



**An Investigation into Turkish EFL Learners' Academic Writing Motivation\***

Emine KULUSAKLI<sup>1</sup>

**ARTICLE INFO**

**ABSTRACT**

**Article History:**

Received: 19 Jan. 2020

Received in revised form: 17 Sept. 2020

Accepted: 23 Feb 2021

DOI: 10.14689/ejer.2021.93.8

**Keywords**

Extrinsic motivation, intrinsic motivation, English language learning, academic writing motivation

**Purpose:** The present study aims to determine which factors could influence the learners' motivation to write in English academically and its relationship with their gender and majors. It also seeks to contribute to the instructors teaching writing lessons to determine their students' writing motivation and possible ways to increase it. **Research Methods:** The Academic Writing Motivation Questionnaire (Payne, 2012) was conducted on 65 participants studying English at a state university's preparatory classes during the 2018/2019 academic year in Turkey. The data were subjected to SPSS software. **Findings:** The study results revealed that EFL learners had an average level of motivation in writing. Furthermore, female learners had a higher motivational level on the scales of enjoyment, instrumentality and effort than males. Based on the participants' majors, it was found

out that those from Medicine and Molecular Biology and Genetics had lower writing motivation than the students from English Language and Literature, English Language Teaching and International Relations. **Implications for Research and Practice:** Further research might evaluate academic writing motivation with a larger sample of the participants from the different educational background by using different instruments. Secondly, instructors need to find ways to enhance their students' writing motivation considering this research's findings. Thirdly, qualitative data can be included to investigate learners' academic writing motivation. Finally, future studies can focus on whether learners' motivation changes or enhances after assistance or training is applied.

© 2021 Ani Publishing Ltd. All rights reserved

\*This study was partly presented at the 11<sup>th</sup> International ELT Research Conference in Çanakkale, 03 September - 05 September, 2020

<sup>1</sup> Malatya Turgut Ozal University, School of Foreign Languages, TURKEY, e-mail: emine.kulusakli@ozal.edu.tr, ORCID: 0000-0001-6240-8050

## Introduction

Writing in a foreign language is assumed to be challenging skill to be improved by EFL learners as the writing course instructors have experienced our students' difficulty with it in our language classes. Academic writing is explained as "a specific type of writing used in academic goals by students and starting scholars who are in the process of developing their own style of science writing" (Chuikova, 2015, p. 974). It is an ability that influences students' academic performance (Hidi & Boscolo, 2007). Motivation, affecting learners' proficiency in overcoming learning problems, is critical in learning a foreign language. It is assumed that learners' motivation to write in a foreign language contributes to their educational success. The effect of motivation in language learning, which Gardner (1985) and Lambert (1959) proposed has been an essential issue in the domain of second language acquisition. Similarly, Cook (2000) acknowledges that motivation, age and personality are important reasons that influence second language acquisition. Writing as one of the productive skills is considered the most challenging skill for EFL learners (Aygun & Aydin, 2016; Klimova, 2014) as motivational factors can affect L2 learners' work on writing tasks (Kormos, 2012).

### *Literature Review*

Writing is a productive skill that is assumed to be difficult, especially for EFL learners (Reid, 2002; Sundari, 2017). There are many factors affecting learners' writing motivation when learning. Intrinsic and extrinsic motivation is among the most critical factors influencing the students' writing motivation. To be more specific, intrinsic motivation refers to "the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity" (Gardner 1985 cited in Ng, 2015, p. 98). First of all, it includes enjoyment of learning a foreign language without having any necessity from outside. Apprehension or enjoyment can be regarded as an essential factor influencing students' writing motivation. Rankin-Brown (2006) defines writing apprehension as "negative, anxious feelings (about oneself as a writer, one's writing situation, or one's writing task) that disrupt some part of the writing process" (cited in Badrasawi, Zubairi & Idrus, 2016, p. 134). Some studies supported the idea that there was a relationship between learners' motivation and their writing apprehension. For instance, Akbiyik (2015) found out that many EFL learners had writing apprehension due to various reasons such as negative attitudes towards writing classes and lack of accuracy. He also proposed that English teachers should raise their students' motivation level to decrease their anxiety level.

Similarly, Surastina and Dedi (2018) asserted that the enjoyment factor had higher contribution to academic writing motivation than self-efficacy and instrumentality. However, other studies did not support these findings. Sundari (2017) studied the correlation between EFL learners' writing performance and writing apprehension in writing course at the tertiary level. The study did not reveal a significant difference between these two dimensions. He concluded no significant correlation between writing apprehension and writing performance for academic writing at the higher

education level. Secondly, accomplishment is related to attaining a goal or succeeding in a task. Thirdly, stimulation refers to performing the task. Finally, knowledge is associated with motivation for learning a second language (Ng, 2015).

