



Interrelations Among Tertiary EFL Students' Foreign Language Writing Motivation, Anxiety, and Achievement

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ABSTRACT

Writing in a second/foreign (L2) language imposes great demands on a writer due to the cognitive and social complexities it involves. In addition, such psychological variables as motivation and anxiety are highly likely to be related to success in L2 writing. So far, however, L2 writing has seldom been studied in relation to motivation and anxiety. Therefore, the current research investigated relations among achievement in L2 writing, anxiety, and such motivational constructs as self-efficacy, affect, beliefs, and goals for writing. A battery of questionnaires was administered to first-year English-major students at a state university in Turkey. Results indicated that success in L2 writing relates to higher confidence, decreased anxiety, positive feelings towards writing, and the desire to master L2 writing. Furthermore, the majority of the motivational factors and anxiety demonstrated significant intercorrelations ranging from a small to a high level. These findings yielded significant insights into the relations among success in L2 writing, writing motivation, and anxiety, which can be used to improve the quality of writing practices and pedagogical decisions.

Keywords: L2 writing anxiety, L2 writing motivation, L2 writing achievement, L2 self-efficacy, L2 beliefs

INTRODUCTION

Being able to write in a second/foreign (L2) language is an essential ability to have in the current global environment where people interact for a myriad of reasons. Specifically, enjoying the status of being a Lingua Franca, English is a means of communication in many parts of the world, and writing is a channel through which people carry out numerous tasks in English. Therefore, language learners are expected to reach high standards while writing in English. A clear understanding of L2 writing ability and the factors associated with it is required to help language learners achieve these standards in writing.

Weigle (2014) considers L2 writing ability both a cognitive ability and a sociocultural phenomenon. As a cognitive ability, L2 writing requires the skills of writing and proficiency in the L2. As a sociocultural phenomenon, writing should be practiced by taking its context, purpose, and audience into account. The writer, who might be disadvantaged due to their limited L2 proficiency, should be able to develop ideas, turn these ideas into sentences, and edit their work to improve the final product. Likewise, Brown (2007, p. 391) remarks that "Written products are often the result of thinking, drafting, and revising procedures that require

specialized skills, skills that not every speaker develops naturally.” In addition to these skills, the writer needs to contemplate the audience and their background knowledge, the social and cultural context (Weigle, 2008), and for which purposes to write. These dimensions indicate that writing in an L2 is challenging and imposes greater demands on a writer.

Along with challenges associated with cognitive and sociocultural aspects, success in L2 writing can be hinged upon psychological learner differences. These involve, but not limited to motivation, self-confidence, personality traits, anxiety, and aptitude. Specifically, motivation and anxiety have been reported to contribute to success in learning an L2 (Dörnyei, 2005). In this sense, the related literature presents a rich body of research on L2 motivation, achievement, and anxiety. However, much less is known about achievement in L2 writing in relation to these variables. Therefore, to address this gap, the following research question guided the present study: What are the relations between L2 writing anxiety, L2 writing motivation, and achievement in L2 writing?

LITERATURE REVIEW

Motivation

It has been widely accepted that writing is a difficult task that requires high motivation (MacArthur et al., 2015). When the dynamics of the writing process are considered, many people, even proficient writers, might have trouble in finding the motivation they need to write (MacArthur et al., 2016). Ling et al. (2021) state that writing motivation plays an important role in the development of writing skills and people with high motivation to write are more likely to perform better.

Although motivation was not a part of the early cognitive models of writing, researchers have shown an increased interest on motivation and multiple theoretical constructs that characterize motivation in recent years (MacArthur et al., 2016). In order to better understand writing motivation, it is important to properly measure these theoretical constructs. Researchers attempted to develop some sets of motivation scales to measure the subconstructs that characterize writing motivation. These subconstructs consist of self-efficacy, writing beliefs, goal-orientation, and affect.

Self-efficacy

Writing self-efficacy, which has been recognized as a crucial motivational factor, is defined as “the belief in one’s ability to write” by Martinez et al. (2011, p. 352). As MacArthur et al. (2016) state, self-efficacy is the main topic of focus on a number of writing motivation studies. While some studies have found a single factor for self-efficacy (MacArthur et al., 2016), some have identified different factors within writing self-efficacy. According to Bruning et al. (2013), there are three sub-dimensions of writing self-efficacy, which are self-efficacy for ideation, self-efficacy for conventions and self-efficacy for self-regulation. They use the term “self-efficacy for ideation” to refer to beliefs in the ability to generate ideas. While “self-efficacy for conventions” means complying with generally accepted standards while expressing oneself in writing, “self-efficacy for self-regulation” is associated with being able to control oneself successfully while writing.

