and Literature first year students of the Faculty of Arts and Humanity of Atatürk University in the second semester of the 2007-2008 Academic Year. A writing motivation scale given to the participants in the form of a 5-point Likert scale questionnaire was used as the data collection instrument of the study.

2.1. Limitations of the Study

There are some limitations of the study. The study is limited to 129 English Language and Literature first year students. This may be regarded to be a disadvantage in terms of the generalization of the results. Another limitation of the

study is that the data were only quantitative in nature. In further studies, data collection can be realized with larger groups of participants and by different research designs. This study, however, can be regarded very significant in that it is one of the first attempts to investigate EFL writing motivation in Turkey on the basis of the motivation model proposed by self-determination theory and that it may provide some useful clues for developing instructional practices to enhance student motivation and academic performance specifically in EFL writing classes and the overall language learning process.

2.2. Participants

The participants of this study consist of 129 (F= 109; M= 20) English Language and Literature day-time and evening first year students who were taking writing courses at the time of the data collection procedure. These students were selected as the participants since, among the groups in the English Language and Literature and English Language Teaching departments who were given writing courses, the first year students from the English Language and Literature Department were the most homogenous ones in terms of their writing instructor, the writing activities carried out, the number of the students, etc. that might be regarded as the external factors that would affect their achievement levels or writing grades. In Table 1, the distribution of the participants according to their groups and genders are given.

Table 1. Distribution of the participants according to day-time/evening classes and genders

Day-time/Evening Classes	Day-time		Evening	
Gender	F	M	F	M
	56	13	53	7
	69		60	
Total	129			

As seen in Table 1, most (84%) of the participants were female. On the other hand, there was no great difference between the numbers of the participants from day-time and evening classes. As mentioned above, the participants were also asked to write down their ages. Their ages were between 17 and 22. But most (60%) of them were either 19 or 20 years old.

2.3. Instrument

In this study, the data were collected through a writing motivation scale with a background information section including the questions interrogating the ages, genders, day-time/evening classes, and writing grades of the participants. This instrument will be described below.

The Writing Motivation Scale: This instrument was used to determine the motivation types of the participants from the perspective of self-determination theory. Since there was no scale directly aiming to measure motivation profiles in writing courses from a self-determination theory perspective, in the formation of the scale, the ones used in other areas of L2 research (Noels, Pelletier, Clément & Vallerand, 2000; Vandergrift, 2005) or completely different disciplines (Baldwin & Caldwell, 2003) and those given on the webpage of Self-Determination Theory: An Approach to Human Motivation and Personality in the website of University of Rochester (http://www.psych.rochester.edu/SDT/measures/selfreg_acad.html) with references to Ryan and Connell (1989) (the original SRQ-A version), Deci, Hodges, Pierson & Tomassone, (1992), Black and Deci (2000), Williams and Deci (1996) and Vallerand et al. (1992) were adapted to both the focus and context of this study after permissions were taken from the researchers who had designed or used them before (Yeşilyurt, 2008a). In this way, a measure of intrinsic motivation, extrinsic motivation and amotivation for EFL writing classes was designed.

The Writing Motivation Scale consisted of 33 items falling into three basic and six sub-dimensions. By this instrument, the amotivation, extrinsic motivation (external regulation, introjected regulation, and identified regulation) and intrinsic motivation (knowledge, accomplishment, and stimulation) of the participants were measured.

Among the items, the 1st, 8th, 15th, 22nd, 27th and 32nd ones were related to amotivation; the 2nd, 9th, 16th, 23rd, 28th and 33rd to external regulation dimension of extrinsic motivation; the 3rd, 10th, 17th, 24th and 29th to introjected regulation dimension of extrinsic motivation; the 4th, 11th, 18th, 25th and 30th to identified regulation dimension of extrinsic motivation; the 5th, 12th and 19th to knowledge dimension of intrinsic motivation; the 6th, 13th, 20th and 26th to accomplishment dimension of intrinsic motivation; and the 7th, 14th, 21st and 31st to stimulation dimension of intrinsic motivation. Integrated regulation, the most self-determined type of extrinsic motivation, was not measured in this study since previous research

showed that the participants could not make distinctions between it and identified regulation (e.g., Noels et al., 1999; Noels et al., 2000; Noels, 2001b; Vandergrift, 2005).