In contrast to intrinsic motivation, extrinsic motivation is “the execution of an activity in order to receive external rewards” (Samojen, 2015, p. 2). In other words, it is a pleasure the students get from an external reward and this keeps them motivated although the students were “not interested in the task” (Amedi, 2013, p. 15). According to Ryan and Deci (2000), it was categorized into introjection, integrated regulation, external regulation and identification (Samojen, 2015, p. 7). Introjection includes ego, self-esteem and peer pressure while integrated regulation dealt with individual’s valued goals. Moreover, “external regulation occurs through constraints or rewards and identification happens when the action is considered valuable by the individual as he personally chooses it” (Samojen, 2015, p. 7). According to Payne (2015), extrinsic motivation increases the learners’ importance as they age. Instrumentality, for Brown (1994), means “to learn a language for attaining instrumental goals, like furthering a career, translation and for reading technical material” (Amedi, 2013, p. 14). Amedi (2013) pointed out that male learners had lower instrumental motivation than females.

Furthermore, self-efficacy is considered to play a vital role in learners’ writing motivation level. As it was defined by Bandura (1994), perceived self-efficacy is “people’s beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives” (p. 2). It is related to how people thought, felt, behaved and motivated themselves (Bandura, 1994). According to Pajares (2003), to measure learners’ writing self-efficacy, assessing their confidence in the capacity to utilize mechanical writing skills and correct grammar could be a way of achieving it. Additionally, another way is to assess learners’ “confidence in completing tasks” (Payne, 2012, p. 5). A study conducted by Pajares and Valiante (2006) sought to understand whether there was a relationship between writing motivation, writing self-efficacy and writing outcomes in academic setting. The study demonstrated that the more the learners felt confident in writing the more they were motivated in school. On the contrary, the study conducted by Magogwe, Ramoroka and Mogana-Monyepi (2015) displayed no significant difference between learners’ self-efficacy beliefs and essay writing performance. Also, the results indicated that the students who took Advanced Writing Skills Course had average writing self-efficacy beliefs even though they felt confident in writing.

Finally, the effort can be another prominent aspect of writing motivation as Ellis (1994) thinks that motivation is “the effort which learners put into learning an L2 as a result of their need or desire to learn it” (cited in Mahadi & Jafari, 2012, p. 233). For Gardner (1985), a ‘motivated learner’ is “eager to learn the language, willing to expend effort on the learning activity, willing to sustain the learning activity” (p. 10). When children grow up, they also become aware of the differences between effort, task difficulty, and ability (Payne, 2012).

A few studies are available to correlate between motivation and gender (Bećirović, 2017; Iwaniec, 2019; Niaz, Memon & Umrani, 2018). Iwaniec (2019) studied gender

differences and motivation and found out that male students obtained lower scores than females on scales of self-regulation, L2 self and international orientation. Nevertheless, this study's results displayed a significant difference between gender and intrinsic motivation, instrumentality and self-efficacy beliefs. However, Niaz, Memon and Umrani (2018) did not find any gender differences in female and male EFL learners' motivational level. For Mori and Gobel (2006), there was a difference between females and males according to general academic motivation since female learners were more motivated to learn English than male learners (Bećirović, 2017). For Bećirović (2017), gender did not influence intrinsic motivation, but affected motivational strength, personal goals, attitudes and extrinsic motivation. In the Turkish context, Kirmizi and Aydin (2019) studied with 10 Turkish university students through semi-structured interviews. They found that the participants had some problems in critical thinking while writing academically because of writing anxiety.

In the light of the literature aforementioned, it was clear that there was not much research about the EFL learners' motivational components in writing and the relationship between students' motivation in academic writing in a foreign language and their gender along with their majors. For this reason, this study aimed at filling a gap in these research areas. The present study was going to focus on the issues raised above using quantitative research design. For this purpose, the following questions were asked in order to find answers about the learners' academic writing motivation:

1. Are Turkish EFL learners motivated to write academically?
2. Does gender affect Turkish EFL learners' academic writing motivation?
3. Does the choice of academic major affect Turkish EFL learners' academic writing motivation?

## Method

### *Research Design*

The present study used a quantitative approach with a survey research design. It was conducted in the School of Foreign Languages' preparatory classes in Turkey in the 2018/2019 academic year to measure EFL learners' academic writing motivation according to such variables as gender and major.