A considerable amount of literature has been published on writing self-efficacy and these studies suggest that exploring students' writing self-efficacy judgments can provide helpful insight into boosting their writing performance and improving writing instruction (Bruning & Kauffman, 2016). Furthermore, Wright et al. (2019) assert that individuals with

high self-efficacy in writing approach the writing process more positively and believe that they can become successful writers.

There are a number of studies addressing the relationships between writing self-efficacy and other writing-related variables, including writing achievement (e.g. Chea & Schumow, 2017; Pajares, 2003; Sun et al, 2021) and writing anxiety (e.g. Erkan & Saban, 2011; Ho, 2016; Kirmizi & Kirmizi, 2015; Woodrow, 2011). Research evidence illustrates the significant role of writing self-efficacy on writing performance and suggests that there has been a positive relationship between these two variables (e.g. Bruning et al, 2013; Chea & Schumow, 2017; Hetthong & Teo, 2013; Sabti et al, 2019; Shah et al. 2011). On the contrary, research studies examining the relationship between writing anxiety and writing self-efficacy have found a negative relationship between them (e.g. Ho, 2016; Kirmizi & Kirmizi, 2015; Woodrow, 2011). For example, Ho (2016) has found that people with positive writing self-efficacy have lower anxiety levels and suggested that helping students develop positive self-efficacy beliefs may reduce writing anxiety.

Writing beliefs

Beliefs about writing are closely related to the value an individual attaches on writing (Wright et al., 2019). Specifically, individuals with positive beliefs about writing value writing and make time for it; however, people who do not value writing tend to avoid writing. Similarly, White and Bruning (2005) claim that individuals' beliefs about writing can affect both the writing process and the quality of writing. According to MacArthur et al. (2016) writing beliefs have two sub-dimensions, which are beliefs about the importance of content and beliefs about the importance of conventions.

Numerous studies have attempted to explain the benefits of understanding writing beliefs. For example, understanding the belief structures about writing can help to better understand the complex nature of writing and provide insight into how to teach writing. By taking writing beliefs into account while teaching writing, teachers can help students become better writers. Moreover, understanding beliefs about writing can contribute to understanding motivation for writing. However, few studies have been carried out to examine how beliefs about writing affect writing (Ling et al., 2021). To illustrate, White and Bruning (2005) have examined how transmissional and transactional beliefs of writers determine writing quality and found that having higher transactional beliefs and lower transmissional beliefs can improve writing performance. They also suggest that when teachers are informed about implicit beliefs about writing, they can take steps to develop students' transactional beliefs about writing.

Goal-orientation

As a prominent motivational theory, goal-orientation refers to “the reasons that students have for doing their academic work” (Pajares & Cheong, 2003, p. 437). Students' reasons behind their actions in academic pursuits might be distinct from each other; therefore, a trichotomous structure of goal orientation has been suggested by researchers (Elliot & Church, 1997, MacArthur et al., 2016). The first of these, mastery goals, denote consistent efforts put in the task to improve knowledge and competence. In this sense, students with high mastery goal orientation are concerned with mastering materials and seeking challenges to learn (Pajares et al. 2000). Secondly, performance-approach goals indicate “a demonstration of competence or ability for the purpose of showing off (Sabti et al., 2019). Accordingly, students with high performance-approach goal orientation endeavor to receive better grades than their classmates. Lastly, contrary to performance-approach goals, students with high performance-avoidance goal-orientation try to escape from unfavorable judgments of competence (Elliot &

Church, 1997). These students are more inclined to avoid challenging tasks so as not to appear incompetent. Hence, performance-avoidance goals are usually associated with low achievement (Ling et al., 2021).

Within the domain of L2 writing, students who pursue mastery goals attempt to improve their writing skills in an L2. While students with high performance-approach goals try to compose essays of higher quality than their classmates to outperform them, students with high performance-avoidance goals tend to keep away from challenges in L2 writing not to seem incapable. Two relevant studies in L2 writing have indicated that mastery goals relate to writing achievement and writing self-efficacy positively (Chea & Shumow, 2017) and positive and significant relations exist between mastery goals, performance-approach goals, and facilitative writing anxiety (Sabti et al., 2019).