The reliability of the scale had been measured during the data collection procedure of the PhD thesis of the researcher. Therefore, it was thought that there was no need to measure it again in this study. The reliability coefficient had been found to be 0.80 in the reliability analysis through the 1600 version of SPSS.

The writing grades of the participants composed the other important part of the data of the study. These data were collected by a question in the background information section of the scale asking the participants to write down their last writing grades and the lists of these grades obtained from their department. These grades were the average of the scores they took from the writing examinations (Visa 1, Visa 2 and Final Examination) in the first semester of the 2007-2008 Academic Year.

3. The Analysis of the Data

In this section, firstly the participants' writing grades and their scores from the subscales of the Writing Motivation Scale will be described. Then, the relationships between these writing grades and subscales of the Writing Motivation Scale will be given. In Table 2, the minimum and maximum scores, means and standard deviations for writing grades, extrinsic motivation, intrinsic motivation, amotivation and their subscales are illustrated.

Table 2. Minimum/maximum scores, means and standard deviations for writing grades, extrinsic motivation, intrinsic motivation, amotivation and their subscales

Subscales	N	Min.	Max.	Mean	S. D.
Writing Grade	129	39,00	74,00	59,97	5,74
Amotivation	129	1,00	4,33	2,03	0,62
Extrinsic Motivation	129	2,25	4,69	3,12	0,51
External Regulation	129	1,17	4,33	2,62	0,65
Introjected Regulation	129	2,20	5,00	3,25	0,60
Identified Regulation	129	1,80	4,80	3,60	0,58
Intrinsic Motivation	129	1,55	5,00	3,61	0,78
Intrinsic Motivation-Knowledge	129	1,67	5,00	3,70	0,83
Intrinsic Motivation-Accomplishment	129	1,75	5,00	3,74	0,76
Intrinsic Motivation-Stimulation	129	1,00	5,00	3,41	0,94
Valid N	129				

As can be drawn from the table, the mean of the writing grades of the participants is nearly 60. This may be considered as a moderate level of achievement of the participants in writing courses. The Independent-Samples T Test analyses showed that their writing grades did not vary according to the genders and day-time/evening classes. Below, the correlations between the levels of achievement of the participants in writing classes and their motivation types will be analyzed. Table 3 shows the intercorrelations between the writing grades (as a representation of the levels of achievement) and different motivation types and their sub-categories.

Table 3. Intercorrelations between the writing grades and motivation patterns of the participants

	1	2	3	4	5	6	7	8	9	10
1. Wr.Grade	1									
2. Amotivation	-,39**	1								
3. EM	,10	-,17	1							
4. Ext.R.	-,11	,21*	,81**	1						
5. Int. R.	,17	-,27**	,91**	,60**	1					
6. Id. R.	,24**	-,48**	,76**	,30**	,71**	1				
7. IM	,36**	-,73**	,46**	,02	,53**	,71**	1			
8. IM-Know.	,26**	-,63**	,45**	,05	,51**	,65**	,90**	1		
9. IM-Acc.	,36**	-,66**	,46**	,04	,51**	,71**	,91**	,73**	1	
10. IM-Stim.	,36**	-,72**	,39**	-,01	,45**	,62**	,95**	,78**	,78**	1

** Correlation is significant at the 0.01 level

* Correlation is significant at the 0.05 level

Note: Wr.: Writing, EM: Extrinsic motivation, Ext.R: External regulation, Int.R. Introjected regulation, Id.R: Identified Regulation, IM: Intrinsic Motivation, IM-Know.: Intrinsic Motivation for Knowledge, IM-Acc.: Intrinsic Motivation for Accomplishment, IM-Stim.: Intrinsic Motivation for Stimulation.