### *Research Sample*

The study participants were 65 EFL learners who were studying English at the preparatory school of a state university. In the university where the research was conducted English preparatory education is compulsory for the students who participated in the study. The participants' ages ranged between 17 to 37, and 35 were female while the rest were male. The students were placed according to placement test results held at the beginning of the 2018/2019 academic year. If they failed to get the minimum score to pass the placement test, they had to attend the school's preparatory class. All the students were spread into A1 and A2 classes after the placement test. All

the students who participated in the study had an A2 language learning level for English. The reason for including only A2 level students in the study was based on the assumption that individuals with an A2 level of English were considered more proficient than the less proficient students. In other words, writing skill could affect learners' academic performance. (Hidi & Boscolo, 2007). The participants were from Molecular Biology and Genetics, Medicine, English Language and Literature, English Language Teaching, Electrical and Electronics Engineering and International Relations. They were offered a 4-hour Reading and Writing Skills course, 4-hour Speaking and Listening Skills course and 16-hour main course in a week for Fall and Spring terms.

#### *Research Instruments and Procedures*

Under the study objective, the Academic Writing Motivation Questionnaire (AWMQ) (Payne, 2012) was administered in the participants' native language to collect the quantitative data. The purpose of conducting the questionnaire was to investigate EFL learners' motivation to write in the reading and writing skills course. Two language experts translated the items in the questionnaire into Turkish. The AWMQ was developed by Payne (2012) to assess the learners' motivation in academic writing. It had high internal consistency as the Cronbach reliability coefficient was .95 (Payne, 2012). For the current study, two language experts translated the items in the questionnaire into Turkish and the Cronbach alpha value was found to be .89, which was entirely satisfactory for the current sample. It consisted of five sub-dimensions like enjoyment with 13 items, self-efficacy with 8 items, instrumentality with 5 items, recognition with 4 items and finally effort with 5 items. While enjoyment was a part of intrinsic motivation, recognition and instrumentality were parts of extrinsic motivation. The questionnaire initially included 37 items but 35 of the items were used for the study. Two of the items, Item 36 and 37 were not included as Payne (2012) indicated these items did not "clearly represent a latent variable and were comprised of only one item" (p.22). It was designed to elicit the learners' responses on a scale from zero to four (0= strongly disagree, 1=disagree, 2= not sure, 3= agree, 4= strongly agree).

#### *Data Analysis*

Data collected from the participants were analysed using descriptive statistics to address the study's research questions. Specifically, it aimed to determine whether Turkish EFL learners were motivated to write academically and whether gender and academic major influenced participants' academic writing motivation. Descriptive analysis (percentages, standard deviation, and mean values) was carried out to determine EFL learners' academic writing motivation. SPSS was utilised in the analysis of quantitative data. Moreover, a parametric Independent Samples Test and One-Way ANOVA Tests were used to determine the significance. The level of significance was accepted as  $p < .05$ .

## Results

This section includes the results of the statistical analyses of the study. The findings of the research are going to following the research questions in this section.

### *Results Regarding the First Research Question*

The first research question's results for "Are EFL learners motivated to write academically?" were presented in Table 1. Participants' responses to their academic writing motivation were analyzed in terms of the factors like "enjoyment", "self-efficacy", "instrumentality", "recognition" and "effort". Percentages, mean scores, and standard deviations of each item on five scales of academic writing motivation were given in Table 1.

**Table 1**

*Percentage, Mean and Standard Deviation of Learners' Academic Writing Motivation*