Affect

Another aspect of motivation, affect, is conceptualized as “liking writing and finding it satisfying” (Ling et al., 2021, p. 3). It involves students’ attitudes towards writing, and positive attitudes might encourage students to write better and more often (MacArthur et al., 2016). Although research on feelings about writing is scarce, Graham et al. (2007) has provided evidence that writing attitudes affect writing achievement significantly. MacArthur et al.’s (2016) study has further demonstrated that affect and self-efficacy correlate positively and significantly.

L2 writing anxiety

Lightbrown and Spada (2013) define second/ foreign language (L2) anxiety as “feelings of worry, nervousness, and stress that many students experience when learning a second language” (p. 85). Mostly conceptualized as a situation-specific learner characteristic that is provoked by particular circumstances or events (MacIntyre & Gardner, 1991), L2 anxiety has been the subject of a myriad of academic research. Published literature reviews on this strand of research have brought together various aspects of L2 anxiety and its relations with linguistic, psychological, affective, and contextual variables (Horwitz, 2001; MacIntyre, 2017). Accordingly, L2 anxiety is mostly debilitating, it might be both the cause and consequence of language performance, and it is formed through psychological processes and social factors (MacIntyre, 2017).

Even though L2 anxiety has been a hot topic in the literature, scant attention has been directed to skill-specific anxiety, particularly foreign language writing anxiety. L2 writing anxiety can be described as negative feelings, unfavorable thoughts, tension, and discomfort associated with the L2 writing process. Simply put, anxious language learners are highly likely to feel apprehension when writing in an L2. Besides, limited research in this area has provided evidence regarding the negative role of the L2 writing anxiety for L2 writing achievement either directly (Daud et al., 2016; Tahmouresi & Papi, 2021) or through other non-linguistic variables such as self-efficacy (Woodrow, 2011). In addition, L2 writing anxiety has been found to be related to confidence in English writing (Cheng, 2002), motivation (Cheng, 2002; Tahmouresi & Papi, 2021), and self-efficacy (Ho, 2015).

METHODOLOGY

Research design

The present research adopted the quantitative research methodology. Valid and objective descriptions of an issue are the main objectives in quantitative research (Taylor, 2005). It is “a means for testing objective theories by examining the relationship among variables” (Creswell, 2009, p. 4). Likewise, this research set out to find the relations between L2 writing motivation, anxiety, and writing achievement. Therefore, the quantitative research methodology is most appropriate for this research.

Setting and participants

The current study took place in an English language teacher education program at a state university in Turkey. This four-year program consists of theoretical and methodological courses to equip students with knowledge, skills, and strategies to help them teach English more effectively (Ministry of National Education, 2018). Specifically, the first-year courses focus on academic English so that newcomers to the program can sharpen their language skills. “Writing Skills I and II” are among the courses that aim at allowing students to become better writers in English through a process approach with a focus on pre-, while- and post-writing processes. This approach encourages students to generate ideas and make a plan before writing, to write the first draft and receive feedback, and to make necessary revisions before submitting the final draft (Folse & Pugh, 2020)

The study used a convenience sampling strategy to have easy access to the participants (Cohen et al., 2007) and achieve reliability concerning writing achievement scores. In addition, to comply with ethical requirements, the researchers obtained ethical approval and informed the participants regarding the purposes of the study. A total of 117 first-year students enrolled in Writing Skills-II voluntarily participated in the study. The students completed the motivation and anxiety questionnaires on an online platform. To protect their identities, their names were replaced with numbers.

Data collection instruments

The data in this research are drawn from three main sources: the writing motivation scale, anxiety scale, and achievement scores obtained in the writing course. The first of these sources, the writing motivation scale was developed by MacArthur et al. (2016) and validated by Traga Phippakos et al. (2021) and Ling et al. (2021). The scale consists of four constructs (self-efficacy, beliefs, goal orientation, affect) that have been widely used in writing motivation studies. Secondly, Cheng (2004) developed and validated the Second Language Writing Anxiety Instrument (SLWAI). The instrument has also been used in numerous studies that measured second language writing anxiety. Lastly, the scores that the students obtained in an essay they had written within the scope of their writing class served as an indication of their achievement in L2 writing. The content of these data sources was further clarified below.

Self-efficacy

The self-efficacy scale consists of 22 items and participants rate their confidence for each item on the scale with an interval of 10% by choosing a percentage that represents their confidence. While 0% (no chance) indicates no confidence in doing the writing task, 100% (completely sure) means full confidence in doing it. The scale consists of items that measure self-efficacy subdimensions for tasks and strategies (e.g., I can write a paragraph with a clear

topic sentence), grammar (e.g., I can write a paper using correct grammar) and self-regulation (e.g., I can evaluate whether I am making progress in learning to write).