Although the inter-correlations among the different motivation types are also illustrated in the table, only the correlation of the writing grades with the motivation subcategories will be analyzed. The values in bold in the first column show the correlations between writing grades and motivation types of the participants.

As can be inferred from Table 3, there is a very significant negative correlation between the writing grades and amotivation levels of the participants. This means that lack of motivation undermines EFL students' achievement in writing courses. In other words, amotivation, as expected, is a strong predictor of failure in writing classes.

No significant correlation was found between the levels of extrinsic motivation, its sub-categories, external regulation and introjected regulation and writing grades of the participants. Nevertheless it can be said that, although they were not at significant levels, the relationship between extrinsic motivation, introjected regulation and writing grades was positive whereas the one between external regulation and writing grades was negative. It is possible to state that external regulation is also a predictor of low achievement in writing classes.

The third type of extrinsic motivation, most autonomous or most self-determined type of extrinsic motivations studied in this study, identified regulation has a significant and strong correlation with the writing grades. Among the three, it is the only one having associations with high level of achievement in EFL writing.

According to the figures given in Table 3, it can be understood that intrinsic motivation in general and its sub-types intrinsic motivation for knowledge, intrinsic motivation for accomplishment and intrinsic motivation for stimulation all have very significant positive correlations with writing grades of the participants. There is great difference between intrinsic motivation and extrinsic motivation (except for identified regulation) types in terms of their positive relationship with writing achievement levels. Intrinsic motivation types may be regarded to be antecedents of higher levels of achievement in EFL writing. These findings are similar to those obtained in the previous studies in both different areas of research and L2 learning (e.g., Assor et al., 2002; Black & Deci, 2000; Deci et al., 1999; Noels, 2001b; Vandergrift, 2005; Yeşilyurt, 2008a, 2008b).

4. Results and Implications

The findings of this study showed that intrinsic motivation types, in other terms, less controlled, or more self-determined, types of motivation, are more effective than less autonomous motivation types. Depending on these findings, it can be claimed that the writing instruction in EFL classrooms should be designed in a way that will reinforce students' more autonomous motivations. The following suggestions based on some previous studies will probably be useful for this purpose.

First of all, an autonomy-supportive learning atmosphere should be created. Reeve (2006; 228) conveys various benefits of autonomy-supportive environments such as greater perceived competence, higher mastery motivation, enhanced creativity, a preference for optimal challenge over easy success, increased

conceptual understanding, active and deeper processing, greater engagement, positive emotionality, higher intrinsic motivation, enhanced well-being, better academic performances, and better academic persistence with references to the previous research. Reeve also presents some approaches characterizing the practices required in creating autonomy supportive learning environments (p. 229). He explains these approaches under four headings. They are (1) *nurturing inner motivational resources*, (2) *relying on noncontrolling informational language*, (3) *communicating value and providing rationale*, (4) *and acknowledging and accepting students' expressions of negative affect* (pp. 29-30).

Similarly, Assor and Kaplan (2001) proposes three groups of autonomy-enhancing teacher behaviours: (1) *Fostering understanding and interest*, (2) *allowing criticism and encouraging independent thinking*, and (3) *providing choice*. This study, besides these autonomy-supportive behaviours, lists three types of autonomy suppressive behaviours as well: (1) *Forcing meaningless and uninteresting activities*, (2) *suppressing criticism and independent opinions*, and (3) *intrusiveness- intervening in ongoing behavioural sequences* (p. 107). These are the suggestions of researchers studied in the fields of research different from L2 writing. In L2 writing, some similar solutions for enhancing self-determined motivation and, accordingly, better academic performances are suggested as well. In their study on writing motivation, Bruning and Horn (2000) propose four main clusters of activities to be administered by the writing teacher: (1) *Nurturing functional beliefs about writing*, (2) *Fostering engagement using authentic writing tasks*, (3) *Providing a supportive context for writing*, and (4) *Creating a positive emotional environment* (p. 25).