Items	Strongly disagree/	Not	Agree/	M	Sd
	disagree	sure	strongly		
	%	%	%		
<b>Enjoyment</b>					
1. I enjoy writing.	18.4	32.3	49.2	2.43	1.19
2. I like writing down my own thoughts.	24.69	13.8	61.6	2.58	1.32
3. I use correct grammar in my writing.	21.6	32.3	46.1	2.32	1.09
4. I complete a writing assignment even when it is difficult.	15.4	13.8	70.7	2.75	1.21
5. Being a good writer will help me do well academically.	12.3	24.6	63	2.69	1.01
6. I write as well as other students.	23.1	44.6	30.8	2.12	.93
7. I write more than the minimum on writing assignments.	32.3	38.5	29.2	1.89	1.14
8. I put much effort into my writing.	23.1	23.1	53.8	2.41	1.26
9. I like participating in written online discussions.	54.7	14.1	31.3	1.67	1.38
10. I like getting feedback from an instructor on my writing.	13.8	18.5	67.7	2.81	1.13
11. I am able to clearly express my ideas in writing.	7.7	35.4	56.9	2.72	.96
12. I easily focus on what I am writing.	24.6	24.6	50.7	2.40	1.10
13. I like my writing to be graded.	26.1	24.6	49.2	2.26	1.34
<b>Mean</b>				<b>2.39</b>	<b>0.56</b>
<b>Self efficacy</b>					
14. I am more likely to succeed if I can write well.	9.2	29.2	61.5	2.75	.96
15. It is easy for me to write good essays.	41.6	40.0	18.5	1.72	1.0
16. I enjoy creative writing assignments.	26.6	21.9	51.5	2.32	1.18
17. I like classes that require a lot of writing	50.0	29.7	20.4	1.51	1.19
18. I plan how I am going to write something before I write it.	15.4	13.8	70.7	2.87	1.16
19. Becoming a better writer is important to me.	27.7	30.8	41.5	2.20	1.14
20. Being a better writer will help me in my career.	16.9	24.6	58.5	2.61	1.20
21. It is important to me that I make an A on a writing assignment.	15.4	20.0	64.6	2.80	1.17
<b>Mean</b>				<b>2.35</b>	<b>0.63</b>

Table 1 Continue

Items	Strongly disagree/ disagree %	Not sure %	Agree/ strongly agree %	M	Sd
<b>Instrumentality</b>					
22. I enjoy writing assignments that challenge me.	44.6	29.2	26.2	1.69	1.21
23. I revise my writing before submitting an assignment.	4.6	13.8	81.5	3.18	.95
24. Punctuation is easy for me.	30.8	21.5	47.7	2.32	1.27
25. I enjoy writing literary analysis papers.	55.4	32.3	12.4	1.33	1.14
26. I like writing even if my writing will not be graded	33.8	27.7	38.4	2.01	1.29
<b>Mean</b>				<b>2.11</b>	<b>0.69</b>
<b>Recognition</b>					
27. I like others to read what I have written.	20.6	41.3	38.1	2.20	1.19
28. I enjoy writing research papers.	32.9	28.1	39	2.07	1.27
29. I would like to have more opportunities to write in classes	45.3	18.8	36	1.87	1.39
30. Being a good writer is important in getting a good job.	35.5	30.6	33.9	1.90	1.19
<b>Mean</b>				<b>2.00</b>	<b>0.84</b>
<b>Effort</b>					
31. I practice writing in order to improve my skills.	42.2	21.9	35.9	1.79	1.28
32. I want the highest grade in the class on a writing assignment.	15.6	17.2	67.2	2.85	1.27
33. I would rather write an essay than answer multiple-choice questions.	53.1	26.6	20.4	1.45	1.22
34. I want others to recognize me as a good writer.	26.6	34.4	39.0	2.16	1.26
35. Spelling is easy for me.		31.3		2.52	1.15
<b>Mean</b>				<b>2.15</b>	<b>1.23</b>
<b>Total mean</b>				<b>2.20</b>	<b>0.79</b>

### Enjoyment Factor

In Table 1, the structure was negative (Certainly disagree) to positive (Certainly agree) under each sub-scale. The students responded to the items related to enjoyment for writing activities at the highest score with an overall mean score (M= 2.39) among other factors. Explicitly speaking, %50.7 of the participants easily focused on their writing and %53.8 of them made much effort into their writing. Additionally, %61.6 of them liked to write down their thoughts and %63 of the students believed that being a good writer would help them do well academically. %56.9 of them also reported that they could explain their ideas in writing clearly. When examining the total mean scores, it was seen that the highest score was obtained from Items 4 and 10. To be more specific, %70.7 of the participants tried to complete a writing task even when it was difficult and %67.7 of them would like to get feedback from their teacher. This finding demonstrated that accomplishing or attaining a goal was an important reason for the

participants' high motivation (Ng, 2015) and they had high self-efficacy since they were confident enough to complete a writing assignment despite of its difficulty (Pajares, 2003 cited in Payne, 2012). However, %44.6 of the participants were not sure about writing as well as their classmates. This result showed the existence of introjection, which contained peer pressure (Samojen, 2015). Similarly, %38.5 of them were neutral about writing more than the minimum on writing assignments. In all the items, %54.7 of the students reported that they did not like to participate in written online discussions, which supported Payne's (2012) findings.