Beliefs about writing

This scale uses a five-point scale ranging from 1 (strongly disagree) to 5 (strongly agree). Participants choose the number that represents their agreement for each belief statement. The scale includes two sub-dimensions of the writing beliefs: beliefs about the importance of substance (e.g., Writing is one of the best ways to explore new ideas) and beliefs about the importance of mechanics (e.g., Revising is mostly about fixing errors in my grammar).

Goal Orientation

In accordance with the trichotomous structure of goal orientation, the scale comprises items that measure mastery goal orientation (e.g. When I'm writing in this class, I'm trying to improve how I express my ideas), performance-approach goal orientation (e.g. When I'm writing in this class, I'm trying to be a better writer than my classmates), and performance-avoidance goal orientation (e.g., When I'm writing in this class, I'm trying to avoid making mistakes in front of my classmates). The scale uses a five-point Likert scale that ranges from 1 (does not describe me at all) to 5 (describes me perfectly).

Affect

This five-item scale measures students' feelings about the act of writing (e.g., The process of writing is satisfying for me). Responses to the items are collected through a five-point Likert scale that ranges from 1 (strongly disagree) to 5 (strongly agree).

Writing anxiety

SLWAI was used to measure the level of anxiety that students experience when writing in English. This 22-item-instrument consists of three factors, namely Somatic Anxiety, Avoidance Behavior, and Cognitive Anxiety. Somatic anxiety manifests itself physiologically (e.g., I usually feel my whole-body rigid and tense when I write English compositions). Avoidance behavior refers to withdrawal or escape from writing e.g., I do my best to avoid situations in which I have to write in English). Lastly, cognitive anxiety is the mental aspect of anxiety that occurs as a result of negative expectations for one's writing and negative self-evaluation (e.g., While writing English compositions, I feel worried and uneasy if I know they will be evaluated).

Achievement

In order to measure the writing achievement of the students, their grades in the essays assigned during the writing course were used. All the essays were scored by two raters based on a rubric including content, organization, vocabulary, grammar, and mechanics. A single score was assigned for each participant.

Data analysis

To establish the reliability of the scales, the researchers calculated Cronbach's alpha coefficients, and these values were found as follows: $\alpha=.909$ for anxiety, $\alpha=.907$ for affect, $\alpha=.730$ for beliefs, $\alpha=.928$ for self-efficacy, and $\alpha=.710$ for goal orientation. Cronbach's alpha coefficients higher than .70 are regarded as reliable (Cohen et al., 2007). Hence, these scales ensure the reliability of the scores.

Skewness and kurtosis are two constituents of normality (Tabachnick & Fidell, 2013). A normal distribution requires the skewness and kurtosis values close to zero; however, the data is considered normally distributed if the absolute values are between -1 and +1 (Çokluk et al., 2014). Field (2013) also suggests the determination of z-scores, calculated by the division of skewness and kurtosis by their standard errors, and values between +1.96 and -1.96 are specified as normal. In this research, the absolute skewness and kurtosis values of all the variables as well as the z-scores are within the specified range, thereby indicating the normal distribution of the data. As the data demonstrated normal distribution, Pearson's correlation coefficients were calculated to investigate the relations among achievement scores, motivation variables, and anxiety.

RESULTS AND DISCUSSION

Table 1 presents the results of Pearson's correlation analyses. It demonstrates intercorrelations among writing scores, subscale scores of the writing motivation survey, and the scores of the writing anxiety survey based on the average scores of items in the subscales. In interpreting correlation coefficients, Field (2013) suggests that a value of ± 0.1 is a small effect, ± 0.3 is a medium effect, and ± 0.5 is a large effect. Accordingly, the results indicate relations ranging from nonsignificant to significant and small to large effects.

Table 1. Interrelations among Writing Achievement, Motivation Variables, and Anxiety

	mastery goals	performance-avoidance goals	performance-approach goals	self-efficacy	beliefs	affect	anxiety
writing scores	.227*	-.130	.164	.404**	.163	.279**	-.341**
mastery goals		-.016	.246**	.374**	.375**	.348**	-.225*
performance - avoidance goals			.468**	-.167	.065	-.261**	.585**
performance -approach goals				.309**	.313**	.185*	.019
self-efficacy					.389**	.443**	-.478**
beliefs						.522**	-.219*
affect							-.555**

** . Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

First off, the table presents that a significant positive correlation was found between writing self-efficacy and writing scores ($r=.40$) This means that students who are more confident about writing tend to get higher scores, while students who do not feel confident about writing may have lower scores. The findings about the positive correlation between writing self-efficacy and achievement also resonate with the prior research that found a positive relationship between these two variables (e.g. Bruning et al, 2013; Chea & Schumow, 2017; Hetthong & Teo, 2013; Pajares, 2003; Sabti et al, 2019; Shah et al. 2011; Sun et al, 2021).