Yeşilyurt (2008a) also proposes some practices for the facilitation of intrinsic motivation depending on the student views and some previous motivation research (e.g., Bremer, Kachgal & Schoeller, 2003; Bruning & Horn, 2000; Kilpatrick, Herbert, & Jacobsen, 2002; Noels et al., 1999; Noels et al., 2000)

- Instructors' communicative styles with their students should be encouraging, friendly, supporting and guiding; in other words, they should create a positive emotional environment.
- They should promote choice making about the topics, time, etc. of the writing activities.

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- They should help students develop their problem solving and exploratory skills and abilities to set goals and make plans.
- They should support students also with examples, directions, and enough informative feedback.
- The topics of the writing activities should be consistent with the interest and knowledge level of the students.
- Writing should be used for the communication of thoughts and feelings rather than only as a test of vocabulary and grammar knowledge of students.
- Instructors should try to make students understand the value of writing and like it by nurturing their beliefs about the functions of writing.
- Writing activities (both classroom tasks and assignments) should be optimally challenging.
- Students' engagement in writing activities should be fostered through authentic writing goals and contexts.
- Limitations and pressures such as deadlines and focus on accuracy should be avoided (Yeşilyurt, 2008a, 141-142).

It would not be wrong to state that the practices suggested above would be helpful in both developing students' motivation and, accordingly, academic performances in EFL writing classes. They would also contribute to the overall L2 acquisition.

As a conclusion, it can be claimed that adaptation of self-determination theory to the field of L2 writing motivation may provide a deeper understanding of the problematic aspects of it. This would facilitate the persistence, engagement and success of the learning process. Future research to be conducted with different participants and research designs in different contexts would allow us to test and extend the results of this study to motivation research in other domains of L2 learning and provide more comprehensive findings.

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APPENDIX

WRITING MOTIVATION SCALE

1. I feel I am incapable of succeeding in writing in English.
2. Because I want to show others how good I am at writing in English.
3. Because it is absolutely necessary to do writing activities if one wants to be successful in language learning.
4. Because it is a good way to gain lots of skills which could be useful to me in other areas of language learning and my life.
5. Because I experience a great pleasure while discovering new techniques of expression of ideas and feelings through writing.
6. Because I think carrying out hard writing tasks will improve my performance.
7. Because I like writing in English.
8. I do not care the writing activities and assignments much.
9. Because I know I will get in trouble if I do not.
10. Because I want the teacher to think I am a good student.
11. Because I want to get better at writing or, at least, keep my current skill level.
12. Because I get a satisfaction in finding out new things.
13. Because I have a pleasure while I am perfecting my abilities in second language writing.
14. Because it makes me happy.
15. Doing writing activities is not interesting for me.
16. Because I am supposed to do them by my parents, teacher, friends, etc.

17. Because I want to impress the other students in the class.
18. Because it is a good way to maintain good relationships with my classmates.
19. Because I have an excitement in knowing more about the second language writing.
20. Because I feel a lot of personal satisfaction when I master difficult writing activities.
21. Because I think it is interesting.
22. I do not want to write English, because I don't think I will go anywhere in it.
23. Because that is the rule.
24. Because I will feel bad about myself if I do not try and do well in writing classes.
25. Because I want to find out how good I am at writing.
26. Because I feel good when I do better than I thought in writing English.
27. I do not know why I do writing activities.
28. Because I want the teacher to say nice things about me.
29. Because I will feel proud of myself if I do well.
30. Because it is important to me to try to do well in classes.
31. Because I feel a great excitement when I am involved in writing.
32. I have the impression that I am wasting my time and effort in writing.
33. Because I might get a reward if I do well (high grades).

(Yesilyurt, 2008a, 170-171)