#### *Self-Efficacy Factor*

Regarding the students' self-efficacy beliefs about writing, they reported an average level of self-efficacy with the mean score of 2.35 as shown in Table 1. %61.5 of the participants believed that they could be more successful if they could write well and %58.5 of them considered that being a better writer would help them in their career. %51.5 of them also stated that they liked creative writing assignments. Furthermore, %70.7 of the participants planned how they were going to write something before they wrote it. This result displayed that the students were self-regulated learners. Furthermore, it was important for %64.6 of the participants to make an A on a writing assignment. This item had to do with extrinsic motivation as the students focused on making good grades. On the contrary, %50 of the students reported that they did not like classes that required much writing.

#### *Instrumentality Factor*

Considering the students' extrinsic motivation, namely instrumentality, the students got average mean score ( $M= 2.11$ ) in this section as indicated in Table 1. They reported the highest mean score for Item 23 in this section and all sections. It displayed that %81.5 of the participants revised their writing before submitting an assignment. However, %55.4 of them did not enjoy writing literary analysis papers.

#### *Recognition Factor*

Recognition was also a part of extrinsic motivation. The participants reported the lowest average mean score (2.00) among all questionnaire sections as illustrated in Table 1. To be more specific, %45.3 of them would not like to have more opportunities to write in classes. Additionally, %41.3 of the students were neutral about the idea that they liked others to read their writing.

#### *Effort Factor*

Regarding the effort that the students put in writing, the mean score was average (2.15) as indicated in Table 1. %53.1 of the participants did not prefer writing an essay to answering multiple-choice questions. %42.2 of them did not practice writing to improve their skills; nevertheless, %67.2 of them wanted the highest grade on a class writing assignment. Moreover, %48.5 of the students did not think that spelling was easy for them. These results indicated that the learners did not put much effort into writing although Ellis (1994) stated that motivation meant the effort that appeared due to learners' desire or need to learn (cited in Mahadi & Jafari, 2012).

## Results

### *Results Regarding the Second Research Question Academic Writing Motivation and Gender*

An independent sample t-test was administered on the data to determine whether there was a significant difference between gender and academic writing motivation. T-test results displayed that there were significant differences between the participants' gender and enjoyment ( $t(\text{enj.}) = .011, p < .05$ ), instrumentality ( $t(\text{inst}) = .011, p < .05$ ) and effort ( $t(\text{ef}) = .006, p < .05$ ). It was clear that female learners were more motivated in terms of these factors of writing motivation. Nevertheless, no significant difference was found between the students' gender and self-efficacy ( $t(\text{se}) = .25, p > .05$ ) and recognition ( $t(\text{rec}) = .42, p > .05$ ).

### *Results Regarding the Third Research Question Academic Writing Motivation and Majors*

The study's findings also revealed that there was a significant difference between enjoyment and departments of the participants. An analysis of variance showed the significance  $F(5,59) = 3.056, p = .016$ . As for the results, the participants with majors in English Language Teaching, International Relations and English Language and Literature majors were more motivated and had more intrinsic motivation than those in Molecular Biology and Genetics and Medicine departments. Additionally, there was a significant difference between effort and the departments of the participants. To be more specific, the students from the English Language Teaching, International Relations and English Language and Literature majors put more effort in writing in L2 than those students from Molecular Biology and Genetics and Medicine as  $F(4,58) = 4.262, p = .004$ . However, no significant difference was found among self-efficacy, instrumentality, recognition and the learners' majors.

## Discussion, Conclusion, Recommendations

The present study explores the EFL learners' academic writing motivation based on four factors: intrinsic motivation, extrinsic motivation, self-efficacy and effort. Regarding the overall mean score ( $M = 2.17$ ) of the Academic Writing Motivation Questionnaire, it could be concluded that the learners who participated in the study had average motivation when writing.

To be more specific, the enjoyment factor played an important role in the learners' academic writing motivation as this section obtained the highest mean score from the participants (Surastina & Dedi, 2018). It can be concluded that the learners were intrinsically motivated while writing in a foreign language. Additionally, the students recorded the second highest mean score in the section of self-efficacy. It could be inferred from this finding that the students had positive self-efficacy beliefs about their writing motivation. Explicitly speaking, the students scored the highest mean score on the statement pointing out that they had more extrinsic targets than intrinsic ones as

they revised their writing before submitting an assignment. This result demonstrated that the learners did this activity to receive external rewards such as getting a good grade from their instructors (Ryan & Deci, 2000 cited in Samožen, 2015). Furthermore, they got the second highest score for the statement related to the students' self-efficacy beliefs. They reported that they planned how to write something before actually writing.