In addition to self-efficacy, writing scores correlate negatively and significantly with anxiety ($r=.34$). It can be concluded that as the level of anxiety increases, the scores obtained from writing tasks tend to decrease. This moderate level of negative relationship in this research accords with Teimori et al.'s (2019) meta-analysis that investigated the body of research on the relationship between anxiety and L2 achievement. Similarly, in various context, this finding was reported by both quantitative studies such as Daut et al. (2016), Soleimani et al. (2020), Tahmouresi and Papi (2021) and qualitative studies such as Cheng (2002).

Of all the dimensions of the goal-orientation scale, writing scores only relate to mastery goals positively and significantly ($r=.22$). Therefore, it can be argued that higher L2 writing scores are linked with higher mastery-goals. Chea and Shumov (2017) obtained the same results among the Cambodian college EFL learners. Likewise, Hsieh et al.'s (2007) research demonstrated that college students' GPS relate to mastery goals positively and performance-avoidance goals negatively. However, despite negative, a null relationship emerged between writing scores and avoidance goals in this study ($r= -.13$). Furthermore, a null relationship was also found between writing scores and performance-approach goals.

Despite the small magnitude of the relationship between L2 affect and writing scores ($r=.27$), it is probable that the more positive attitudes learners take towards L2 writing, the higher scores they will obtain. On the other hand, it is somewhat surprising that there is low correlation between writing beliefs and writing scores ($r=.16$) and this correlation is not significant.

Along with the links between achievement in L2 writing and the psychological variables under investigation, the latter, as presented in the table above, demonstrates significant interrelations. Firstly, anxiety shows the highest relationship with the performance-avoidance dimension of goal-orientation ($r=.58$). It means that the more anxious a student feels, the more they avoid failure. To clarify, students with high performance-avoidance goals seek to escape from unfavorable judgments and challenging tasks for fear of poor performance, and this situation is highly related to anxiety. This finding is consistent with Sabti et al. (2019), who found that debilitating writing anxiety is related to performance-avoidance goals. In contrast, mastery goals correlate negatively with anxiety although the magnitude of this correlation is small ($r=.22$). Given that students with higher mastery goals seek challenges to improve their L2 writing skills, it appears that the greater the anxiety, the less likely the student will master L2 writing. On the other hand, no significant correlation was obtained between performance-approach goals and anxiety ($r=.01$).

A high degree of negative relationship emerged between anxiety and affect ($r= -.55$). It indicates that as the degree of positive feelings about L2 writing increases, the level of anxiety declines. To clarify, higher L2 writing anxiety is strongly associated with less satisfaction with and enjoyment of L2 writing.

Writing self-efficacy correlated moderately and negatively with writing anxiety ($r = -.47$). This finding suggests that students with positive writing self-efficacy have lower anxiety levels. It can also be suggested that students with higher writing anxiety levels have less confidence in their writing. The finding of negative correlation between writing self-efficacy and writing anxiety is also consistent with the previous research (e.g. Erkan & Saban, 2011; Ho, 2016; Kirmizi & Kirmizi, 2015; Woodrow, 2011).

This research found a positive and significant correlation between writing self-efficacy and mastery goals ($r=.37$). It can be said that students with high mastery goal orientation tend to have more confidence about their writing. This finding further supports the idea of Chea and Shumow (2017) who suggest that mastery goals relate to writing self-efficacy positively.

It is worthwhile to note that affect, one's feelings towards writing, significantly correlates with all the variables under investigation, suggesting that a student's feelings towards L2 writing relates to both achievement in L2 writing and psychological constructs. Firstly, this

study confirms that writing self-efficacy correlated moderately with affect ($r = .44$). It can be suggested that students who have confidence in their writing have more positive attitudes towards writing. This finding is in agreement with MacArthur et al.'s (2016) findings which found a positive and significant correlation between these two variables.