On the contrary, recognition and effort factors got the lowest mean scores from the learners. The participants did not want to put much effort into writing. In detail, the students had the lowest mean score on the statement 'I enjoy writing literary analysis papers'. This finding displayed that the learners did not believe that writing could be used as a means to success (Payne, 2012). Furthermore, the students did not prefer to make effort to complete an assignment by writing, instead they would rather answer multiple-choice questions as it was easier and needed less effort to do so.

As to the relationship between academic writing motivation and gender, the present study indicated that gender played an essential role on scales of effort, intrinsic motivation or enjoyment, extrinsic motivation or instrumentality. To be more specific, three gender differences favouring female participants in academic writing motivation as they obtained higher mean scores than males, which was inconsistent with the study results by Iwaniec (2019)?

Regarding the students' majors and their motivation to write in English, two components of motivation, namely enjoyment and effort had significant effects on the participants from English Language Teaching, International Relations and English Language and Literature majors. There may be some plausible explanations for this finding. One possible explanation was these students had to learn English as it was compulsory for their formal education. Another possible explanation could be that the students from English Language Teaching and English Language and Literature departments would teach English as a foreign language to their students professionally, so they were intrinsically motivated to learn writing. It would be a part of their jobs for those from International Relations majors if they would like to be successful in their fields and find a good job in Turkey. In Turkey, English was a mandatory course in the early years of formal education. Moreover, the study results indicated that the same majors' students also put much effort into writing successfully. However, those from Medicine and Molecular Biology and Genetics got lower mean scores among all the sections. This result demonstrated that the learners from these departments were not intrinsically motivated in writing; therefore they did not make much effort to succeed in English writing.

In conclusion, the findings of this study indicated that motivation was important for the learners to be successful in their writing courses. They should be supported to be motivated in writing by their instructors. In order to achieve this aim, the students need to be both intrinsically and extrinsically motivated. Moreover, they need to be encouraged to make much more efforts into their writing skill.

Based on the findings of the present study, some suggestions can be made for future studies. This study is not without its limitations. Firstly, the present study is

limited only to the preparatory class students. For this reason, further research might evaluate academic writing motivation with a larger sample of the participants from different educational background by using different instruments. Secondly, instructors need to find ways in order to enhance their students' writing motivation considering this research's findings. Thirdly, qualitative data can be included to investigate learners' academic writing motivation. Finally, future studies can focus on whether learners' motivation changes or enhances after assistance or training is applied.

### References

- Akbiyik, I. (2015). *Writing anxiety: A case study on EFL students' major reasons of writing apprehension in writing classes*. International Conference on New Horizons in Education, Barcelona-Spain, June 10-12.
- Amedi, S. D. (2013). *The possible relationship between gender and motivation: An attitudinal study on gender and motivation as factors in learning English as a second language*. The Teacher Education, The C - level of English Linguistics, Kristianstad University.
- Aygun, S., & Aydin, S. (2016). The use of e-portfolios in EFL writing: a review of literature. *International Association of Research in Foreign Language Education and Applied Linguistics, ELT Research Journal*, 5(3), 205-217.
- Badrasawi, K. J. I., Zubairi, A., & Idrus, F. (2016). Exploring the relationship between writing apprehension and writing performance: a qualitative study. *International Education Studies*, 9(8), 134-143.
- Bandura, A. (1994). Self-Efficacy. In V. S. Ramachaudran (Ed.), *Encyclopedia of Human behavior* (Vol. 4, pp. 71-81). New York: Academic Press. (Reprinted In H. Friedman [Ed.], *Encyclopedia of mental health*. San Diego: Academic Press, 1998).
- Bećirović, S. (2017). The relationship between gender, motivation and achievement in learning English as a foreign language. *European Journal of Contemporary Education*. [http://Doi:6.210-220.10.13187/ejced.2017.2.210](http://doi:6.210-220.10.13187/ejced.2017.2.210).
- Brown, D.H. (1994). *Principles of language learning and teaching*. New Jersey: Englewood Cliffs.
- Ceylan, O. N. (2019). Student perceptions of difficulties in second language writing. *Journal of Language and Linguistic Studies*, 15(1), 151-157. [http://Doi:10.17263/jlls.547683](http://doi:10.17263/jlls.547683).
- Chuikova, E. S. (2015). Ways to support student's motivation in academic writing course. *Journal of Siberian Federal University: Humanities & Social Sciences*, 8(5), 972-980.
- Cook, V. (2000). *Linguistics and a second language acquisition*. Beijing: Foreign Language Teaching and Research Press and Macmillan Publishers Ltd.

- Ellis, R. (1994). *The Study of Second Language Acquisition*. Oxford: Oxford University Press. The study of second language acquisition. Shanghai: Shanghai Foreign Language Education Press by Arrangement with Oxford University Press.
- Gardner, R.C. (1985). *Social psychology and language learning: the role of attitudes and motivation*, 1st Ed. London: Edward Arnold.
- Hidi, S. & Boscolo, P. (Eds). (2007). *Writing and motivation*. Oxford: Elsevier.
- Iwaniec, J. (2019). Language Learning Motivation and Gender: The Case of Poland. *International Journal of Applied Linguistics*, 29(1), 130-143.
- Kirmizi, O., & Aydin, E. (2019). A qualitative analysis of writing problems of low achieving advanced learners in Turkey. *Curr. Res. Educ.*, 5(1), 34-54.
- Klimova, B. (2014). Constraints and difficulties in the process of writing acquisition. *Procedia - Social and Behavioral Sciences*, 122, 433-437.
- Kormos, J. (2012). The role of individual differences in L2 writing. *Journal of Second Language Writing*, 21, 390-403.
- Magogwe, J., Ramoroka, B., & Mogana-Monyepi, R. (2015). Developing student-writers' self-efficacy beliefs. *Journal of Academic Writing*. 20-28. <http://Doi:10.18552/Joaw.V5i2.132>.
- Mahadi, T. S. T., & Jafari, S. M. (2012). Motivation, its types, and its impacts in language learning. *International Journal of Business and Social Science*, 3(24), 230-235.
- Mori, G., Mori, S., & Gobel, P. (2006). Motivation and gender in the Japanese EFL classroom. *System*, 34, 194-210. [http://Doi: 10.1016/j.system.2005.11.002](http://Doi:10.1016/j.system.2005.11.002).
- Ng, C. F., & Ng, P. K. (2015). *A review of intrinsic and extrinsic motivations of ESL learners*. Proceedings of The International Conference on Culture, Languages and Literature, Kuala Lumpur, Malaysia, 9-10.
- Niaz, S., Memon, N., & Umrani, N. (2018). Gender differences in motivation level for learning English as an L2. *International Research Journal of Arts and Humanities (IRJAH)*, 46(46), 2018.
- Pajares, F. (2003). Self-efficacy beliefs, motivation, and achievement in writing: A review of the literature. *Reading and Writing Quarterly*, 19, 139 -158.
- Pajares, F., & Valiante, G. (2006). Self-efficacy beliefs and motivation in writing development. In C. A. Macarthur, S. Graham, & J. Fitzgerald (Eds.), *Handbook of writing research* (pp. 158-170). New York, NY, US: The Guilford Press.
- Payne, A. R. (2012). *Development of the academic writing motivation questionnaire*. Master's Thesis, University of Georgia, Athens, Georgia, USA.
- Rankin-Brown, M. (2006). *Addressing writing apprehension in adult English language learners*. Paper Presented at The Proceedings of The CATESOL State Conference.

- Reid, J. (2002). Writing. In Ronald Carter and David Nunan (eds), *The Cambridge guide to teaching English to speakers of other languages* (pp. 28-33). Cambridge; Cambridge University Press
- Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: classic definitions and new directions. *Contemporary Educational Psychology*, 25, 54-67.
- Samojen, K. (2015). Extrinsic motivation factors in learning English as second language. *Kaalam*, 1(1), 35-53.
- Sundari, H. (2017). Writing apprehension in the writing class: Indonesian EFL learners context. *Dieksis*, 9, 34-42.
- Surastina, S., & Dedi, F. S. O. (2018). Examining academic writing motivation of prospective Indonesian language teachers using exploratory factor analysis. *International Journal of Instruction*, 11(2), 15-24.

### İngilizceyi Yabancı Dil Olarak Öğrenenlerin Akademik Yazma Motivasyonları Üzerine Bir Araştırma

#### Atf:

- Kulusakli, E. (2021). An investigation into Turkish EFL learners' academic writing motivation, *Eurasian Journal of Educational Research*, 93, 165-178, DOI: 10.14689/ejer.2021.93.8