A medium level of positive and significant relationship emerged between affect and mastery goals ($r = .34$). This finding suggests that positive feelings about L2 writing are associated with a desire to improve L2 writing. In addition, despite significant, a weak and positive connection was found between performance-approach goals and affect ($r = .18$). Therefore, there is a little possibility that as positive feelings towards writing increases, learners' adoption of performance-approach goals increases as well. On the other hand, the analysis of the data presented a low level of negative correlation between affect and performance-avoidance goals ($r = .26$), indicating that negative feelings about L2 writing relate to fear of negative evaluation and poor performance. These findings are consistent with Ling (2021) and Traga-Philippakos (2021), in which the same set of motivation subscales was administered to college students. Based on the limited number of studies in this subject, it seems that although contexts differ, the association between learners' goal-orientations and the feelings they attach to L2 writing remain the same.

As mentioned in the literature review, few studies have been carried out to examine the relationship between writing beliefs and other variables. A positive correlation was found between writing beliefs and affect ($r = .52$). It can be assumed that students' positive attitudes towards writing are linked to the value they attach to writing. These attitudes can also encourage them to write more often as suggested by MacArthur et al. (2016). The current study also found a positive and significant correlation between writing beliefs and mastery goals ($r = .37$). It can be suggested that students with high mastery goal orientation tend to attach more value to writing. On the contrary, writing beliefs correlate negatively with writing anxiety ($r = -.21$) although this correlation is low but significant. This finding might implicate that the students with more writing anxiety tend to value writing less. In reviewing the literature, the researchers found no data on the association between these two variables. The current study also found that writing self-efficacy correlated moderately with beliefs ($r = .38$). It means that the more confidence a student has in their writing, the more value they attach to writing.

CONCLUSION

It has been widely accepted that psychological factors play a very important role in the performance of an L2 learner. Although there have been several studies about such psychological variables as L2 motivation and anxiety, the relationship between L2 writing success and these variables has not been given much attention by the researchers in the field. To address this gap, the current study explored the relationship among writing achievement, subscales of writing motivation, and writing anxiety. This quantitative research was conducted with 117 first-year students who took Writing Skills-I course at an English language teacher education program of a state university in Turkey. The writing motivation scale, the writing anxiety scale, and the writing scores of the students were used as data collection tools.

The findings of this study yield insights about the L2 writing achievement's relationship with writing motivation and anxiety. The study found positive correlations between writing achievement and all the subscales of motivation scale except for avoidance goals. On the other hand, a significant negative correlation was found between writing achievement and writing anxiety. The study also found that writing anxiety correlates negatively with mastery goals, self-efficacy, writing beliefs and affect whereas it correlates positively with avoidance goals. These findings suggest that people who are more self-efficacious in writing and those with low

writing anxiety are more successful in L2 writing and enjoy writing more. Additionally, the study revealed that students who have positive feelings towards writing and who set mastery goals get better performance results. Due to scant research on affect, the relationship between L2 affect and L2 anxiety is considered a significant contribution to the relevant literature.

The results of the current study suggest that it is of highly importance to address students' perceptions of their ability to write. Specifically, the findings about writing self-efficacy suggest that writing teachers should pay attention to students' perceptions of competence, as it is the perceptions that may more accurately predict students' writing achievement. In line with this purpose, writing instructors can ask their students to reflect upon their representations of themselves as writers and also identify the underlying causes of low self-esteem. Furthermore, these writing instructors can provide guidance for their students so that the students can regulate their cognition and feelings in order to perform the writing task more effectively. This guidance might include how to plan time, adapt metacognitive tools and develop perseverance in writing. The integration of such kind of guidance practices in writing classes can build students' sense of efficacy in writing. Additionally, the findings about writing anxiety suggest that writing teachers should endeavor to create a positive classroom atmosphere in which students experience less stress and anxiety during the writing process. All in all, evidence suggests that students with higher motivation can get better outcomes. Hence, it is suggested that writing instruction should address motivation more explicitly. With this purpose in mind, students can be guided to develop more motivation for writing engagement. Students might also benefit from explicit instruction for writing strategies.

Future research can also include students with different proficiency levels to allow for comparisons across groups. Furthermore, in order to better understand the relationship between motivation and achievement, qualitative research can be conducted by conducting interviews with high and low achieving students. By placing an emphasis on writing strategy development, researchers can explore enhancement of motivation and gains in writing performance. Metacognitive strategies can be introduced to the groups and research can be carried out in order to check whether there has been a change across time between the groups after this strategy training. To the best of the researchers' knowledge, the relevant literature on L2 writing has not investigated the relations between writing scores and beliefs, and further research can shed light on these findings.

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