#### Özet

*Problem Durumu:* Yabancı dili İngilizce olarak öğrenenler özellikle yazma becerilerini geliştirmede zorluklarla karşılaşmaktadır çünkü yazma becerisi diğer beceriler arasında geliştirilmesi en zor becerilerden biri olarak kabul edilmektedir. Diğer bütün becerilerde olduğu gibi yazma becerisinde öğrencilerin yüksek motivasyonlarını gerektirir. Motivasyon yabancı dil öğreniminde oldukça önemli bir yere sahiptir ve bu konuda yapılmış bir çok çalışma mevcuttur. Bununla birlikte, yazın alanında EFL öğrencilerinin yabancı dilde yazma becerilerinde etkili olan motivasyonel bileşenleri ve öğrencilerin akademik yazma motivasyonları arasındaki ilişkiyi araştıran fazla sayıda çalışma bulunmamaktadır. Ayrıca, akademik bölüm ve cinsiyet değişkenlerinin akademik yazma motivasyonu üzerinde etkisi olup olmadığını araştıran pek fazla araştırma yapılmadığı açıkça görülmüştür. Bu nedenle bu çalışma, belirtilen araştırma alanlarındaki bir boşluğu doldurmayı amaçlamaktadır.

*Araştırmanın Amacı:* Bu çalışma, İngilizceyi yabancı dil olarak öğrenen Türk öğrencilerin akademik yazma motivasyonlarını belirlemeye odaklanmasının yanında, akademik yazma motivasyonunun, katılımcıların cinsiyetleri ve okudukları bölümle olan ilişkisini hangi faktörlerin etkilediğini ortaya çıkarmayı amaçlamaktadır. Ayrıca,

çalışma, öğrencilerin yazma motivasyonlarını ve onu arttırmanın olası yollarını belirlemek için yazma dersleri veren öğretim görevlilerine katkıda bulunmayı da amaçlamaktadır. Bu bilgiler ışığında, bu çalışmada aşağıda verilen sorulara yanıt aranmıştır:

1. İngilizceyi yabancı dil olarak öğrenen Türk öğrencileri ikinci bir dilde yazmak için motive eder mi?
2. Cinsiyet İngilizceyi yabancı dil olarak öğrenen öğrencilerinin akademik yazma motivasyonlarını etkiler mi?
3. Okudukları bölüm İngilizceyi yabancı dil olarak öğrenen Türk öğrencilerinin akademik yazma motivasyonlarını etkiler mi?

*Araştırmanın Yöntemi:* Bu çalışma 2018/2019 akademik yılında Türkiye'de ki bir devlet üniversitesinin hazırlık sınıflarında İngilizce eğitimi alan 65 öğrenciye uygulanmıştır. Katılımcılar, birinci dönem başında uygulanan yerleştirme sınavı sonucunda belirlenen Ortak Avrupa Dil Referansına göre oluşturulmuş A2 İngilizce düzeyine sahiptir. Araştırma ölçme aracı olarak 35 maddeden oluşan ve güvenilirlik katsayısı 0.95 olan Akademik Yazma Motivasyon Ölçeği (Payne, 2012) uygulanmıştır. Bu çalışma için güvenilirlik katsayısı 0.89 olarak bulunmuştur.

*Araştırmanın Bulguları:* Çalışmanın sonuçları, İngilizceyi yabancı dil olarak öğrenen hazırlık öğrencilerinin akademik yazma motivasyonlarının orta düzeyde olduğunu ortaya koymuştur. Ayrıca, kadın öğrencilerin zevk, araç ve çaba ölçeklerinde motivasyon düzeyleri erkeklerden daha yüksektir. Katılımcıların okudukları bölümlere bakıldığında, Tıp ve Moleküler Biyoloji ve Genetik öğrencilerinin İngiliz Dili ve Edebiyatı, İngiliz Dili Eğitimi ve Uluslararası İlişkiler öğrencilerine göre daha düşük seviyede akademik yazma motivasyonuna sahip oldukları ortaya çıkmıştır.

*Araştırmanın Sonuçları ve Öneriler:* Öncelikle, ileride yapılacak araştırmalar, akademik yazma motivasyonunu farklı eğitim geçmişlerinden daha geniş bir katılımcı örneği ile farklı enstrümanlar kullanarak ölçülebilir. İkinci olarak, öğretmenlerin bu araştırmanın bulgularını göz önünde bulundurarak öğrencilerinin yazma motivasyonlarını arttırmak için farklı yollar izlemeleri gerekmektedir. Öğrencilerin akademik yazma motivasyonlarını araştırmak için araştırmaya nitel veriler eklenebilir. Son olarak, gelecekte yapılacak çalışmalar, yardım veya eğitim uygulandıktan sonra öğrencilerin akademik yazma motivasyonlarının değişip değişmediğine odaklanabilir.

*Anahtar Sözcükler:* Dışsal motivasyon, içsel motivasyon, İngiliz dili öğrenimi, akademik yazma motivasyonu.